Assam down town University

Curriculum and Syllabus

Bachelor of Arts
in
Performing Arts

OUTCOME BASED EDUCATION FRAMEWORK

CHOICE BASED CREDIT SYSTEM

Version: 2.1

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

July, 2023

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 Board of Studies (BOS) meeting of the Faculty of Science held on dated 20/06/2023 and approved by the Emergent Academic Council (AC) meeting held on dated 28/07/2023.

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 programme with four specializations-Vocal music, Instrumental percussion music (Tabla), Theatre- Art and 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 to achieve the highest levels of professional ability, in a learning atmosphere that fosters universal human values through the Performing Arts.

I. Specific Features of the Curriculum

The curriculum provides specific programme 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 programmes 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 Specially abled candidates.

III. Programme 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.
PEO 4: To apply digital tools and technologies effectively for learning, teaching, and presenting performing arts.
PEO 5: To develop research and analytical skills for contributing to cultural preservation and scholarly discourse in performing arts.

IV. Programme Specific Outcomes (PSOs):

PSO1: Performance oriented: Ability to show case mastery in technique, expression and the ability to create persuasive an 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. Programme Outcomes (POs):

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 diverseindig enous and traditional forms of art and culture, fostering a socio-cultural responsibility to respect and preserve both indigen ousandendan geredart 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: 140

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 area 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	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 programme coordinators should upload the in-semester marks to the ERP and forward acknowledgement of all the courses of the programme 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 programme 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 Programme 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 x 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.

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

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, Gi is the Grade Point secured in the i^{th} registered Course and Ci 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, Gi is the Grade Point secured in the ith completed Course and Ci is the Credit (weight) of that Course.

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

(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 class room teaching through series of lectures delivering concepts using ITC facilities, white or black board. Notes may also be circulated to the students however; the students are to be involved in preparation of the notes. The teacher will be responsible in selecting the best note for circulation. The teacher- centric methodology has recently fallen out of favor because this strategy for teaching is seen to favor 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 student for studying by themselves, prepare presentations, notes etc., and present at respective class time after consultation and discussion with the course teachers. The teacher facilitate 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 behavior 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 visit to the laboratory for experiments or field and survey. 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 a 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 with problems. During the library hours the student along with the teacher visits library search probable solution for the assigned problem. The same has to be done in group 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.

2. 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, Student present and deliver lectures in presence of teacher and supervised by teacher	60%
Student visit fields or perform experiments or teacher perform demonstration	05%
Flipped Classroom approach	10%
Cooperative learning approach	05%

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

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

Breakdown of Credits

Sl. No	Category		Total number of Credits
1	University Core (UC)	Skill Enhancement Course (SEC)	8
		Ability Enhancement Course (AEC)	7
		Field Training	-
		Discipline Specific Elective (DSE)	-
		Value Added Course (VAC)	1
2	University Elective (UE)	Multidisciplinary Course (MDC)	2
		Value Added Course (VAC)	13
3	Programme Core (PC)	Discipline Specific Core (DSC)	72
		Field Training	3
		Research /Industry Internship	9
		Summer Internship	2
4	Programme Elective (PE)	Discipline Specific Elective (DSE)	19
		Value Added Course (VAC)	-
5	Faculty Core (FC)	Skill Enhancement Course (SEC)	4
		Ability Enhancement Course (AEC)	-
Total			**140**

Breakdown by categories of courses

Sl no	Category	Credits	%
1	Humanities and Social Sciences	134	95.72%
3	Science	2	1.43%
4	Computer Technology	2	1.43%
5	Commerce and Management	1	0.71%
6	Paramedical	1	0.71%
Total		**140**	**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	23BAPV111R	Introduction to Hindustani Classical Music	DSC	3	0	2	0	0	0	4	50	50	0	100
		23BAPB111R	Fundamentals of Bharatnatyam												
	2	23BAPV112R	Hindustani Classical Music (Practical)	DSC	0	0	6	0	0	0	3	0	0	100	100
		23BAPB112R	Bharatnatyam Practical												
	3	23BAPA113R	Society And Culture	DSE	2	0	0	0	0	0	2	50	50	0	100
		23BAPA114R	Human Growth and Development												
	4	23BACE111R	Moocs-I (Coursera)	VAC	0	0	0	4	0	0	1	0	0	100	100
	5	23BAPA115R	Community Services-I	Field Training	0	0	0	0	0	8	1	0	0	100	100
	6	23UBEC111R	Extra-Curricular	SEC	0	0	0	4	0	0	1	0	0	100	100
	7	23UBPD112R	Elementary English	AEC	0	0	2	0	0	0	2	0	0	100	100
	Total				**5**	**0**	**10**	**8**	**0**	**8**	**14**	**100**	**100**	**500**	**700**

	S.N.	Course Code	Course Title	Course Category	Engagement							Maximum Marks for			
					L	T	P	S	R	O	C	IA*	SEE*	PE*	Total
Semester II	1	23BAPA121R	Introduction to Music & Dance	DSC	4	0	0	0	0	0	4	40	60	0	100
	2	23BAPA122R	Performing Arts Practical	DSC	0	0	8	0	0	0	4	0	0	100	100
	3	23BAPA123R	Introduction to Indian Art and Culture	DSC	4	0	0	0	0	0	4	40	60	0	100
	4	23UBES101R	Environmental Studies	MDC	2	0	0	0	0	0	2	40	60	0	100
	5	23BACE122R	Moocs II (Coursera)	VAC	0	0	0	4	0	0	1	0	0	100	100
	6	23BAPA124R	Community Services-II)	Field Training	0	0	0	0	0	8	1	0	0	100	100
	7	23UBPD122R	Implicit English	AEC	0	0	4	0	0	0	2	0	0	100	100
	8	23UBEC121R	Extra-Curricular / Co-Curricular	SEC	0	0	0	4	0	0	1	0	0	100	100
	Total				**10**	**0**	**12**	**8**	**0**	**8**	**19**	**120**	**180**	**500**	**800**

Semester III	S.N.	Course Code	Course Title	Course Category	Engagement							Maximum Marks for			
					L	T	P	S	R	O	C	IA*	SEE*	PE*	Total
	1	23BAPA211R	Dance And Music Therapy	DSC	4	0	0	0	0	0	4	40	60	0	100
	2	23BAPA212R	Understanding Natyashastra	DSC	2	0	6	0	0	0	5	40	60	0	100
	3	23BAPB213R	Bharatnatyam Practical	DSC	0	0	6	0	0	0	3	0	0	100	100
		23BAPV213R	Hindustani Classical Vocal Practical												
	4	23BAPV214R	Hindustani Classical Vocal Theory	DSC	3	0	0	0	0	0	3	40	60	0	100
		23BAPB214R	Bharatnatyam Theory												
	5	23BAPA215R	Art Appreciation	DSC	4	0	0	0	0	0	4	40	60	0	100
	6	23BAPA216R	Community Service III	DSC	0	0	0	0	0	8	1	0	0	100	100
	7	23UULS212R	Basic Life Saving Skills	VAC	0	0	2	0	0	0	1	0	0	100	100
	8	23UUFL211R	Personal Financial Planning	VAC	0	0	2	0	0	0	1	0	0	100	100
	9	23UBPD212R	English Language For Excellence	VAC	0	0	4	0	0	0	2	0	0	100	100
	10	23BACE212R	Moocs (Generic Elective-I)	VAC	0	0	0	4	0	0	1	0	0	100	100
	11	23BACE133R	Moocs-III(Coursera)	VAC	0	0	0	4	0	0	1	0	0	100	100
	12	23UBEC211R	Extra-Curricular	SEC	0	0	0	4	0	0	1	0	0	100	100
	Total				**13**	**0**	**20**	**12**	**0**	**8**	**27**	**160**	**240**	**800**	**1200**

	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	23BAPA221R	Aesthetics in Performing Arts	DSC	4	0	0	0	0	0	4	40	60	0	100
	2	23BAPV222R	Hindustani Classical Vocal Music Theory	DSC	3	0	0	0	0	0	3	40	60	0	100
		23BAPB222R	Indian Classical Dance Bharatnatyam												
	3	23BAPV223R	Hindustani Classical Vocal Music Practical	DSC	0	0	6	0	0	0	3	0	0	100	100
		23BAPB223R	Indian Classical Dance Bharatnatyam												
	4	23BAPA224R	Sattriya Music Theory	DSC	3	0	0	0	0	0	3	40	60	0	100
	5	23BAPA225R	Exploring the Interplay of Psychology and Performing Arts	DSE	3	0	0	0	0	0	3	40	60	0	100
		23BAPA226R	Applied Performing Arts												
	6	23BAPA227R	Importance of rhythm in Performing Arts	DSE	3	0	0	0	0	3	3	40	60	0	100
		23BAPA228R	Folk Art of North-East India												
	7	23UULS312R	Basic Acclimatizing Skills	VAC	0	0	2	0	0	0	1	0	0	100	100
	8	23UBPD221R	Enhanced Professional Skill	AEC	0	0	2	0	0	0	1	0	0	100	100
	9	23UUDL103R	Digital Literacy	VAC	0	0	2	0	0	0	1	0	0	100	100
	10	23BACE222R	Moocs (Generic Elective-II)	VAC	0	0	0	8	0	0	2	0	0	100	100
	11	23BACE133R	Indian Knowledge and Heritage	VAC	0	0	2	0	0	0	1	0	0	100	100
	12	23BACE212R	Extra-Curricular/ Co-Curricular	VAC	0	0	0	4	0	0	1	0	0	100	100
	Total				**16**	**0**	**14**	**12**	**0**	**3**	**26**	**200**	**300**	**700**	**1200**

	S.N.	Course Code	Course Title	Course Category	Engagement							Maximum Marks for			
					L	T	P	S	R	O	C	IA*	SEE*	PE*	Total
Semester V	1	23BAPV311R	Theory of Hindustani Classical Music	DSC	4	0	0	0	0	0	4	40	60	0	100
		23BAPB311R	Theory of Indian Classical Dance Bharatnatyam												
	2	23BAPV312R	Indian Classical Music Practical	DSC	0	0	6	0	0	0	3	0	0	100	100
		23BAPB312R	Indian Classical Dance Bharatnatyam Practical												
	3	23BAPA313R	North Indian and South Indian Tala System	DSC	3	0	0	0	0	0	3	40	60	0	100
	4	23BAPA314R	Dramatic Tradition of Assam	DSC	3	0	0	0	0	0	3	40	60	0	100
	5	23BACE133R	Moocs-IV (Coursera)	VAC	0	0	0	2	0	0	1	0	0	100	100
	6	23BAPA315R	Research Project	Research	2	0	0	0	12	0	4	40	60	0	100
	7	23BAPA316R	Summer Internship	Internship	0	0	0	0	0	16	2	0	0	100	100
	8	23BACE312R	Moocs (Generic Elective)	VAC	0	0	0	8	0	0	2	0	0	100	100
	9	23BAPA317R	Digital Course	VAC	0	0	4	0	0	0	2	0	0	100	100
	Total				**12**	**0**	**10**	**10**	**12**	**16**	**24**	**160**	**240**	**500**	**900**

	S.N.	Course Code	Course Title	Course Category	Engagement							Maximum Marks for			
					L	T	P	S	R	O	C	IA*	SEE*	PE*	Total
Semester VI	1	23BAPV321R	Indian Classical Music Practical	DSC	0	1	6	0	0	0	4	0	0	100	100
		23BAPB321R	Indian Classical Dance Bharatyam Practical												
	2	23BAPV322R	Indian Classical Music Theory	DSC	4	0	0	0	0	0	4	40	60	0	100
		23BAPB322R	Indian Classical Dance Bharatnatyam Theory												
	3	23BAPA323R	Folk Songs of India	DSE	0	2	6	0	0	0	5	0	0	100	100
		23BAPA324R	Brief Idea on Folk Dances of India												
	4	23BAPA325R	Performing Arts and Digital Media	DSE	4	2	0	0	0	0	6	40	60	0	100
		23BAPA326R	Folk Art of Assam												
	5	23BACE133R	Moocs-V (Coursera)	VAC	0	0	0	4	0	0	2	0	0	100	100
	6	23BAPA327R	Research Project	Research	2	0	0	0	18	0	5	40	60	0	100
	7	23BACE322R	MOOCS (Generic Elective-IV)	VAC	0	0	0	4	0	0	2	0	0	100	100
	8	23BAPA328R	Digital Course	VAC	0	0	4	0	0	0	2	0	0	100	100
	Total				**10**	**5**	**16**	**8**	**18**	**0**	**30**	**120**	**180**	**500**	**800**

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

SEMESTER – I									
Course Title	**Introduction to Hindustani Classical Music**								
Course code	**23BAPV111R**	**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 Performing Arts**								
Semester	**Fall/ I semester of first year of the programme**								
Course Objectives	1. To develop an understanding of the musical terms of Hindustani classical music. 2. To evaluate the different aspects of Hindustani classical music 3. To evaluate the origin and development of Indian classical music.								
CO1	Will develop an understanding of different musical terms.								
CO2	Will evaluate the different aspects of classical music.								
CO3	Will formulate the origin and development of Indian Classical Music.								
CO4	Will learn and understanding of 10 Thaat.								
CO5	Will formulate the origin of Tala								

Unit-No.	Content	Contact Hour	Learning Outcome	KL
I	General Theory Dhwani, Nada, Swara, Shruti, Raga, Sangeet, Mela, Thata, Alankar, Tana, Gamak, Jati, Matra, Sam, Khali	**6**	Will develop and understanding of different musical terms.	1,2
II	72 Thaats of Vyankatmukhi Creation of 32 Thaat	**6**	Will learn and understand of 72 Thaat.	1,2
III	10 Thaats of Bhatkhande & its Characteristics	**6**	Will learn and understanding of 10 Thaat.	1,2
IV	Brief Introduction to Prescribed Ragas Yamam, Bhupali, Bhairav, Khamaj, Asawari, Bilawal	**6**	Will Formulate The Introduction of Prescribed Raga.	1,2
V	Brief introduction of Tala system. History Classification of Tala System Ability to write the following talas Teental, Ektal, Choutal, Dhamaar tal	**6**	Will formulate the origin of Tala	1,2

TEXT BOOKS:

T1: Kalita. S. Kumar, an Introduction To Classical Music of India, 2016
T2: Rabha. Chandra Kanta, Indian Classical Music, 2021

REFERENCE BOOKS:

R1: Phukan. Birendra, Raag Sangeet, 1997
R2: Baruah. Sudarshana, Art Education, 2023
R3: Bhagawati. Manju Devi, Utchanga Raag Sangeet Tatva, 2019

OTHER LEARNING RESOURCES:

https://www.youtube.com/watch?v=ed4SIvGjqNI

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme Outcome**
1	Will develop an understanding of different musical terms.	**1, 2 & 3**
2	Will evaluate the different aspects of classical music.	**1, 2 & 3**
3	Will formulate the origin and development of Indian Classical Music.	**1 & 2**
4	Will learn and understanding of 10 Thaat.	**1 & 2**
5	Will formulate the origin of Tala	**1 & 2**

SEMESTER – I									
Course Title	**Fundamentals Of Bharatanatyam**								
Course code	**23BAPB111R**	**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 Performing Arts**								
Semester	**Fall/ I semester of first year of the programme**								
Course Objectives	1. To impart the knowledge of origin and development of Indian Classical Dance Forms. 2. To impart the knowledge of Natyadharmi, Lokadharmi 3. To train the student in Hasthas and Bedhas								
CO1	Remember the origin and development of Indian Classical Dance Forms								
CO2	Understand the difference between the Natyadharmi, Lokadharmi								
CO3	Analyze the different Technical Terms of Bharatanatyam								
CO4	Understand the difference between Nritta, Nritya, Natya & Anga, Upanga, Pratyanga								
CO5	Remember technical terms or definition of various terms used in dance								

Unit-No.	**Content**	**Contact Hour**	**Learning Outcome**	**KL**
I	Natyothpatthi – The Origin of Dance, Introduction to Brief study of Classical Dance Forms of India – Bharatanatyam, Kuchipudi, Mohini Attam, Kathakali, Kathak, Odissi, Manipuri, Satriya	**12**	Will learn about origin of dance and brief idea on the classical dance form of India	1,2
II	Asamyutha and Samyutha Hasthas with Shlokas according to Abhinaya Darpana	**12**	Will learn about the asamyukta and Samyukta hastas	1,2
III	Brief introduction of Technical Terms Or Paribhashika Shabdas- Bharatha, Thandava, Lasya, Angahara, Rechaka, Vritthi, Karana	**12**	Will learn the technical terms or definition of various terms used in dance	1,2
IV	Technical Terms- Natyadharmi, Lokadharmi, Solkattu, Jaathi, Saptha Thaala	**12**	Will learn about technical terms of Dance	1,2
V	Nritha, Nritya, Natya, Anga, Upanga, Pratyanga	**12**	Understand the difference between Nritha, Nritya, Natya & Anga, Upanga, Pratyanga	1,2

TEXT BOOKS:

T1: Vaidyanathan. Saroja, The Science Of Bharata Natyam

REFERENCE BOOKS:

R1: Vatshayan. Kapila, Indian Classical Dance
R2: Pillai, Jagadeesh, Bharatnatyam to Kathak

OTHER LEARNING RESOURCES:

https://youtu.be/JWhA3ldZcyY?si=q81TkNPqkWSDwonZ

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme Outcome**
1	Remember the origin and development of Indian Classical Dance Forms	**1, 2 & 3**
2	Understand the difference between the Natyadharmi, Lokadharmi	**1, 2 & 3**
3	Analyze the different Technical Terms of Bharatanatyam	**1 & 2**
4	Understand the difference between Nritta, Nritya, Natya& Anga, Upanga, Pratyanga	**1 & 2**
5	Remember technical terms or definition of various terms used in dance	**1 & 2**

SEMESTER – I									
Course Title	**Hindustani Classical Music (Practical)**								
Course code	**23BAPV112R**	**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/ I semester of first year of the programme**								
Course Objectives	1. Know the Alankars of classical music. 2. Be knowledgeable about the Drut Khayal of Ragas. 3. To know the Indian tala system.								
CO1	Learn the advanced exercise of Alankars.								
CO2	Learn the structure of the Ragas, Arohan, avarohan, pakkad.								
CO3	Understand the tala pattern with layakari.								
CO4	Get knowledge about the singing styles bada kheyal with alaap and taals.								
CO5	Get knowledge about the singing styles Chota kheyal with alaap and taans								

Unit-No.	**Content**	**Contact Hour**	**Learning Outcome**	**KL**
I	Practice of Swaras Practice of 30 Alankars	**9**	Learn the advanced exercise of Alankars	1,2
II	Concept of different types of Singing Forms of Hindustani Music: Alankar, Paltas, Komal Swara, Tibra, Swara, Alaap, Kan Swara, Meend,	**9**	Learn the Alankar, Paltas, Komal Swara,Tibra Swara, Alaap, Kan Swara, Meend	1,2
III	Swara malika & Chota Khayal of Prescribed RagaYaman, Bhupali & Bhairav	**9**	Learn thestructure of the Ragas	1,2
IV	Bada khayal of Anyone Raga Yaman, Bhupali	**9**	Learn thestructure of theRagas	1,2
V	Practice of playing tanpura	**9**	Understand the tala pattern with layakari	1,2

REFERENCE BOOKS:

R1: Phukan. Birendra, Raag Sangeet, 1997
R2: Baruah. Sudarshana, Art Education, 2023
R3: Bhagawati. Manju Devi, Utchanga Raag Sangeet Tatva, 2019

OTHER LEARNING RESOURCES:

https://youtu.be/ed4SIvGjqNI?si=apHAqW6aFV90W44E

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme Outcome**
1	Learn the advanced exercise of Alankars.	**1, 2 & 3**
2	Learn the structure of the Ragas, Arohan, avarohan, pakkad.	**1 & 2**
3	Understand the tala pattern with layakari.	**1 & 2**
4	Get knowledge about the singing styles bada kheyal with alaap and taals.	**1 & 2**
5	Get knowledge about the singing styles Chota kheyal with alaap and taans.	**1, 2 & 3**

SEMESTER – I									
Course Title	**Bharatanatyam Practical**								
Course code	**23BAPB112R**	**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/ I semester of first year of the programme**								
Course Objectives	1. To impart the knowledge of Asanas in Bharathanatyam 2. To impart the knowledge of Hasthas and Bedhas. 3. To train the student in Adavus and shloka.								
CO1	Apply the knowledge of Adavus and shloka.								
CO2	Evaluate the different types of Hasthas and Bedhas								
CO3	Create and implement the Theoretical of Adavus and shloka.								
CO4	Learn the basic steps								
CO5	Learn the slokas								

Unit-No.	Content	Contact Hour	Learning Outcome	KL
I	Basic Yoga Asanas for Dancers' Flexibility	**9**	Will learn the yoga asanas for enhancing flexibility for dancing	1,2
II	Asamyutha /Samyutha Hastha Drishti According to Abhinaya Darpana with Shlokas	**9**	Will learn the hand gestures of single and double hand	1,2
III	Drishti Bedha, Shiro Bedha, Greeva, Pada Bedha According to Abhinaya Darpana with Shlokas	**9**	Will learn the types of movements of eyes, head, neck, legs	1,2
IV	Adavus Thatt adavu – 1 to 8, Natu 1 to 8, Metta Adavu, Thattumettu (5 Jaathi), Kudittha mettu, Jaaru Adavu, in 3 speeds	**9**	Will learn the basic step	1,2
V	Dhyana Sloka & Natya Arambha sloka along with Abhinaya	**9**	Will learn the slokas	1,2

REFERENCE BOOKS:

R1: Vatshayan. Kapila, Indian Classical Dance
R2: Pillai, Jagadeesh, Bharatnatyam to Kathak

OTHER LEARNING RESOURCES:

https://youtu.be/JWhA3ldZcyY?si=q81TkNPqkWSDwonZ

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme Outcome**
1	Apply the knowledge of Adavus and shloka.	**1, 2 & 3**
2	Evaluate the different types of Hasthas and Bedhas	**1, 2 & 3**
3	Create and implement the Theoretical of Adavus and shloka.	**1 & 2**
4	Learn the basic steps	**1 & 2**
5	Learn the slokas	**1 & 2**

SEMESTER – I									
Course Title	**Society and Culture**								
Course code	**23BAPA113R**	**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 Performing Arts**								
Semester	**Fall/ I semester of first year of the programme**								
Course Objectives	1. To develop the concept of Society and Culture. 2. To understand the different phases of culture. 3. To evaluate the concept of Indian tradition and Culture.								
CO1	Will develop the concept of Indian Society and Culture.								
CO2	Will understand the different phases of culture.								
CO3	Will evaluate the concept of caste and class.								
CO4	Will formulate different theories of Indian Culture.								
CO5	Will help to conceptualize different parameters of progress in development of society and culture.								

Unit-No.		**Contact Hour**	**Learning Outcome**	**KL**
I	Concepts of society and culture; status and role; groups and institution, social Stratification; Characteristics of Culture, culture and civilization; Material and non-material aspects of culture; Enculturation, Structure of culture trait, culture complex, culture area, age area, culture focus, variation and diversity in culture.	**12**	To learn the basic concept of Society	1,2
II	Evolution of Culture 1. Evolution, new evolution modern theory of culture 2. E.B Taylor concept of culture.	**12**	To understand the different phases of culture.	1,2
III	Culture, language and communication, Sapir-Whorf hypothesis, nature, origin and characteristics of language; verbal and non-verbal communication; ethnography of speaking	**12**	To know the concept of tradition and Culture.	1,2
IV	Inter connections between tourism history and the rise of the socio-cultural study of tourism including temporary migration, colonial exploration, pilgrimage, visiting relatives, imagined and remembered journeys, and tourism.	**12**	To learn the caste hierarchical structure	1,2
V	**Class approach:** Culture of Poverty and the Underclass Approach, Comparison between relations function in an urban setting versus function in a rural setting, Race and Class in Urban Ethnography, Urban Dystopia.	**12**	To learn and to understand the tradition and changes	1,2

REFERENCE BOOKS:

R1: Pandey, Vinita, Indian Society and Culture
R2: Rojek Chris & S.Turner Bryan, Society & Culture

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme Outcome**
1	Will develop the concept of Indian Society and Culture.	**1, 2, 3 & 7**
2	Will understand the different phases of culture.	**1& 7**
3	Will evaluate the concept of caste and class.	**1 & 7**
4	Will formulate different theories of Indian Culture.	**1 & 7**
5	Will help to conceptualize different parameters of progress in development of society and culture.	**1 & 7**

SEMESTER – I									
Course Title	**Human Growth and Development**								
Course code	**23BAPA114R**	**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 in Social Work**								
Semester	**Fall/ I semester of first year of the Programme**								
Course Objectives	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.								
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:

R1: Hurlock E. B., Developmental Psychology– A Life Span Approach, (Fifth Edition), Tata MC Graw Hill Publishing Company Limited, New Delhi.

R2: Mary D. Sheridan (1995) From Birth to Five Years. NFER-Nelson Publishing Company Ltd, 1995

R3: Rickson, E., Childhood and Society, New York: Norton, 1950.

R4: Hurlock E. B, Child development, Elizabeth Hurlock, McGraw Hill: New Delhi.

R5: Mittal. S. (2006) child development—Experimental Psychology, Isha books, Delhi.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme Outcome**
1	Obtain knowledge of various concepts related to human growth and development	**4, 7 & 9**
2	Familiarize with the different stages of human development	**4, 7 & 9**
3	Understand the relevance of biological, psychological, social, and cultural influences on lifespan human development.	**4, 7 & 9**
4	Synthesize various traits of personality development	**4, 7 & 9**
5	Relate and apply the concept and theories while practicing the social work method.	**4, 7 & 9**

SEMESTER – I									
Course Title	**COMMUNITY SERVICE – I**								
Course code	**23BAPA115R**	**Total credits: 1**	**L**	**T**	**P**	**S**	**R**	**O/F**	**C**
			0	**0**	**0**	**0**	**0**	**8**	**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 encourage students to engage with the community through performing arts. 2. To develop social responsibility by organizing music and dance workshops in schools and old-age homes. 3**.** To enhance students' interpersonal and communication skills through artistic interactions.								
CO1	Understand **t**he role of performing arts in community engagement.								
CO2	Demonstrate **t**eamwork and leadership while organizing workshops.								
CO3	Apply music and dance as tools for social interaction and well-being.								
CO4	Analyze the impact of performing arts on different community groups.								
CO5	Create meaningful and engaging performances for diverse audiences.								

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme Outcome**
1	Understand **t**he role of performing arts in community engagement.	**1, 2,**
2	Demonstrate **t**eamwork and leadership while organizing workshops.	**1 & 7**
3	Apply music and dance as tools for social interaction and well-being.	**1, 2 & 3**
4	Analyze the impact of performing arts on different community groups.	**1, 2 & 6**
5	Create meaningful and engaging performances for diverse audiences.	**1, 2 & 3**

SEMESTER – I									
Course Title	**Elementary English**								
Course code	**23UBPD112R**	**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/ I semester of first year of the programme**								
Course Objectives	1. To strengthen and expand the vocabulary of the students which will help them in writing and speaking English 2. To improve learners' overall communicative skills and fluency in the target language. 3. To enable the students with the knowledge and skills to create well-crafted resumes that effectively showcase their qualification.								
CO1	Enable students to understand grammar to write effectively and speak flawlessly, knowing correct usage of tenses and rectifying grammatical errors.								
CO2	To make them prepare for various public and private sector exams & placement drives. To enhance the analytical skill and problem-solving skill of the students.								
CO3	Provide insight into networking platforms to help students build and expand their professional connection.								
CO4	Apply the basic rules for flawless speaking and writing and using the exact contextual								
CO5	Know different effective presentation techniques to write or give presentation in a flawless manner.								

Unit-No.	Content	Contact Hour	Learning Outcome	KL
I	Speaking Skills & Communication Skills i. Icebreaking Session (Speak out in Mother Tongue) ii. Speak Out (English) iii. Self-Introduction iv. Elements of Communication & Process of Communication v. Types of Communication Barriers of Communication	**6**	Grasp the different types of communication process for a better communication in the target language.	1,2
	Unit 1.2 -Number System i. Unit Digit & Divisibility ii. Bodmas Rule iii. Simplification Digit Sum iv. H.C.F and L.C.M	**6**	Understanding, identifying and analyzing of different types of number system, simplification in short tricks.	
II	Presentation Skills i.Essential characteristics of a Presentation &Non - Verbal Cues of Presentation ii. Tips for using visual aids in presentation	**6**	Know different effective presentation techniques to write or give presentation in a flawless manner.	1,2
	Unit 2.2 Coding and Decoding i. Letter coding ii. Number Coding iii. Mix Coding	**6**	Understanding, identifying and analyzing of different types of logical tricks on alphabet and numbers with coding statement.	
III	Grammar (Flipped classroom) i. Use of articles, determiners, adjectives, prepositions ii. Action words – modifiers, intensifiers, connectives	**6**	Enable students to understand grammar to write effectively and speak flawlessly, knowing correct usage of tenses and	1,2

			rectifying grammatical errors.	
	Unit 3.2 Percentage, Ratio and Proportion and its application i. Percentage Chart Using ii. Short Tricks Percentage and Fraction iii. Pre placement class test	**8**	Understanding, identifying and analyzing of percentage chart and its application in different QA based question.	
IV	Resume Building & Networking Platforms i. Guidelines for Effective Resume Writing	**6**	Enable the knowledge and skills to create well -crafted resumes that effectively showcase their qualification	1,2
	Unit 4.2 Classification of Odd one Out I. Classification of Groups of object II. Classification of Group of numbers /digit III. Classification of alphabet coding	**4**	Understanding, identifying and analyzing of Odd one and its application in different Reasoning based question.	
V	Unit 5.1 All short tricks I. Suare for unit digit 5 II. Square root and cube root III. Digit sum and analysis	**4**	Understanding, identifying and analyzing of short tricks and its application in different Reasoning based question.	1,2

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme Outcome**
1	Enable students to understand grammar to write effectively and speak flawlessly, knowing correct usage of tenses and rectifying grammatical errors.	**4, 6, 8 & 9**
2	To make them prepare for various public and private sector exams & placement drives. To enhance the analytical skill and problem-solving skill of the students.	**4, 6, 8 & 9**
3	Provide insight into networking platforms to help students build and expand their professional connection.	**4, 6, 8 & 9**
4	Apply the basic rules for flawless speaking and writing and using the exact contextual	**4, 6, 8 & 9**
5	Know different effective presentation techniques to write or give presentation in a flawless manner.	**4, 6, 8 & 9**

SEMESTER – II									
Course Title	**Introduction To Music & Dance**								
Course code	**23BAPA121R**	**Total credits: 4** **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	**Winter/ II semester of first year of the programme**								
Course Objectives	1. Examine the diverse regional folk music traditions of India. 2. Understand the social significance of folk music in different communities 3. Analyze the fundamental concepts of Raga music in both Hindustani and Carnatic traditions. Differentiate between Nritya, Natya, and Nritta in the context of Indian classical dance.								
CO1	Develop a holistic understanding of Indian music and dance traditions								
CO2	Demonstrate proficiency in using technical terms related to Indian music and dance.								
CO3	Develop the ability to critically listen to Indian musical compositions.								
CO4	Gain insights into how rhythmic and melodic elements influence dance expressions.								
CO5	Identify and appreciate the diversity in folk music and classical dance forms across differentregions of India								

Unit-No.	**Content**	**Contact Hour**	**Learning Outcome**	**KL**
I	Introduction to Indian Music : Definition, origin & development offolk music and Raga music	**6**	Learn origin & development of folk music and Raga music	1,2
II	Technical Terminology of Indian Music: Dhwani, Naad, Shruti, Swar, Sudha, Vikrita, Vadi, Samvadi, Anuvadi, Vivadi, Aroh, Avroh, Pakad, Taal, Laya.	**6**	Learn technical terminology of Indian Music	1,2
III	Lakshana according to Abhinaya Darpana - Sabha Lakshana & Kinkini Lakshana. Study of Bhava and Rasa	**6**	Learn definition of Nritya, Natyaand Nitta, Lokadharmi and Natyadharmi, Abhinaya, Hasta (Gestures).	1,2
IV	Music & Dance: Inter relationship.	**6**	Learn inter relationship of dance and music.	1,2

REFERENCE BOOKS:

R1: Chandra Satish; Sangeet Shree Prakashan, 2021; Introduction of Raags
R2: Hirlekar Hema, Unicorn books; 2010; Hindustani Classical music
R3: Sharp, Lester W. Fundamentals of Cytology. 1st edition. Mc Graw Hill Company; 1943.

OTHER LEARNING RESOURCES:

https://youtu.be/UYT-IHNg9AM?si=o4C_XNW_BPTpfEdE

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme Outcome**
1	Develop a holistic understanding of Indian music and dance traditions	**1, 2 & 3**
2	Demonstrate proficiency in using technical terms related to Indian music and dance.	**1, 2, 5 &6**
3	Develop the ability to critically listen to Indian musical compositions.	**1, 2, 3 &5**
4	Gain insights into how rhythmic and melodic elements influence dance expressions.	**1, 2 & 3**
5	Identify and appreciate the diversity in folk music and classical dance forms across differentregions of India	**1, 2 & 3**

SEMESTER – II									
Course Title	**Performing Arts Practical**								
Course code	**23BAPA122R**	**Total credits: 4**	**L**	**T**	**P**	**S**	**R**	**O/F**	**C**
		Total hours: 120P	**0**	**0**	**8**	**0**	**0**	**0**	**4**
Pre-requisite	**Nil**	**Co-requisite**	**Nil**						
Programme	**Bachelor of Performing Arts**								
Semester	**Winter/ II semester of first year of the programme**								
Course Objectives	1. To learn the students about the basic hand gestures of Indian classical dance. 2. To learn about the different aspects of acting, music and basic concepts of Hindustani classical music. 3. To learn different dance items such as five *Adavus,*namely *Allaripu, Pushpanjali, Samyukta Hasta, Asamyukta Hasta, Pataka Viniyoga Hasta*								
CO1	Acquire proficiency to sing swarmalikas of Raag Yaman & Bhupali, different tyes of Ala, Meend, Alankaras etc.								
CO2	Acuire proficiency to perform physical exercises, voice exercises, theatre game observation, imitation, improvisation and characterzation.								
CO3	Demonstrate an understanding of different techniques of playing Tabla instruments such as how to perform *Hasta Sadhana,Bol, Quida, Bister, Tukra, Paran etc.*								
CO4	Gain practical knowledge of different dance items such as five *Adavus,* namely *Allaripu, Pushpanjali, Samyukta Hasta, Asamyukta Hasta, Pataka Viniyoga Hasta.*								
CO5	Acquire proficiency to perform on the stage, to communicate with audience etc.								

Unit-No.	**Content**	**Contact Hour**	**Learning Outcome**	**KL**
I	Practice swaramalika of Raag Yaman and Bhupali Practice Meend Swara, Kan Swara, Alaap, Practice of 20 Alankara	**12**	Students will learn swaramalika of Raag, Yaman and Bhupali Practice Meend Swara, Kan Swara, Alaap, Practice of 20 Alankara	1,2
II	Warm-up, Physical exercise, voice exercise, theatre game observation, Imitation, Improvisation And characterization.	**12**	Students will learn Warm-up, Physical exercise, voice exercise, theatre game observation, Imitation, Improvisation and characterization.	1,2
III	Hastha Sadhan Bol,Quida,Bister, Tukra, Paran	**12**	Students will learn Hastha Sadhan Bol, Quida, Bister, Tukra, Paran	1,2
IV	Concepts on any five adavus, dance items- (allaripu, pushpanjali), samyukta hasta, asamyukta hasta, pataka viniyoga hasta.	**12**	Students will learn five adavus, dance items- (allaripu, pushpanjali), samyukta hasta, asamyukta hasta, pataka viniyoga hasta.	1,2
V	Stage Performance.	**12**	Students will learn how to perform in tha stage	1,2

REFERENCE BOOKS:

R1: Phukan. Birendra, Raag Sangeet, 1997
R2: Baruah. Sudarshana, Art Education, 2023
R3: Sharp, Lester W. Fundamentals of Cytology. 1st edition. Mc Graw Hill Company; 1943.

OTHER LEARNING RESOURCES:

https://www.youtube.com/watch?v=ed4SIvGjqNI

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme Outcome**
1	Acquire proficiency to sing swarmalikas of Raag Yaman & Bhupali, different tyes of Ala, Meend, Alankaras etc.	**1, 2 &3**
2	Acuire proficiency to perform physical exercises, voice exercises, theatre game observation, imitation, improvisation and characterzation.	**1,2 & 3**
3	Demonstrate an understanding of different techniques of playing Tabla instruments such as how to perform *Hasta Sadhana,Bol, Quida, Bister, Tukra, Paran etc.*	**1,2 & 3**
4	Gain practical knowledge of different dance items such as five *Adavus,* namely *Allaripu, Pushpanjali, Samyukta Hasta, Asamyukta Hasta, Pataka Viniyoga Hasta.*	**1,2 & 3**
5	Acquire proficiency to perform on the stage, to communicate with audience etc.	**1,2 & 3**

SEMESTER – II									
Course Title	**Introduction To Indian Art And Culture**								
Course code	**23BAPA123R**	**Total credits: 4**	**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	**Winter/ 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	Acuire 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, Folk dances of India, Folk dance of Assam, Folk dances of North East	**9**	Describe, illustrate and explain chromosomal structure and types.	1,2
IV	Indian Theatre of Martial of Arts, Indian Film culture	**9**	Describe, illustrate and explain the mechanism of cell to cell communication	1,2
V	UNESCO’s list of Intangible Heritage Indian Handicrafs	**9**	Describe, illustrate and explain the cell cycle and division in general and in some specific cell types	1,2

REFERENCE BOOKS:

R1: Pandey, Vinita , Indian Society and Culture
R2: Rojek Chris & S.Turner Bryan, Society & Culture

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme Outcome**
1	Develop a basic concept on various arts forms, cultures, architectures of India.	**1, 3 & 7**
2	Acuire 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 & 7**
3	Demonstrate an understanding on various Classical dances & Folk dances of India, various Folk dances of Assam & North-East.	**1, 2,3 & 7**
4	Develop understanding regarding Indian Theatre, Martial arts, Film cultures of India.	**1, 2,3 & 7**
5	Acquire knowledge regarding UNESCO's list of Intangible Heritage, Indian Crafts.	**1, 2,3 & 7**

SEMESTER – II									
Course Title	**Environmental Studies**								
Course code	**23UBES101R**	**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 Performing Arts**								
Semester	**Winter/ II semester of first year of the programme**								
Course Objectives	1. To prepare students for careers as leaders in understanding and addressing complex environmental issues from a problem-oriented, interdisciplinary perspective. 2. To develop a world population that is aware of and concerned about the environment 3. To 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	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. Aware students about problems of environmental pollution, its impact on human and ecosystem and control measures.								

Unit-No.		**Contat Hour**	**Learning Outcome**	**KL**
I	**Multidisciplinary nature of environmental studies:** Definition, scope and importance.	**9**	Students will learn definition, scope and importance.	1,2
II	**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 nonrenewable 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	**9**	Students will be learn 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 vergrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies. Energy resources:	1,2

	natural resources. Equitable use of resources for sustainable life styles.		Growing energy needs, renewable and nonrenewable 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 life styles.	
III	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)	**9**	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)	1,2
IV	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-sports 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).	**9**	Students will be learning 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 megadiversity nation. Hot-sports 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).	1,2
V	Definition Cause, effects and control measures of:-Air pollution, Water pollution, Soil pollution, Marine pollution, Noise	**9**	Students will be learning definition Cause, effects and control measures of:-Air	1,2

	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.		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.	

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme 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.	**4, 6 &7**
2	Students will learn about natural resource, its importance and environmental impacts of Human activities on natural resource	**4, 6 &7**
3	Gain knowledge about environment and ecosystem	**4, 6 &7**
4	Students will be able to understand the concept of biodiversity and respect them.	**4, 6 &7**
5	Gain knowledge about the conservation of biodiversity and its importance. Aware students about problems of environmental pollution, its impact on human and ecosystem and control measures.	**4, 6 &7**

SEMESTER – II									
Course Title	**Community Service –II**								
Course code	**23BAPA124R**	**Total credits: 1**	**L**	**T**	**P**	**S**	**R**	**O/F**	**C**
			0	**0**	**0**	**0**	**0**	**8**	**1**
Pre-requisite	**Nil**	**Co-requisite**	**Nil**						
Programme	**Bachelor of Performing Arts**								
Semester	**Winter/ II semester of first year of the programme**								
Course Objectives	1**.** To encourage students to engage with the community through performing arts. 2. To develop social responsibility by organizing music and dance workshops in schools and old-age homes. 3**.** To enhance students' interpersonal and communication skills through artistic interactions.								
CO1	Understand **t**he role of performing arts in community engagement.								
CO2	Demonstrate **t**eamwork and leadership while organizing workshops.								
CO3	Apply music and dance as tools for social interaction and well-being.								
CO4	Analyze the impact of performing arts on different community groups.								
CO5	Create meaningful and engaging performances for diverse audiences.								

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme Outcome**
1	Understand **t**he role of performing arts in community engagement.	**1, 2, 3**
2	Demonstrate **t**eamwork and leadership while organizing workshops.	**2 & 7**
3	Apply music and dance as tools for social interaction and well-being.	**1, 2, 3 & 7**
4	Analyze the impact of performing arts on different community groups.	**4, 6 & 7**
5	Create meaningful and engaging performances for diverse audiences.	**1, 2 & 7**

SEMESTER – II									
Course Title	**Implicit English**								
Course code	**23UBPD122R**	**Total credits: 2**	**L**	**T**	**P**	**S**	**R**	**O/F**	**C**
		Total hours: 60S	**0**	**0**	**0**	**4**	**0**	**0**	**2**
Pre-requisite	**Nil**	**Co-requisite**	**Nil**						
Programme	**Bachelor of Performing Arts**								
Semester	**Winter/ II semester of first year of the programme**								
Course Objectives	1. To enable students to learn, understand and practice transformation of sentences, correct usage of all tenses and rectify common grammatical errors. 2. To help students to expand their Vocabulary strength along with learning new words and collocations. 3. To train and guide students to improve and their sharpen their listening skill and to become good listeners,								
CO1	Enable students to understand grammar to write effectively and speak flawlessly, knowing correct usage of tenses and rectifying grammatical errors.								
CO2	Acquire the technique of expanding vocabulary and creating new words and use them in different contexts. Encouraging and helping them to sharpen their listening skills and to become good listeners.								
CO3	Sharpen their listening skills and to become good listeners. Students will be able to develop and showcase their effective reading skills while reading any texts.								
CO4	Acquire the skill of time managing and apply the same in their profession lives along with the skills and information required for creating an excellent LinkedIn Profile.								
CO5	Prepare for various public and private sector exams & placement drives. To enhance the analytical skill and problem-solving skill of the students								

Unit-No.	**Content**	**Contact Hour**	**Learning Outcome**	**KL**
I	**Unit 1.1 Grammar (flipped classroom)** 1. Interchange of Interrogative and Assertive Sentences, Exclamatory and Assertive Sentences 2. Types of Tenses 3. Common Errors	**8**	Enrich in vocabulary	1,2
	Unit 1.2 Blood Relation 1. Blood relation hierarchy 2. Blood relation Expression 3. Counting Members Puzzle	**6**	This course will help students to understand reasoning ability to solve problem and preparation exam	
II	**Unit 2.1 Vocabulary Development** 1. One word substitution 2. Homonyms and Homophones 3. Words often confused 4. Idioms and phrases	**8**	Identify common errors in English speaking and writing	1,2
	Unit 2.2 Profit and Loss 1.CP,MRP, MP,SP Formula 2.Profit loss in percentage **3.**Discount	**6**	This course will help students to understand Profit loss discount concept and to improve them with a proper example.	
III	**Unit 3.1 Listening Skills** 1. What is listening 2. Types of Listening 3. Understanding Listening Barriers	**12**	Improve listening skills.	1,2

	Unit 3.2 Syllogism Problem-solving techniques by using the ven diagram	**4**	This course will help students to understand reasoning ability. This will help them to Prepare for any exam.	
IV	**Unit 4.1 Reading Skills** 1. Techniques of Effective Reading 2. Gathering ideas and information from a text 3. The SQ3R	**10**	Learn effective reading Techniques.	1,2
	Unit 4.2 Introduction to Geometry **i.** Area and perimeter of circle triangle and quadrilaterals ii. Application of formula in different shapes		This course will help students to understand numerical measurement ability. This will help them to prepare for any exam.	
V	**Time-Management Skills** 1. Introduction to Time Management 2. Purpose and Importance of Time Management 3. Basic Tips to maintain time	**8**	Learn time management techniques.	1,2
	Unit 5.2 Non Verbal Reasoning 1.Mirror and water image 2.Counting figures shapes 3.Figual Analysis	**6**	This course will help students to understand reasoning ability. This will help them to prepare for any exam	

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme Outcome**
1	Enable students to understand grammar to write effectively and speak flawlessly, knowing correct usage of tenses and rectifying grammatical errors.	**4, 6 & 9**
2	Acquire the technique of expanding vocabulary and creating new words and use them in different contexts. Encouraging and helping them to sharpen their listening skills and to become good listeners.	**4, 6 & 9**
3	Sharpen their listening skills and to become good listeners. Students will be able to develop and showcase their effective reading skills while reading any texts.	**4, 6 & 9**
4	Acquire the skill of time managing and apply the same in their profession lives along with the skills and information required for creating an excellent LinkedIn Profile.	**4, 6 & 9**
5	Prepare for various public and private sector exams & placement drives. To enhance the analytical skill and problem-solving skill of the students	**4, 6 & 9**

SEMESTER – II									
Course Title	**Extra-Curricular / Co- Curricular**								
Course code	**23UBEC121R**	**Total credits: 1**	**L**	**T**	**P**	**S**	**R**	**O/F**	**C**
		Total hours: 60S	**0**	**0**	**0**	**4**	**0**	**0**	**1**
Pre-requisite	**Nil**	**Co-requisite**	**Nil**						
Programme	**Bachelor of Performing Arts**								
Semester	**Winter/ 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	Enage 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.								

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES

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

SEMESTER – III									
Course Title	**Dance And Music Therapy**								
Course code	**23BAPA211R**	**Total credits: 4**	**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/ 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 ,socioeconomic 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 gestuers, 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 concept of dance and its role in well being and therapy. Western approach to DMT and the five existing school of thoughts, The emerging Eastern approach to DMT 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 movements as 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**	Get knowledge 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,	**9**	Learning about the rapeutic elements of	1,2

	emotions, shapes, sequences of dance, and how dance isused in therapy. Dance Movements as communicative and expressive tools despite barriers such as language, age, socio economic conditions, education, gender, class, caste, ableism, age, and dance.		dance, hand gestures, and foot steps rhythm used in therapy.	

REFERENCE BOOKS:

R1: Basant, Sangeet Visharad
R2: Chakravarty. Ruma, Music Therapy with Indian Music

OTHER LEARNING RESOURCES:

https://youtu.be/ijfLsKg8jFY?si=ximsX2luRXgXbWBO

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme Outcome**
1	Develop a basic concept on Music Therapy, its types, techniques and applications.	**1,2, 3 & 9**
2	Analyze the the rapeutic connection of Indian Classical Music for wellbeing with study of few ragas in this context, co-ordination of Ayurvedic with Indian Classical Music.	**1,2, 3 & 9**
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 & 9**
4	Analyse the interconnections between Dance and Human Physiology, linking rhythms and dance movements to human ability and activity.	**1,2, 3 & 9**
5	Demonstrate an understanding of therapeutic elements of Dance such as use of hand gestuers, rhythm, footsteps, expressions, sequences of dances etc,	**1,2, 3 & 9**

SEMESTER – III									
Course Title	**Understanding Natyashastra**								
Course code	**23BAPA212R**	**Total credits: 5**	**L**	**T**	**P**	**S**	**R**	**O/F**	**C**
		Total hours: 30T+90P	**2**	**0**	**6**	**0**	**0**	**0**	**5**
Pre-requisite	**Nil**	**Co-requisite**	**Nil**						
Programme	**Bachelor of Performing Arts**								
Semester	**Fall/ III semester of second year of the programme**								
Course Objectives	1. Discuss the theory and practical skills of Natyashastra. 2. Identify all mudras, bedas and karnas 3. Estimate the aesthetics of Navarasas and Abhinaya								
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 ,socioeconomic 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 gestuers, rhythm, footsteps, expressions, sequences of dances etc,								

Unit-No.	**Content**	**Contact Hour**	**Learning Outcome**	**KL**
I	An introduction to the timeline and four Vedas: Rigveda, Yajurveda, Samaveda, Atharvaveda	**9**	Learning about the Rigveda, Yajurveda, Samaveda, Atharvaveda	1,2
II	What is Natyashastra: Introduction, History Origin	**9**	Get knowledgable about Introduction, History and Origin of Natyashastra	1,2
III	Brief Discussion on different elements of Natyashastra: Theatre/ auditorium, Prayer, Stage design, Makeup, Dance Techniques, Abhinaya, Bhava and Rasa, Music, Instruments	**9**	Learning about the different elements of Natyashastra.	1,2
IV	Role and Significance of Indian Classical Dance in Natyashastra with a focus on Bharatanatyam	**9**	Get knowledgeable about Role and Significance of Indian Classical Dance in Natyashastra with a focus on Bharatanatyam	1,2
V	"Natyotpatti" – Evolution of Dance Tandava and Laasya	**9**	Learning about the Evolution of Dance Tandava and Laasya	1,2

REFERENCE BOOKS:

R1: Batra.Shakti, bharatas Natyashastra
R1: Rangacharya.Adya, Bharatas Natyashastra

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme Outcome**
1	Develop a basic concept on Music Therapy, its types, techniques and applications.	**1,2, 3 & 9**
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 & 9**
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, socio economic conditions etc.	**1,2, 3 & 9**
4	Analyse the interconnections between Dance and Human Physiology, linking rhythms and dance movements to human ability and activity.	**1,2, 3 & 9**
5	Demonstrate an understanding of therapeutic elements of Dance such as use of hand gestuers, rhythm, footsteps, expressions, sequences of dances etc,	**1,2, 3 & 9**

Semester - III									
Course Title	**Hindustani Classical Vocal Practical**								
Course code	**23BAPV213R**	**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 layakaris with Tali, Khali of some Taals used in Indian Classical Music such as Teental, Ektal, Choutal,Dhamar tal 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 RagaYaman, Bhupali, Bhairav (Aruhan, Avarohan, Pakkad, Bandish ,Tana)	**18**	Learning about the raga yaman, Bhupali bhairav.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, Chota khayal-Vrindavani Sarang, Bhimpalashi, chayanat, hameer	**18**	Leaning about the Bada khayal of raga yaman Bhupali bhairav and Chota khayal-Vrindavani Sarang, Bhimpalashi, chayanat, hameer.	1,2

TEXT BOOKS:

T1: Kalita.S.Kumar, an Introduction To Classical Music of India, 2016

REFERENCE BOOKS:

R1: Chandra Satish; Sangeet Shree Prakashan, 2021; Introduction of Raags
R2: Hirlekar Hema, Unicorn books; 2010; Hindustani Classical music

OTHER LEARNING RESOURCES:

https://www.youtube.com/watch?v=ed4SIvGjqNI

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme Outcome**
1	Acquire proficiency to perform advanced exercises of Alankaras, Anupras, Yamak, Punarukti	**1,2 &3**
2	Develop concept about the 10 Thaats of Indian Classical Music and their characteristics	**1,2 &3**
3	Acquire proficiency to perform Drut Khayals of Yaman, Bhupali and Bhairav showing alap, tana etc.	**1,2 &3**
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**
5	Acquire proficiency to perform Bada Khayal in Raga Yaman, Bhupali and Bhairav with alap,tana etc.	**1,2 &3**

SEMESTER –III									
Course Title	**Bharatnatyam Practical**								
Course code	**23BAPB213R**	**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 third year of the programme**								
Course Objectives	1. To develop a deep understanding of core Bharatnatyam adavus (steps) and hand gestures (hastas), enhancing technical skills and expression. 2. To master rhythmical complexities in dance compositions, focusing on jathis and talams across different rhythmic cycles. 3. To integrate theoretical knowledge and practical application through classical dance items such as Allarippu and Jathiswaram.								
CO1	Students will demonstrate proficiency in executing Sarukkal Adavu, Mandi Adavu, Pancha Nadai, and Thattamettu Adavu.								
CO2	Students will gain a comprehensive understanding of Devatha Hastam, Bandhava Hastam, and Asamyuktha Hasta with their practical applications (Viniyoga).								
CO3	Students will effectively perform Theermana Adavu in Pancha Jathis.								
CO4	Students will exhibit an understanding of rhythmical variations by performing Trikalam Jathi in different talams such as Aditalam, Tisrajathi Ekatam, and Khanda Jathi Ekatalam.								
CO5	Students will perform classical compositions such as Allarippu and Jathiswaram with precision, demonstrating their grasp of both technique and rhythm.								

Unit-No.	**Content**	**Contact Hour**	**Learning Outcome**	**KL**
I	Sarukkal Adavu, Mandi adavu, Pancha Nadai, Thattamettu Adavu.	**18**	Students will learn and performSarukkal Adavu**,** Mandi Adavu**,** Pancha Nadai**,** and Thattamettu Adavu, mastering foundational Bharatanatyam steps.	1,2
II	Devatha Hastam, Bandhava Hastam, Asamyuktha Hasta & Viniyoga.	**18**	Students will explore the use of Devatha Hastam**,** Bandhava Hastam**,** and Asamyuktha Hasta and understand their Viniyoga (applications).	1,2
III	Theermana Adavu in Pancha Jathis.	**18**	Students will execute Theermana Adavuin various Pancha Jathis**,** gaining expertise in rhythmic patterns.	1,2
IV	Trikalam Jathi-Aditalam, Tisrajathi Ekatam, Khanda Jathi Ekatalam.	**18**	Students will demonstrate Trikalam Jathi in Aditalam, as well as Tisrajathi EkatamandKhanda Jathi Ekatalam**,** enhancing their command over complex rhythmic structures.	1,2
V	Allarippu, Jathiswaram	**18**	Students will learn and perform Allarippuand Jathiswaram**,** understanding their significance in Bharatanatyam choreography.	1,2

TEXT BOOKS:

T1: Vaidyanathan. Saroja, The Science Of Bharata Natyam

REFERENCE BOOKS:

R1: Vatshayan. Kapila, Indian Classical Dance
R2: Pillai, Jagadeesh, Bharatnatyam to Kathak

OTHER LEARNING RESOURCES:

https://youtu.be/JWhA3ldZcyY?si=q81TkNPqkWSDwonZ

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme Outcome**
1	Students will demonstrate proficiency in executing Sarukkal Adavu, Mandi Adavu, Pancha Nadai, and Thattamettu Adavu.	**1,2 & 3**
2	Students will gain a comprehensive understanding of Devatha Hastam, Bandhava Hastam, and Asamyuktha Hasta with their practical applications (Viniyoga).	**1,2 & 3**
3	Students will effectively perform Theermana Adavu in Pancha Jathis.	**1,2 & 3**
4	Students will exhibit an understanding of rhythmical variations by performing Trikalam Jathi in different talams such as Aditalam, Tisrajathi Ekatam, and Khanda Jathi Ekatalam.	**1,2 & 3**
5	Students will perform classical compositions such as Allarippu and Jathiswaram with precision, demonstrating their grasp of both technique and rhythm.	**1,2 & 3**

SEMESTER – III									
Course Title	**Hindustani Classical Vocal Theory**								
Course code	**23BAPV214R**	**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 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 Swarmalika.								
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 Vocal music. A Brief history of Indian musicians in the modern period.	**9**	Be knowledgeable about the Indian music and the history of the Indian musicians in the modern period.	1,2
II	Raga Studies: History and significance Jatis of Raga Notation and Bandish	**9**	Familiarizing about the ragas. Jatis of Ragas	1,2
III	The theoretical knowledge of prescribed Ragas.Bilawal,Khamaj,Bhairav	**9**	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	**9**	Learning the concepts of Indian classical tala system	1,2
V	Life History: V.NBhatkhande, Vishnu Digambar Paluskar.	**9**	Learning the life history of V N Bhatkhande, Vishnu Digambar Paluskar.	1,2

TEXT BOOKS:

T1: Chandra Satish; Sangeet Shree Prakashan, 2021; Introduction of Raags

REFERENCE BOOKS:

R1: Hirlekar Hema, Unicorn books; 2010; Hindustani Classical music

OTHER LEARNING RESOURCES:

https://youtu.be/e9cefe-xD04?si=08LY5DB3xj6g1MnS

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES

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

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SEMESTER –III									
Course Title	**Bharatnatyam Theory**								
Course code	**23BAPB214R**	**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/ III semester of second year of the programme**								
Course Objectives	1. To develop a comprehensive understanding of the various components of *Chaturvitha Abhinayam* in Bharatnatyam. 2. To gain fundamental knowledge of the different *talas*, with a focus on *Sapta Talas* and their variations. 3. To explore the significant regional dance dramas of India, enhancing cultural awareness.								
CO1	Demonstrate knowledge of *Angika, Vachika, Aharya,* and *Satvika Abhinayam*.								
CO2	Understand and identify *Sapta Talas* and their 35 root variations.								
CO3	Recognize and describe key features of regional dance dramas such as *Kathakali, Bhagavath Mela, Yakshagana,* and *Bhaona*.								
CO4	Translate and interpret essential *Dhyana Sloka, Guru Vandana,* and different *Hasta Vinyasa* like *Drishti Veda, Shiro Veda, Griva Bheda,* and *Asamyukta Hastha*.								
CO5	Analyze and present the *Repertoire* in Bharatnatyam, including *Alarippu, Jathiswaram, Shabdam, Tillana, Varnam, Kauthvam, Javali, Asthapathi,* and *Slokam*.								

Unit-No.	**Content**	**Contact Hour**	**Learning Outcome**	**KL**
I	Chaturvitha Abhinayam 1. Angika Abhinayam: Physical expressions including postures, movements, and gestures. 2. Vachika Abhinayam: Verbal expressions, dialogues, and voice modulation. 3. Aharya Abhinayam: Costumes, makeup, and stage decorations. 4. Satvika Abhinayam: Emotional expressions reflecting mental states.	**9**	Students will learn and perform Angika Abhinayam, Vachika Abhinayam, Aharya Abhinayam, Satvika Abhinayam.	1,2
II	Basic Knowledge of Talas 1. Sapta Tala: Understanding of seven basic talas. 2. Root Variations of 35 Talas: Analysis of 35 variations derived from the Sapta Tala system.	**9**	Students will explore the basic Knowledge of Talas	1,2
III	Regional Dance Dramas of India 1. Kathakali: Origin, history, and key elements of this classical dance drama. 2. Bhagavath Mela: An exploration of this traditional dance-drama form. 3. Yakshagana: Overview of the stylistic and narrative features. 4. Bhaona: Study of this Assamese dance-drama form.	**9**	Students will learn regional Dance Dramas of India	1,2

IV	Translation of Slokas with Meaning 1.Dhyana Sloka 2.Guru Vandana 3.Drishti Veda 4.Shiro Veda 5.Griva Bheda 6.Asamyukta Hastha	**9**	Students will learn Dhyana Sloka,Guru Vandana, Drishti Veda, Shiro Veda, Griva Bheda, Asamyukta Hastha	1,2
V	Repertoire in Bharatnatyam 1.Alarippu 2.Jathiswaram 3.Shabdam 4.Tillana 5.Varnam 6.Kauthvam 7.Javali 8.Asthapathi 9.Slokam	**9**	Students will learn Alarippu,Jathiswaram, Shabdam, Tillana, Varnam, Kauthvam, Javali, Asthapathi, Slokam	1,2

REFERENCE BOOKS:

R1: Vatshayan. Kapila, Indian Classical Dance
R2: Pillai, Jagadeesh, Bharatnatyam to Kathak

OTHER LEARNING RESOURCES:

https://youtu.be/JWhA3ldZcyY?si=q81TkNPqkWSDwonZ

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme Outcome**
1	Demonstrate knowledge of *Angika, Vachika, Aharya,* and *Satvika Abhinayam*.	**1, 2 & 3**
2	Understand and identify *Sapta Talas* and their 35 root variations.	**1, 2 & 3**
3	Recognize and describe key features of regional dance dramas such as *Kathakali, Bhagavath Mela, Yakshagana,* and *Bhaona*.	**1, 2 & 3**
4	Translate and interpret essential *Dhyana Sloka, Guru Vandana,* and different *Hasta Vinyasa* like *Drishti Veda, Shiro Veda, Griva Bheda,* and *Asamyukta Hastha*.	**1, 2 & 3**
5	Analyze and present the *Repertoire* in Bharatnatyam, including *Alarippu, Jathiswaram, Shabdam, Tillana, Varnam, Kauthvam, Javali, Asthapathi,* and *Slokam*.	**1, 2 & 3**

SEMESTER – III									
Course Title	**Art Appreciation**								
Course code	**23BAPA215R**	**Total credits: 4**	**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/ III semester of second year of the programme**								
Course Objectives	1. Introduce students to the concept of art and its societal importance 2. Familiarize students with the elements and principles of visual arts 3. Explore the basics of performing arts, including theatre and dance								
CO1	Define art and explain its role in society								
CO2	Identify and analyse the essential elements of visual arts, performing arts, and music								
CO3	Discuss significant art movements and their historical contexts								
CO4	Apply basic art appreciation techniques to various art forms								
CO5	Evaluate contemporary art trends and their relationship to technology								

Unit-No.	Content	Contact Hour	Learning Outcome	KL
I	Introduction to Art Appreciation What is art? The role of art in society Aesthetic experience and interpretation Overview of significant art forms	**9**	Students will learn What is Art? The role of art in society Aesthetic experience and interpretation Overview of significant art forms	1,2
II	Visual Arts -Elements of visual art: line, shape, colour, texture, space Principles of design in visual arts Introduction to painting, sculpture, and photography Brief overview of significant art movements	**9**	Students will explore the basic Knowledge of Talas	1,2
III	Performing Arts Introduction to Drama Basic elements of drama Theatre production and design Introduction to dance Types of dances (Classical, folk and contemporary) Movement, choreography, and expression	**9**	Students will learn Introduction to Drama Basic elements of drama Theatre production and design Introduction to dance Types of dances (Classical, folk and contemporary) Movement, choreography, and expression	1,2
IV	Music Elements of music: rhythm, melody, harmony, timbre Major genres of music (classical, jazz, popular music) Instruments and voice types Basic music ap preciation techniques	**9**	Students will learn Elements of music: rhythm, melody, harmony, timbre Major genres of music (classical, jazz, popular music) Instruments and voice types Basic music appreciation techniques	1,2
V	Integrated Arts and Contemporary Trends Film and multimedia arts	**9**	Students will learn Film and multimedia arts	1,2

TEXT BOOKS:

T1: Kalita.S.Kumar, An Introduction To Classical Music of India, 2016
T2: Rabha. Chandra Kanta, Indian Classical Music, 2021

REFERENCE BOOKS:

R1: Phukan. Birendra, Raag Sangeet, 1997
R2: Baruah. Sudarshana, Art Education, 2023

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme Outcome**
1	Define art and explain its role in society	**1, 3 & 7**
2	Identify and analyse the essential elements of visual arts, performing arts, and music.	**1, 2 & 3**
3	Discuss significant art movements and their historical contexts	**1, 2, 3 & 7**
4	Apply basic art appreciation techniques to various art forms	**1, 2, 3 & 7**
5	Evaluate contemporary art trends and their relationship to technology	**1, 2, 3 & 7**

SEMESTER – III									
Course Title	**Community Service III**								
Course code	**23BAPA216R**	**Total credits: 1**	**L**	**T**	**P**	**S**	**R**	**O/F**	**C**
			0	**0**	**0**	**0**	**0**	**8**	**1**
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 encourage students to engage with the community through performing arts. 2. To develop social responsibility by organizing music and dance workshops in schools and old-age homes. 3**.** To enhance students' interpersonal and communication skills through artistic interactions.								
CO1	Understand **t**he role of performing arts in community engagement.								
CO2	Demonstrate **t**eamwork and leadership while organizing workshops.								
CO3	Apply music and dance as tools for social interaction and well-being.								
CO4	Analyze the impact of performing arts on different community groups.								
CO5	Create meaningful and engaging performances for diverse audiences.								

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme Outcome**
1	Understand **t**he role of performing arts in community engagement.	**1, 2**
2	Demonstrate **t**eamwork and leadership while organizing workshops.	**1, 2 & 3**
3	Apply music and dance as tools for social interaction and well-being.	**1, 2 & 3**
4	Analyze the impact of performing arts on different community groups.	**1, 2 & 4**
5	Create meaningful and engaging performances for diverse audiences.	**1, 2 & 6**

SEMESTER – IV									
Course Title	**Aesthetics In Performing Arts**								
Course code	**23BAPA221R**	**Total credits: 4**	**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	**Winter/ 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 Asthetics, 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	**6**	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.	**6**	Understanding about the Indian and western Aesthetics.	1,2
III	Importance of Aesthetics in performing Arts	**6**	Learning about the Importance of Aesthetics	1,2
IV	Performance as an Aesthetics category	**6**	Learning the asthetic sence in performance	1,2
V	Aesthetic attitude and creativity.	**6**	Learning the aesthetic attitude and creativity.	1,2

TEXT BOOKS:

T1: Basant, Sangeet Visharad, 1996

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES

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

SEMESTER – IV									
Course Title	**Hindustani Classical Vocal Music Theory**								
Course code	**23BAPV222R**	**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	**Winter/ IV semester of second year of the programme**								
Course Objectives	1. To develop a comprehensive understanding of Indian classical music's theoretical and practical components, including taals, ragas, and compositions. 2. To analyze and interpret the technicalities of swara, shruti, and layakari in Indian classical music through traditional systems. 3. To cultivate the ability to appreciate and critique musical performance based on classical texts like *Sangeet Ratnakar*.								
CO1	Demonstrate proficiency in notating and performing taals, including their theka and layakari variations, using both V.N. Bhatkhande and V.D. Pulaskar systems.								
CO2	Analyze the theoretical aspects of shruti, swara, and the prescribed ragas (Bihag, Kedar, Malkauns), and present their bandishes, alap, and taan in vilambit and drut laya.								
CO3	Identify and articulate the characteristics of various forms of compositions like Lakshan Geet, Chaturanga, Dhrupad, Dhamar, Tarana, Khayal, and Swargam geet.								
CO4	Apply the knowledge of *Sangeet Ratnakar* to assess the merits and demerits of vocalists, understanding the historical context and musical criteria.								
CO5	Gain critical insights into the interrelation of theory and practice in Indian classical music, fostering enhanced performance and teaching skills.								

Unit-No.	**Content**	**Contact Hour**	**Learning Outcome**	**KL**
I	Notation and Descrpition of the following taals with Theka, Dugun, Trigun and Chougun layakari (V.N Bhatkhande and V.D Pulaskar System) Teen Taal, Jhaptaal, Ektaal, Choutaal, Dhamar Taal, Ruak Taal, Dadra Taal	**6**	Learning about TeenTaal, Jhaptaal, Ektaal, Choutaal, Dhamar Taal, Ruak Taal, Dadra Taal	1,2
II	Theoritical knowledge of Shruti and Swara	**6**	Understanding about Shruti and Swara	1,2
III	Theoritical knowledge of prescribed Raga: Notation of vilambit and drut Bandishes, Alap and Taan Bihag, Kedar, Malkauns	**6**	Learning about prescribed Raga: Notation of vilambit and drut Bandishes, Alap and Taan Bihag, Kedar, Malkauns	1,2
IV	Write a short notes of the following topics: Lakshan Geet, Chaturanga, Dhruad, Dhamar, Tarana, Khayal, Swargam geet	**6**	Understanding about Lakshan Geet, Chaturanga, Dhruad, Dhamar, Tarana, Khayal, Swargam geet	1,2
V	The merits and demerits of vocalist according to Sangeet Ratnakar by Sarangadeva	**6**	Learning the merits and demerits of vocalist according to Sangeet Ratnakar by Sarangadeva	1,2

TEXT BOOKS:

T1: Nayak. Rumi, Sangeet Visharad, 2001

REFERENCE BOOKS:

R1: Chandra Satish; Sangeet Shree Prakashan, 2021; Introduction of Raags
R2: Hirlekar Hema, Unicorn books; 2010; Hindustani Classical music

OTHER LEARNING RESOURCES:

https://www.youtube.com/watch?v=ed4SIvGjqNI

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme Outcome**
1	Demonstrate proficiency in notating and performing taals, including their theka and layakari variations, using both V.N. Bhatkhande and V.D. Pulaskar systems.	**1, 2 & 3**
2	Analyze the theoretical aspects of shruti, swara, and the prescribed ragas (Bihag, Kedar, Malkauns), and present their bandishes, alap, and taan in vilambit and drut laya.	**1, 2 & 3**
3	Identify and articulate the characteristics of various forms of compositions like Lakshan Geet, Chaturanga, Dhrupad, Dhamar, Tarana, Khayal, and Swargam geet.	**1, 2 & 3**
4	Apply the knowledge of *Sangeet Ratnakar* to assess the merits and demerits of vocalists, understanding the historical context and musical criteria.	**1, 2 & 3**
5	Gain critical insights into the interrelation of theory and practice in Indian classical music, fostering enhanced performance and teaching skills.	**1, 2 & 3**

SEMESTER – IV									
Course Title	**Hindustani Classical Vocal Music Practical**								
Course code	**23BAPV223R**	**Total credits: 3** **Total hours: 30P**	**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	**Winter/ IV semester of second year of the programme**								
Course Objectives	1. To master the practical and theoretical aspects of khayal, dhrupad, and dhamar performance in various ragas with emphasis on detailed improvisation techniques. 2. To develop proficiency in rhythmical aspects of Indian classical music, including parhan and layakari, while integrating these into vocal and instrumental performances. 3. To train in the art of tanpura tuning, fostering a foundational skill essential for Indian classical music performances.								
CO1	Demonstrate the ability to perform both Chota and Bilambit Khayal in ragas like Bihag, Kedar, Malkauns, Bageshri, and Bhimpalasi, showcasing mastery over alap, bandish, bistar, and tana.								
CO2	Perform with precision the parhan (with hath tali) of taals such as Teentaal, Jhaptaal, Ektaal, and Choutaal, including their theka, dugun, trigun, and chaugun layakari variations.								
CO3	Present a dhrupad or dhamar composition in ragas like Yaman, Malkauns, or Bhooali, reflecting nuanced understanding of the genre.								
CO4	Tune a tanpura accurately, demonstrating its importance in achieving the tonal foundation for Indian classical music.								
CO5	Integrate theoretical knowledge of arohan, avarohan, and other elements into performances, effectively blending tradition with improvisation techniques.								

Unit-No.	**Content**	**Contact Hour**	**Learning Outcome**	**KL**
I	Chota Khayal of the following Ragas with Arohan, Abarohan, Alap, Bandish, Bistar and Tana Bihag, Kedar, Malkauns, Bageshri and Bhimpalasi	**6**	Learning about Chota Khayal of Bihag, Kedar, Malkauns, Bageshri and Bhimpalasi	1,2
II	Bilambit Khayal of the following Ragas with Arohan, Abarohan, Alap, Bandish, Bistar and Tana Bihag, Kedar, Malkauns	**6**	PracticeBihag, Kedar, Malkauns	1,2
III	Ability to Parhan with Hath tali of the following taals(Theka, Dugun, Trigun, and Chaugun layakari) Teentaal, Jhaptaal, Ektaal, Choutaal	**6**	Learning Teentaal, Jhaptaal, Ektaal, Choutaal	1,2
IV	Any one Dhrupad/ Dhamar of the following Raag Yaman, Malkauns, Bhooali	**6**	Understanding Yaman, Malkauns, Bhooali	1,2
V	Ability to play Tuning of Tanpura	**6**	Learning to play Tuning of Tanpura	1,2

REFERENCE BOOKS:

R1: Nayak. Rumi, Sangeet Visharad, 2001
R2: Nayak. Rumi, Sangeet Darpan, 2018
R3: Sharp, Lester W. Fundamentals of Cytology. 1st edition. Mc Graw Hill Company; 1943.

OTHER LEARNING RESOURCES:

https://www.youtube.com/watch?v=ed4SIvGjqNI

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme Outcome**
1	Demonstrate the ability to perform both Chota and Bilambit Khayal in ragas like Bihag, Kedar, Malkauns, Bageshri, and Bhimpalasi, showcasing mastery over alap, bandish, bistar, and tana.	**1, 2 & 3**
2	Perform with precision the parhan (with hath tali) of taals such as Teentaal, Jhaptaal, Ektaal, and Choutaal, including their theka, dugun, trigun, and chaugun layakari variations.	**1, 2 & 3**
3	Present a dhrupad or dhamar composition in ragas like Yaman, Malkauns, or Bhooali, reflecting nuanced understanding of the genre.	**1, 2 & 3**
4	Tune a tanpura accurately, demonstrating its importance in achieving the tonal foundation for Indian classical music.	**1, 2 & 3**
5	Integrate theoretical knowledge of arohan, avarohan, and other elements into performances, effectively blending tradition with improvisation techniques.	**1, 2 & 3**

SEMESTER – IV									
Course Title	**Indian Classical Dance Bharatnatyam**								
Course code	**23BAPB222R**	**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	**Winter/ 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 nritta 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 haratnatyam	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	Talaand the varieties	**9**	Learning the various tala used in Bharatnatyam	1,2

TEXT BOOKS:

T1: Vaidyanathan. Saroja, The Science Of Bharata Natyam

REFERENCE BOOKS:

R1: Vatshayan. Kapila, Indian Classical Dance

R2: Pillai, Jagadeesh, Bharatnatyam to Kathak

OTHER LEARNING RESOURCES:

https://youtu.be/JWhA3ldZcyY?si=q81TkNPqkWSDwonZ

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES

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

SEMESTER – IV									
Course Title	**Indian Classical Dance Bharatnatyam Practical**								
Course code	**23BAPB223R**	**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	**Winter/ IV semester of second year of the programme**								
Course Objectives	1. To know Alaripu in Mishrachappu talam 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 bhava 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	Ashtapadi Geet Govinda	**18**	Learning Ashtapadi Geet Govinda	1,2
III	Pushpanjali-1	**18**	Learning the difference between the korvias of jathiswaram	1,2
IV	Shabdam-1	**18**	Learning types of bhava and their creative skill.	1,2
V	Jatiswaram	**18**	Learning Jatiswaram	1,2

TEXT BOOKS:

T1: Vaidyanathan. Saroja, The Science Of Bharata Natyam

REFERENCE BOOKS:

R1: Vatshayan. Kapila, Indian Classical Dance

R2: Pillai, Jagadeesh, Bharatnatyam to Kathak

OTHER LEARNING RESOURCES:

https://youtu.be/JWhA3ldZcyY?si=q81TkNPqkWSDwonZ

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES

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

SEMESTER – IV									
Course Title	**Sattriya Music Theory**								
Course code	**23BAPA224R**	**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	**Winter/ IV semester of second year of the programme**								
Course Objectives	1. To explore the unique rhythmic and melodic traditions of Sattriya music by analyzing taals, compositions, and their application in Barpeta Thul. 2. To understand and appreciate the cultural, historical, and spiritual contributions of Sankardeva and Madhabdeva and their influence on Sattriya art forms and instruments. 3. To develop technical knowledge and skills in notating, describing, and performing Sattriya taals and Borgeets while studying their classifications, time theory, and Bhujanga.								
CO1	Demonstrate the ability to notate and describe Pari Taal, Pat-Pari Taal, Raccha Ektal, Khamar Taal, and Sattriya Rupak Taal, incorporating Ga-man, Chok, and Ghat as per Barpeta Thul traditions.								
CO2	Articulate the cultural and artistic significance of Bhatima, Satra, 14 Prasanga, Sattriya Ojaali, Raag Malita, and Ankiya Geet through short notes and discussions.								
CO3	Analyze the theory and classification of Borgeet, including its time theory and Bhujanga structure, and perform selected pieces with contextual understanding.								
CO4	Draw and describe the structure and artistic features of instruments like the Tanpura and Sattriya Khol, highlighting their construction and role in Sattriya music.								
CO5	Explain the life and contributions of Sankardeva and Madhabdeva, focusing on their pivotal roles in creating and propagating Sattriya culture and music.								

Unit-No.	**Content**	**Contact Hour**	**Learning Outcome**	**KL**
I	Notation and description of the following taals with Ga-man, Chok and Ghat (Barpeta Thul) Pari Taal, Pat-pari taal, Raccha Ektal, Khamar taal, Sattriya Rupak taal	**9**	Will learn Pari Taal, Pat-pari taal, Raccha Ektal, Khamar taal, Sattriya Rupak taal	1,2,3
II	Write a short notes of following toics: Bhatima, Satra, 14 Prasanga, Sattriya Ojaali, Raag malita, Ankiya Geet	**9**	Will learn Bhatima, Satra, 14 Prasanga, Sattriya Ojaali, Raag malita, Ankiya Geet	1,2,3
III	Detailed study of Borgeet : Time theory, Classification and Bhujanga used in borgeet	**9**	Will learn Time theory, Classification and Bhujanga used in borgeet	1,2,3
IV	Draw and Describe the different arts of the following instruments Tanpura, Sattriya Khol	**9**	Will learn Tanpura, Sattriya Khol	1,2,3
V	Life History of Sankardeva and Madhabdeva	**9**	Will learn life History of Sankardeva and Madhabdeva	1,2,3

TEXT BOOKS:

T1: Das. Khana, Borgeet Theory

REFERENCE BOOKS:

R1: Dutta Baruah, Harenarayan, Borgeet

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme Outcome**
1	Demonstrate the ability to notate and describe Pari Taal, Pat-Pari Taal, Raccha Ektal, Khamar Taal, and Sattriya Rupak Taal, incorporating Ga-man, Chok, and Ghat as per Barpeta Thul traditions.	**1, 2 & 3**
2	Articulate the cultural and artistic significance of Bhatima, Satra, 14 Prasanga, Sattriya Ojaali, Raag Malita, and Ankiya Geet through short notes and discussions.	**1, 2 & 3**
3	Analyze the theory and classification of Borgeet, including its time theory and Bhujanga structure, and perform selected pieces with contextual understanding.	**1, 2 & 3**
4	Draw and describe the structure and artistic features of instruments like the Tanpura and Sattriya Khol, highlighting their construction and role in Sattriya music.	**1, 2 & 3**
5	Explain the life and contributions of Sankardeva and Madhabdeva, focusing on their pivotal roles in creating and propagating Sattriya culture and music.	**1, 2 & 3**

SEMESTER – IV									
Course Title	**Exploring Interplay of Psychology And Performing Arts**								
Course code	**23BAPA225R**	**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	**Winter/ IV semester of second year of the programme**								
Course Objectives	1. To explore the psychological principles and their impact on creativity, performance, and audience engagement in the performing arts. 2. To analyze the role of cognitive, emotional, and social factors in enhancing artistic expression and performance. 3. To foster interdisciplinary skills that integrate psychological understanding with practical techniques in performing arts.								
CO1	Demonstrate an understanding of psychological theories relevant to creativity, emotions, and their influence on artistic performances.								
CO2	Analyze the role of audience perception and feedback in shaping performance strategies and self-confidence.								
CO3	Apply psychological techniques such as mindfulness, visualization, and emotional regulation to enhance performance.								
CO4	Develop an interdisciplinary approach to assess the relationship between mental well-being and artistic productivity.								
CO5	Create innovative performances that incorporate psychological insights to deepen audience engagement and emotional resonance.								

Unit-No.	**Content**	**Contact Hour**	**Learning Outcome**	**KL**
I	**Foundations of Psychology in Performing Arts** Overview of psychology and its relevance to performing arts. • Understanding creativity: Theories and processes. • Emotional intelligence and its role in artistic expression.	**9**	Will Learn psychology and its relevance to performing arts	1,2,3
II	**Cognitive Psychology and Performing Arts** Memory, attention, and concentration in performances. Visualization and rehearsal techniques. Role of mental imagery in choreography, acting, and music composition.	**9**	Will learn memory, attention, and concentration in performances	1,2,3
III	**Emotional and Social Psychology in Performing Arts :** Emotion regulation strategies for performers. The psychology of stage fright and performance anxiety. Audience psychology: Understanding perception, empathy, and engagement.	**9**	Will learn emotion regulation strategies for performers	1,2,3

IV	**Psychological Well-being and Performing Arts** • The impact of performing arts on mental health and stress reduction. • Mindfulness and its application in practice and performance. • Building resilience and adaptability through performance challenges.	**9**	Will learn the impact of performing arts on mental health and stress reduction	1,2,3
V	**Practical Integration** • Workshop: Applying psychological techniques in live performances. • Case studies: Analyzing the interplay of psychology and performing arts in notable works or performances. • Group project: Designing a performance that integrates psychological principles	**9**	Will learn applying psychological techniques in live performances.	1,2,3

TEXT BOOKS:

T1: Vaidyanathan. Saroja, The Science Of Bharata Natyam

REFERENCE BOOKS:

R1: Vatshayan. Kapila, Indian Classical Dance
R2: Pillai, Jagadeesh, Bharatnatyam to Kathak

OTHER LEARNING RESOURCES:

https://youtu.be/JWhA3ldZcyY?si=q81TkNPqkWSDwonZ

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme Outcome**
1	Demonstrate an understanding of psychological theories relevant to creativity, emotions, and their influence on artistic performances.	**1, 2, 3, 4 & 6**
2	Analyze the role of audience perception and feedback in shaping performance strategies and self-confidence.	**1, 2, 3, 4 & 6**
3	Apply psychological techniques such as mindfulness, visualization, and emotional regulation to enhance performance.	**1, 2, 3, 4 & 6**
4	Develop an interdisciplinary approach to assess the relationship between mental well-being and artistic productivity.	**1, 2, 3, 4 & 6**
5	Create innovative performances that incorporate psychological insights to deepen audience engagement and emotional resonance.	**1, 2, 3, 4 & 6**

SEMESTER – IV									
Course Title	**Applied Performing Arts**								
Course code	**23BAPA226R**	**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	**Winter/ IV semester of second year of the programme**								
Course Objectives	1. To provide a practical understanding of performing arts, emphasizing real-world applications in diverse professional and cultural contexts. 2. To develop creative, technical, and collaborative skills necessary for successful performances and productions. 3. To integrate theoretical knowledge with hands-on experience, fostering innovation and adaptability in performing arts practices.								
CO1	Demonstrate proficiency in applying performing arts techniques in live performances, community projects, and interdisciplinary collaborations.								
CO2	Develop and present original works that reflect creative problem-solving and audience engagement strategies.								
CO3	Integrate technical elements such as stagecraft, lighting, and sound design into performance projects effectively.								
CO4	Critically evaluate performances and provide constructive feedback to peers, demonstrating an understanding of artistic and cultural contexts.								
CO5	Exhibit professional skills in teamwork, project management, and communication, preparing for careers in performing arts.								

Unit-No.	**Content**	**Contact Hour**	**Learning Outcome**	**KL**
I	**Introduction to Applied Performing Arts** Overview of applied performing arts and its significance. Performing arts in community, education, and therapy. Interdisciplinary approaches: Collaborations with other art forms and sciences.	**9**	Will Learn Introduction to Applied Performing Arts	1,2
II	**Creative Development and Performance Techniques** Ideation and concept development for performances. Techniques in acting, dance, and music for varied audiences. Improvisation and adapting performances to different settings.	**9**	Will learn creative development and performance techniques	1,2
III	**Technical Aspects of Performance** Basics of stagecraft: Set, props, and costume design. Sound and lighting design: Enhancing the performance experience. Understanding the role of technology in contemporary performances.	**9**	Will learn Technical Aspects of Performance	1,2
IV	**Applied Contexts of Performing Arts** Performing arts for social change and cultural preservation. Arts in education: Workshops, teaching methods, and curriculum integration.	**9**	Will learn applied contexts of Performing Arts	1,2

	Therapeutic applications: Role of performing arts in mental health and well-being.			
V	**Project and Professional Development** Collaborative project: Designing and performing a community-based piece. Audience engagement and feedback mechanisms. Portfolio creation and preparing for careers in the performing arts.	**9**	Will learn Project and Professional Development	1,2

REFERENCE BOOKS:

T1: Vaidyanathan. Saroja, The Science Of Bharata Natyam

REFERENCE BOOKS:

R1: Vatshayan. Kapila, Indian Classical Dance
R2: Pillai, Jagadeesh , Bharatnatyam to Kathak

OTHER LEARNING RESOURCES:

https://youtu.be/JWhA3ldZcyY?si=q81TkNPqkWSDwonZ

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme Outcome**
1	Demonstrate proficiency in applying performing arts techniques in live performances, community projects, and interdisciplinary collaborations.	**1, 2, 3, 4 & 6**
2	Develop and present original works that reflect creative problem-solving and audience engagement strategies.	**1, 2, 3, 4 & 6**
3	Integrate technical elements such as stagecraft, lighting, and sound design into performance projects effectively.	**1, 2, 3, 4 & 6**
4	Critically evaluate performances and provide constructive feedback to peers, demonstrating an understanding of artistic and cultural contexts.	**1, 2, 3, 4 & 6**
5	Exhibit professional skills in teamwork, project management, and communication, preparing for careers in performing arts.	**1, 2, 3, 4 & 6**

SEMESTER – IV									
Course Title	**Basic Acclimatizing Skills**								
Course code	**23UULS312R**	**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 Arts in Psychology**								
Semester	**Winter/ IV semester of second 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 equipment's & 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.								
CO5	Develop the ability to manage household budgets and resources efficiently.								

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	**7**	Demonstrate effective telephone handling techniques and the organization of rooms.	1,2
II	Fundamental of Cooking • Uses of basic cooking equipments • Uses of fire and Fuel • Different cuts of vegetables • Uses of herbs & spices • Regional Food Habits	**10**	Identify and use basic cooking equipment, fire, and fuel, and apply different cuts of vegetables.	2,3,4
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	**10**	Recognize various cutlery, crockery, and glassware, and demonstrate proper table etiquettes and customer handling skills.	1,2
IV	Travel management • Travel Documentation (Types)• • Application of passport & Visa • Tourism products (UNESCO sites) Types of logistics in travel and tourism management.	**8**	Understand different types of travel documentation and the application process for passports and visas.	2,3,4, 5
V	Basic Hospitality Skills • Various Egg Preparations • Canapés preparations • Mocktails & Shakes preparations • Butter Rice / Lemon Rice • Various Lentils Preparations 1 non-veg preparation/ 1 veg preparation	**10**	Prepare various egg dishes, canapés, mocktails, shakes, and regional food items such as butter rice, lemon rice, and lentils.	1,2

TEXT BOOKS:

T1: Schwartz, D., & Gorman, R. (2019). Psychological adaptation to stress: A comprehensive guide (2nd ed.). Academic Press.
T2: Tolk, R. H., & Miller, A. D. (2017). Adaptation and coping mechanisms in psychological stress (1st ed.). Elsevier.
T3: Smith, R. L., & Jones, M. E. (2020). Environmental psychology and human adaptation (1st ed.). Routledge.
T4: Lazarus, R. S., & Folkman, S. (1984). Stress, appraisal, and coping. Springer.
T5: Myers, D. G. (2014). Psychology (10th ed.). Worth Publishers.

REFERENCE BOOKS:

R1: Kohn, M. L. (2009). Psychological adaptation to environmental changes. In Handbook of environmental psychology (pp. 213–227). Wiley-Blackwell.
R2: Gergen, K. J., & Gergen, M. M. (2008). Social construction and adaptation: Acclimatizing in social environments. In P. A. M. Van Lange, A. W. Kruglanski, & E. T. Higgins (Eds.), Handbook of social psychology (pp. 759–780). Springer.
R3: Fletcher, C., & Williams, R. (2012). Coping and adaptation in high-stress environments. In Coping mechanisms and resilience in human behavior (pp. 50–71). Springer.
R4: Hutteman, R., & Smeding, A. (2017). The psychology of adaptation to novelty. In A. D. Freeman (Ed.), Psychology of change and novelty (pp. 139–157). Oxford University Press.
R5: Martin, G. D., & Reivich, K. (2011). Resilience and coping with change: A psychological perspective. In L. M. Palmer & T. G. Miller (Eds.), The resilience factor in psychology (pp. 105–123). Springer.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES

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

SEMESTER –V									
Course Title	**Theory Of Hindustani Classical Music**								
Course code	**23BAPV311R**	**Total credits: 4**	**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/ V semester of third year of the programme**								
Course Objectives	1. Theoretical Knowledge of Raga. 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 Nrorth 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	The Theoretical knowledge of prescribed Raga Bageshri, Bhimpalashi, Kedar, Malkosh	12	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	12	Learning the history and contribution of some music maestro.	1,2
III	Concept of Some Musical Terms: Gharana, Murchana, Jatigayan, Lakshangeet	12	Leaning about the concept of some basic musical terms.	1,2
IV	Time theory of Raga	12	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	12	Learning the theory of raag Bageshri, Bhimpalashi, Kedar, Malkosh.	1,2

TEXT BOOKS:

T1: Baruah. Himangshu Kumar, Kantha Sangeet And Tabla, 2001

REFERENCE BOOKS:

R1: Nayak. Rumi, Sangeet Visharad, 2001
R2: Nayak. Rumi, Sangeet Darpan, 2018
R3: Sharp, Lester W. Fundamentals of Cytology. 1st edition. Mc Graw Hill Company; 1943.

OTHER LEARNING RESOURCES:

https://youtu.be/hNn2tBohjxE?si=9FDOyOqy7Kb-djgZ

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme Outcome**
1	Develop theoretical knowledge about the ragas namely Bageshri, Bhimpalashi, Kedar and Malkosh.	**1, 2 & 3**
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**
3	Develop concept of some musical terms such as Gharana, Murchana, Jati Gayan and Lakshan Geet.	**1, 2 & 3**
4	Demonstrate an understanding of Time Theory of Raga.	**1, 2 & 3**
5	Distinguish between Nrorth Indian Classical Music and South Indian Classical Music acquiring basic knowledge of the both musical styles.	**1, 2 & 3**

SEMESTER –V									
Course Title	**Theory of Indian Classical Dance Bharatnatyam**								
Course code	**23BAPB311R**	**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/ 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-Panchamoorthy Kowthuvam, Navasandhi Kowthuvam.	**12**	Learning the traditional dance performed in temples	1,2
II	Triyangas-Anga, Prathyangam and Upangam; Details of Dharmi-Lokadharmi, Natyadharmi, Angasuddha	**12**	Learning about triyangas	1,2
III	Suladi Sapta Talas-35, 175 talas-Slokas and its description-Pranas; Jathi;Yathi;	**12**	Learning the talas used in Bharatnatyam	1,2
IV	Abhinayam and its types- Angikam, Vachikam, Aharyam, Satvikam Details; Shira Bheda, Bhava, Rasa, Characteristics of a dancer-patra, apatra; Kinkini Lakshanam, Sabha Lakshanam	**12**	Learning about the types of abhinaya angikavachika.	1,2
V	Concept of Pushpanjali, Shabdam, Keerthanam	**12**	Learning the concept of pushpanjali sabdam	1,2

TEXT BOOKS:

T1: Vaidyanathan. Saroja, The Science Of Bharata Natyam

REFERENCE BOOKS:

R1: Vatshayan. Kapila, Indian Classical Dance

R2: Pillai, Jagadeesh , Bharatnatyam to Kathak

OTHER LEARNING RESOURCES:

https://youtu.be/JWhA3ldZcyY?si=q81TkNPqkWSDwonZ

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES

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

SEMESTER –V									
Course Title	**Indian Classical Music Practical**								
Course code	**23BAPV312R**	**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. Learn the chota khayal of raga todi, Multani, miamalhar 2. Learn semi classical variations of Thumri and Dadra. 3. Learn the talas with hand movements and talikhali.								
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 Chargunlayakari 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 aThumri and a Dadra	**18**	Learning thumri and dadra.	1,2
III	Ability to recite the following tala with Tali and Khali in chargun	**18**	Learn about the recitation of taals of Indian music	1,2
IV	-Tiwara -Jhumra -Sultala -Chowtaal	**18**	Learning badakheyal of prescribed ragas.	1,2
V	Performance of the following Raga (BadaKhayal) -AlhayaBilawal -TilakKamod -Jounpuri	**18**	Develop their playing skills of tanpura	1,2

TEXT BOOKS:

T1: Chandra Satish; Sangeetshree Prakashan, 2021; Introduction of Raags
T2: Hirlekar Hema, Unicorn books; 2010; Hindustani Classical music
T3: Subramanium L, Subramanium Vaji, Classical Music of India

REFERENCE BOOKS:

R1: Baruah Rukheshwar; Sangeet JyotiVisharad
R2: Borthakur RanjanDilip, Borthakur Nilima; Bharatiya SangeetSadhak
R3: GargNarayanLakhi, Bharatk Sangeetkar IndianMusicians
R4: BhatThatteJayashree; Hindustani Vocal Music

OTHER LEARNING RESOURCES:

https://youtu.be/hNn2tBohjxE?si=9FDOyOqy7Kb-djgZ

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES

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

SEMESTER –V									
Course Title	**Indian Classical Dance Bharatnatyam Practical**								
Course code	**23BAPB312R**	**Total credits: 03**	**L**	**T**	**P**	**S**	**R**	**O/F**	**C**
		Total hours: 60P	**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. 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 pancha jati in sapta taala	**18**	Learn about the sapta tala in pancha jati	1,2

TEXT BOOKS:

T1: Vaidyanathan. Saroja, The Science Of Bharata Natyam

REFERENCE BOOKS:

R1: Vatshayan. Kapila, Indian Classical Dance
R2: Pillai, Jagadeesh, Bharatnatyam to Kathak

OTHER LEARNING RESOURCES:

https://youtu.be/JWhA3ldZcyY?si=q81TkNPqkWSDwonZ

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES

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

SEMESTER –V									
Course Title	**North Indian And South Indian Tala System**								
Course code	**23BAPA313R**	**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. 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 Carnatick 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 Indian Tal)	**9**	Learning the definition of Indian tals	1,2
II	Definition of Carnatic Tal. (South Indian Tal)	**9**	Learning the definition of Carnatic Tals.	1,2
III	The Ancient stories about Tal.	**9**	Learn about the Adi tals stories in Indian Music.	1,2
IV	Different types Tals in Indian Music. Teental, Jhaptal, Adha chertal, Ektaal, Ropak Tal, Soutal, Tilawara,	**9**	Learning the different types of Tals.	1,2
V	Tal's convert into another Tal system Jhaptal, Teental, Roopak Tal, Choutal, Ektal etc.	**9**	Understand and create the Tal and change it into another Tal system.	1,2

TEXT BOOKS:

T1: Barthakur. Dilip Ranjan, Tabla Vigyan, 1996

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 Offset Pvt. Ltd. 2003, Ghy, Sattriya Nritya Geet Badya Hatputhi

R4: Phukan Birendra Kumar, Phukan Kalyani, Ghy, 1990, Raag Sangeet

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES

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

SEMESTER –V									
Course Title	**Dramatic Tradition Of Assam**								
Course code	**23BAPA314R**	**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. 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. 3. To analyze assamese dramatic tradition.								
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	9	Be knowledgeable about Assamese Dramatic Tradition	1,2
II	Assamese Dramatic Tradition in Medieval Period with special reference to Ankianat Bhaona	9	Get knowledgeable about Medieval period of Assamese Theatre	1,2
III	History and Classification of Modern Assamese Drama	9	Gain knowledge about History of Assamese drama	1,2
IV	Modern Assamese Amateur Theatre	9	Learn about Assamese Amateur Theatre	1,2
V	Assamese Mobile Theatre	9	Learn about Assamese Mobile Theatre	1,2

TEXT BOOKS:

T1: Building a character, Stanislavsky

REFERENCE BOOKS:

R1: The Bed ford 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

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES

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

SEMESTER –V									
Course Title	**Research Project**								
Course code	**23BAPA315R**	**Total credits: 04**	**L**	**T**	**P**	**S**	**R**	**O/F**	**C**
			2	**0**	**0**	**0**	**12**	**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. To develop the ability to initiate and conduct research. 2. To develop p research skills indentifying and selecting research area and preparing a research proposal. 3. To develop skills in doing literature review and steps of research methodology								
CO1	Demonstrate an understanding of how to initiate and conduct research.								
CO2	Apply research skills in identifying and selecting appropriate topics for research.								
CO3	Develop proficiency in conducting literature reviews and collecting data, along with recognizing potential drawbacks in these processes.								
CO4	Adapt research methodologies effectively to suit specific research objectives and contexts.								
CO5	Compose a well-structured dissertation and demonstrate the ability to submit it according to academic standards and guidelines.								

Unit-No.	**Content**	**Contact Hour**	**Learning Outcome**	**KL**
I	Study Subject	**6**	Students will learn to analyze and define a study subject effectively.	1,2
II	Concept note	**6**	Students will learn to create a comprehensive concept note outlining key research ideas.	1,2
III	Development	**6**	Students will learn to apply principles of structured development in their research planning.	1,2
IV	Proposal development	**6**	Students will learn to develop a detailed research proposal with clarity and focus.	1,2
V	Research methodology adaptation	**6**	Students will learn to adapt research methodologies to align with specific research objectives.	1,2

TEXT BOOKS:

T1: Ranjit Kumar; Research Methodology: Methods and Techniques C.R.

REFERENCE BOOKS:

R1: *Research Methods in Education*, 7th Edition authored by Keith Morrison, Louis Cohen, and Lawrence Manion, 1980

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme Outcome**
1	Demonstrate an understanding of how to initiate and conduct research.	**1, 2 & 9**
2	Apply research skills in identifying and selecting appropriate topics for research.	**1, 2 & 9**
3	Develop proficiency in conducting literature reviews and collecting data, along with recognizing potential drawbacks in these processes.	**1, 2 & 9**
4	Adapt research methodologies effectively to suit specific research objectives and contexts.	**1, 2 & 9**
5	Compo**se** a well-structured dissertation and demonstrate the ability to submit it according to academic standards and guidelines.	**1, 2 & 9**

SEMESTER –VI									
Course Title	**Indian Classical Music Practical**								
Course code	**23BAPV321R**	**Total credits: 04**	**L**	**T**	**P**	**S**	**R**	**O/F**	**C**
		Total hours: 15T+90P	**0**	**1**	**6**	**0**	**0**	**0**	**4**
Pre-requisite	**Nil**	**Co-requisite**	**Nil**						
Programme	**Bachelor of Performing Arts**								
Semester	**Winter/ 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, tigun and chargunlayakaris.								

Unit-No.	**Content**	**Contact Hour**	**Learning Outcome**	**KL**
I	Performance of following Megh Malhar, Ahir Bhairav, Brindavani Sarang and Malkuns	**21**	Learning Indian raga	1,2
II	Performance of Tarana	**21**	Learning tarana	1,2
III	Performance of any one Dhrupad /Dhamar	**21**	Learning dhrupad and evaluating	1,2
IV	Performance of chaiti, Ghazal and Bhajan	**21**	Understanding and evaluating	1,2
V	Ability to recite the following tala with layakari dugun, tingun and chargun Dhamaar, Dipchandi, Punjabi taal, ektaal	**21**	Understanding and creating	1,2

TEXT BOOKS:

T1: Kalita.S.Kumar, An Introduction To Classical Music of India, 2016

REFERENCE BOOKS:

R1: Chandra Satish; Sangeet Shree Prakashan, 2021; Introduction of Raags
R2: Hirlekar Hema, Unicorn books; 2010; Hindustani Classical music
R3: Sharp, Lester W. Fundamentals of Cytology. 1st edition. Mc Graw Hill Company; 1943.

OTHER LEARNING RESOURCES:

https://www.youtube.com/watch?v=ed4SIvGjqNI

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES

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

SEMESTER –VI									
Course Title	**Indian Classical Dance –Bharatnatyam Practical**								
Course code	**23BAPB321R**	**Total credits: 04**	**L**	**T**	**P**	**S**	**R**	**O/F**	**C**
		Total hours: 15T+90P	**0**	**1**	**6**	**0**	**0**	**0**	**4**
Pre-requisite	**Nil**	**Co-requisite**	**Nil**						
Programme	**Bachelor of Performing Arts**								
Semester	**Winter/ 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 alullaby.								
CO1	Understand the overall knowledge about Nritham and Nrityham.								
CO2	Demonstrate high-standard performances in Bharathanatyam.								
CO3	Acquirecomplete knowledge about stage performance.								
CO4	Create original choreographies.								
CO5	Enhancetheir creative skills.								

Unit-No.	**Content**	**Contact Hour**	**Learning Outcome**	**KL**
I	Mallari-1	**21**	Learning mallari	1,2
II	Bhajan-1	**21**	Learning bhajan performances in Bharatnatyam	1,2
III	Bharathiarsong- 1	**21**	Learn bharathiyarsongs of Bharatnatyam	1,2
IV	Thalattu-1	**21**	Learning thalattu of Bharatnatyam	1,2
V	Thandavam	**21**	Learning thandavam performance of Bharatnatyam	1,2

TEXT BOOKS:

T1: Kalita.S.Kumar, An Introduction To Classical Music of India, 2016

REFERENCE BOOKS:

R1: Chandra Satish; Sangeet Shree Prakashan, 2021; Introduction of Raags
R2: Hirlekar Hema, Unicorn books; 2010; Hindustani Classical music
R3: Sharp, Lester W. Fundamentals of Cytology. 1st edition. Mc Graw Hill Company; 1943.

OTHER LEARNING RESOURCES:

https://www.youtube.com/watch?v=ed4SIvGjqNI

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme Outcome**
1	Understand the overall knowledge about Nritham and Nrityham.	**1, 2 & 3**
2	Demonstrate high-standard performances in Bharathanatyam.	**1, 2 & 3**
3	Acquire**c**omplete knowledge about stage performance.	**1, 2 & 3**
4	Create original choreographies.	**1, 2 & 3**
5	Enhancetheir creative skills.	**1, 2 & 3**

SEMESTER –VI									
Course Title	**Indian Classical Music Theory**								
Course code	**23BAPV322R**	**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	**Winter/ 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	Origin History of Carnataci Music	**12**	Learning Carnataki classical music and its history.	1,2
II	Carnataki tala System, Introduction to Taals, Slokas and Jatis	**12**	Learning Carnataki tala system with its slokas and jatis.	1,2
III	Detail study on Gram and Murchana	**12**	Learning Gram and Murchana	1,2
IV	Theoritical knowledge about the prescribed raga Ahir Bhairav, Megh Malhar, Sudh Sarang, Darbari Kanada	**12**	Learning raga gayaki and alap and bol tana	1,2
V	Knowledge about Bharata's Natyashashtra, Brihaddeshi, Sangit Ratnakara	**12**	Learn about the Indian treaties and the historical evolution of music	1,2

REFERENCE BOOKS:

R1: Chandra Satish; Sangeet Shree Prakashan, 2021; Introduction of Raags
R2: Hirlekar Hema, Unicorn books; 2010; Hindustani Classical music

OTHER LEARNING RESOURCES:

https://www.youtube.com/watch?v=ed4SIvGjqNI

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES

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

SEMESTER –VI									
Course Title	**Indian Classical Dance Bharatnatyam Theory**								
Course code	**23BAPB322R**	**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	**Winter/ 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

TEXT BOOKS:

T1: Ramachandrasekhar. P, *Dance Gestures,* Giri Trading Agency pvt ltd, Chennai, 2007
T2: Sudha Rani Raghupathy, *Laghu Bharatham,* Shree Bharathalaya, Chennai, 1995

REFERENCE BOOKS:

R1: Raghuraman. S, *History of Tamizh's Dance,* Nandini Pathipagam, Chennai, 2007
R3: RinaSingha, Reginald Massey, *Indian Dances - Their History and Growth,* Faber, 1967
R4: Mrinalini Sarabai, *Understanding Bharathanatyam,* A Darpana Publication,

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES

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

SEMESTER –VI									
Course Title	**Folk Songs Of India**								
Course code	**23BAPV323R**	**Total credits: 05**	**L**	**T**	**P**	**S**	**R**	**O/F**	**C**
		Total hours: 75T	**5**	**0**	**0**	**0**	**0**	**0**	**5**
Pre-requisite	**Nil**	**Co-requisite**	**Nil**						
Programme	**Bachelor of Performing Arts**								
Semester	**Winter/ 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 Paadalgal, 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, Paadalgal, 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	**15**	Learning history of Indian folk music	1,2
II	Folk songs of South India - Bhavageete, Naatupura Paadalgal, Kummi Paatu	**15**	Learning folk songs of south India and its performance background	1,2
III	Folk songs of north india - Maand ,Mirja, Boliyaan, Ghoomar and Folk songs of East and north east India - Baul, Nongthang Leima, Kushan geet, Oinitam, Zeliang	**15**	Learning folk songs of north india	1,2
IV	Folk songs of west india - Lavani, Duha, Dadra,	**15**	Learning theory about the folk songs of west india.	1,2
V	Practical KamruPiya lokageet , GoalPoriya lokageet , Tokarigeet	**15**	Learning north eastern folk songs.	1,2

REFERENCE BOOKS:

R1: Sharma Nabin Ch, 2009, Banalata Prakashan, A handbook of folklore material of Northeast India Sharma Nabin Ch.

R2: Bordoloi Paban; Rajendra Mohan Sarma Chandra Prakash, Guwahati, 2014; A, B, C of Tabla Playing.

R3: Rabha Kanta Chandra; Mrs. Binita Rabha first edition Publisher, 2010; An Approach to Tabla Vadya.

OTHER LEARNING RESOURCES:

https://youtu.be/HWrVOxAdvdo
https://youtu.be/KJec8kBJqYk

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES

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

SEMESTER –VI									
Course Title	**Brief Idea On Folk Dances Of India**								
Course code	**23BAPA324R**	**Total credits: 05**	**L**	**T**	**P**	**S**	**R**	**O/F**	**C**
		Total hours: 75T	**5**	**0**	**0**	**0**	**0**	**0**	**5**
Pre-requisite	**Nil**	**Co-requisite**	**Nil**						
Programme	**Bachelor of Performing Arts**								
Semester	**Winter/ 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	Analyzethe folk dances of South India.								
CO2	Identifythe 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 Central India-Gaur Muria, Raut Nacha, Rai Nritya, Jawara, Matki.	**12**	Know about the folk dances of West India	1,2

TEXT BOOKS:

T1: Borthakur Ranjan Dilip, Borthakur Nilima; Bharatiya Sangeet Sadhak
T2: Garg Narayan Lakhi, Bharatk Sangeetkar Indian Musicians
T3: Bhat Thatte Jayashree; Hindustani Vocal Music

REFERENCE BOOKS:

R1: Chandra Satish; Sangeetshree Prakashan, 2021; Introduction of Raags
R2: Hirlekar Hema, Unicorn books; 2010; Hindustani Classical music
R3: Subramanium L, Subramanium Vaji, Classical Music of India

OTHER LEARNING RESOURCES:

https://youtu.be/9A2i6cVYq7ghttps://youtu.be/4DQZkKgACeA

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme Outcome**
1	Analyze the folk dances of South India.	**1, 2 & 3**
2	Identify the folk dances of North India.	**1, 2 & 3**
3	Interpret the folk dances of West India.	**1, 2 & 3**
4	Differentiate the folk dances of Northeastern India.	**1, 2 & 3**
5	Recognize the folk dances of Central India.	**1, 2 & 3**

SEMESTER –VI									
Course Title	**Performing Arts and Digital Media**								
Course code	**23BAPA325R**	**Total credits: 06**	**L**	**T**	**P**	**S**	**R**	**O/F**	**C**
		Total hours: 90T	**4**	**2**	**0**	**0**	**0**	**0**	**6**
Pre-requisite	**Nil**	**Co-requisite**	**Nil**						
Programme	**Bachelor of Performing Arts**								
Semester	**Winter/ VI semester of third year of the programme**								
Course Objectives	1. To explore the relationship between performing arts and digital media. 2. To introduce students to contemporary trends in digital performance and multimedia applications. 3. To understand how digital tools enhance performance and audience engagement.								
CO1	Understand the impact of digital media on performing arts.								
CO2	Analyze how technology transforms artistic expression.								
CO3	Develop knowledge of multimedia tools for stage and screen performances.								
CO4	Apply digital techniques in performance creation.								
CO5	Evaluate the role of digital platforms in performing arts promotion.								

Unit-No.	**Content**	**Contact Hour**	**Learning Outcome**	**KL**
I	Introduction to Digital Media in Performing Arts	**12**	Understanding the basics of digital media and its impact	1,2
II	Multimedia and Technology in Performance	**12**	Learning about projection, virtual reality, and interactive media	1,2
III	Digital Sound and Music Production.	**12**	Exploring electronic music, sound engineering, and digital instruments	1,2
IV	Video and Social Media in Performing Arts	**12**	Understanding how video production and social media influence performances	1,2
V	Case Studies and Future Trends in Digital Performance	**12**	Analyzing digital performances and upcoming trends	1,2

TEXT BOOKS:

T1: Steve Dixon – *Digital Performance: A History of New Media in Theatre, Dance, Performance Art*
T2: Matthew Causey – *Theatre and Performance in Digital Culture*
T3: Nicolas Collins – *Handmade Electronic Music: The Art of Hardware Hacking*

REFERENCE BOOKS:

R1: hilip Auslander – *Liveness: Performance in a Mediatized Culture*
R2: Utpal Datta – *Film Appreciation*
R3: Mark Tribe & Rena Jana – *New Media Art*
R4: Paul D. Miller – *Rhythm Science*

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme Outcome**
1	Understand the impact of digital media on performing arts	**1,2, 3 & 7**
2	Analyze how technology transforms artistic expression	**1,2, 3 & 7**
3	Develop knowledge of multimedia tools for stage and screen performances	**1,2, 3 & 7**
4	Apply digital techniques in performance creation	**1,2, 3 & 7**
5	Evaluate the role of digital platforms in performing arts promotion	**1,2, 3 & 7**

SEMESTER –VI									
Course Title	**Research Project**								
Course code	**23BAPA327R**	**Total credits: 05**	**L**	**T**	**P**	**S**	**R**	**O/F**	**C**
			2	**0**	**0**	**0**	**18**	**0**	**5**
Pre-requisite	**Nil**	**Co-requisite**	**Nil**						
Programme	**Bachelor of Performing Arts**								
Semester	**Winter/ VI semester of third year of the programme**								
Course Objectives	1. To develop the ability to initiate and conduct research. 2. To develop p research skills indentifying and selecting research area and preparing a research proposal. 3. To develop skills in doing literature review and steps of research methodology								
CO1	Demonstrate an understanding of how to initiate and conduct research.								
CO2	Apply research skills in identifying and selecting appropriate topics for research.								
CO3	Develop proficiency in conducting literature reviews and collecting data, along with recognizing potential drawbacks in these processes.								
CO4	Adapt research methodologies effectively to suit specific research objectives and contexts.								
CO5	Compose a well-structured dissertation and demonstrate the ability to submit it according to academic standards and guidelines.								

Unit-No.	**Content**	**Contact Hour**	**Learning Outcome**	**KL**
I	Review of Literature	**15**	Students will learn to analyze and define a study subject effectively.	1,2
II	Research Gap	**15**	Students will learn to create a comprehensive concept note outlining key research ideas.	1,2
III	Research Methodology Adaptation and Techniques of Data Collection	**15**	Students will learn to apply principles of structured development in their research planning.	1,2
IV	Research Design	**15**	Students will learn to develop a detailed research proposal with clarity and focus.	1,2
V	Project Submit	**15**	Students will learn to adapt research methodologies to align with specific research objectives.	1,2

TEXT BOOKS:

T1: *Research Design*: *Qualitative, Quantitative, and Mixed Methods Approaches* John W. Creswell; Research Methodology R.

REFERENCE BOOKS:

R1: Ranjit Kumar ; Research Methodology: Methods and Techniques C.R.
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 PROGRAMME OUTCOMES

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme Outcome**
1	Demonstrate an understanding of how to initiate and conduct research.	**1,2 & 9**
2	Apply research skills in identifying and selecting appropriate topics for research.	**1,2 & 9**
3	Develop proficiency in conducting literature reviews and collecting data, along with recognizing potential drawbacks in these processes.	**1,2 & 9**
4	Adapt research methodologies effectively to suit specific research objectives and contexts.	**1,2 & 9**
5	Compose a well-structured dissertation and demonstrate the ability to submit it according to academic standards and guidelines.	**1,2 & 9**

Assam down town University

Curriculum and Syllabus

Bachelor of Arts
in
Psychology

OUTCOME BASED EDUCATION FRAMEWORK

CHOICE BASED CREDIT SYSTEM

Version: 2.1

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

July, 2023

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 Board of Studies (BOS) meeting of the Faculty of Science held on dated 20/06/2023 and approved by the Emergent Academic Council (AC) meeting held on dated 28/07/2023.

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 students 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 includes practical and tutorial components which provide hands-on experience in laboratory or field settings.
2. The course curriculum includes AECCs and SECs that focus on developing skills such as communication, critical thinking, problem-solving and research skills.

II. Eligibility Criteria:

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

III. Programme 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.

PEO 4: To cultivate critical thinking and analytical skills to address contemporary social issues and contribute to evidence-based policy-making and social development.

PEO 5: To foster ethical and socially responsible practices, promoting inclusivity and sensitivity towards diverse social and cultural contexts in professional and community settings.

IV. Programme 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. Programme Outcomes (POs) :

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: 135

VII. Career Prospects:

A BA in Psychology offers diverse career opportunities across multiple sectors. Graduates can work in entry-level roles such as human resource assistants, school counsellors, social workers, or case managers in non-clinical settings. Many pursue further studies in specialized fields like clinical psychology, counselling, or organizational psychology to enhance their expertise and career options. Opportunities also exist in research, market analysis, and user experience design, where understanding human behaviour is valuable. Additionally, a strong foundation in psychology opens pathways to allied fields like education, public health, and policy-making.

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 programme coordinators should upload the in-semester marks to the ERP and forward acknowledgement of all the courses of the programme 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 programme 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 Programme 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 x 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.

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

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, Gi is the Grade Point secured in the i^{th} registered Course and Ci 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, Gi is the Grade Point secured in the i^{th} completed Course and Ci is the Credit (weight) of that Course.

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

(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) Re-evaluation 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 re-evaluation 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 class room teaching through series of lectures delivering concepts using ITC facilities, white or black board. Notes may also be circulated to the students however; the students are to be involved in preparation of the notes. The teacher will be responsible in selecting the best note for circulation. The teacher- centric methodology has recently fallen out of favor because this strategy for teaching is seen to favor 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 student for studying by themselves, prepare presentations, notes etc., and present at respective class time after consultation and discussion with the course teachers. The teacher facilitate 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 behavior 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 visit to the laboratory for experiments or field and survey. 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 a 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 with problems. During the library hours the student along with the teacher visits library search probable solution for the assigned problem. The same has to be done in group 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.

2. 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, Student present and deliver lectures in presence of teacher and supervised by teacher	60%
Student visit fields or perform experiments or teacher perform demonstration	05%
Flipped Classroom approach	10%
Cooperative learning approach	05%

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

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

Breakdown of Credits

Sl. No	Category		Total number of Credits
1	University Core (UC)	Skill Enhancement Course (SEC)	5
		Ability Enhancement Course (AEC)	8
		Field Training	0
		Discipline Specific Elective (DSE)	3
		Value Added Course (VAC)	3
2	University Elective (UE)	Multidisciplinary Course (MDC)	6
		Value Added Course (VAC)	8
3	Programme Core (PC)	Discipline Specific Core (DSC)	80
		Field Training	0
		Research /Industry Internship	9
		Summer Internship	3
4	Programme Elective (PE)	Discipline Specific Elective (DSE)	7
		Value Added Course (VAC)	3
5	Faculty Core (FC)	Skill Enhancement Course (SEC)	0
		Ability Enhancement Course (AEC)	0
Total			**135**

Breakdown by categories of course

Sl no	Category	Credits	%
1	Humanities and Social Sciences	127	94.07
2	Science	4	2.97
3	Engineering	2	1.48
4	Commerce and Management	1	0.74
5	Paramedical Sciences	1	0.74
Total		**135**	**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	23BAPS111R	Foundation of Psychology	DSC (Major)	3	0	2	0	0	0	4	40	60	100	200
	2	23BAPS112R	Developmental Psychology	DSC (Major)	3	0	2	0	0	0	4	40	60	100	200
	3	23BAPS114R	Basics of Human Brain Anatomy	DSC (Minor)	2	0	0	0	0	0	2	40	60	0	100
		23BAPS113R	Psychological Perspectives on Intelligence												
	4	23BACE111R	MOOCS-I (Coursera)	DSE	0	0	0	4	0	0	1	0	0	100	100
	5	23BAPS115R	Community Services-I	Field Training	0	0	0	0	0	8	1	0	0	100	100
	6	23UBPD112R	Elementary English	AEC	0	0	4	0	0	0	2	0	0	100	100
	7	23UBEC111R	Extra-Curricular/ Co-curricular	VAC	0	0	0	4	0	0	1	0	0	100	100
	Total										**15**	**120**	**180**	**600**	**900**

	S.N.	Course Code	Course Title	Course Category	Engagement							Maximum Marks for			
					L	T	P	S	R	O	C	IA*	SEE*	PE*	Total
Semester II	1	23BAPS121R	Community Psychology	DSC (Major)	2	0	0	0	0	16	4	40	60	0	100
	2	23BAPS122R	Personality Psychology	DSC (Major)	3	0	2	0	0	0	4	40	60	100	200
	3	23BAPS123R	Social Psychology	DSC (Major)	3	0	2	0	0	0	4	40	60	100	200
	4	23UBES101R	Environmental Studies	MDC	2	0	0	0	0	0	2	40	60	0	100
	5	23BACE122R	MOOCS- II (COURSERA)	DSE	0	0	0	4	0	0	1	0	0	100	100
	6	23BAPS124R	Community Services-II	Field Training	0	0	0	0	0	8	1	0	0	100	100
	7	23UBPD123R	Implicative English	AEC	0	0	4	0	0	0	2	0	0	100	100
	8	23UBEC121R	Extra-Curricular/ Co- curricular	VAC	0	0	0	4	0	0	1	0	0	100	100
	Total										**19**	**160**	**240**	**600**	**1000**

	S.N.	Course Code	Course Title	Course Category	Engagement							Maximum Marks for			
					L	T	P	S	R	O	C	IA*	SEE*	PE*	Total
Semester III	1	23BAPS211R	Bio-Psychology	DSC (Major)	3	0	2	0	0	0	4	40	60	100	200
	2	23BAPS212R	Counselling Psychology	DSC (Major)	3	0	2	0	0	0	4	40	60	100	200
	3	23BAPS213R	Basics of Organizational Behaviour	DSC (Major)	3	0	2	0	0	0	4	40	60	100	200
	4	23BAPS214R	Internship-I	DSC (Major)	0	0	0	4	0	16	3	40	60	0	100
	5	23BAPS215R	Introduction to Psychology of Differently-Abled	DSC (Major)	4	0	0	0	0	0	4	40	60	0	100
		23BAPS216R	Human Resource Management												
	6	23BACE211R	MOOCS- III (Coursera)	VAC	0	0	0	4	0	0	1	0	0	100	100
	7	23BAPS217R	Community Services-III	Field Training	0	0	0	0	0	8	1	0	0	100	100
	8	23UULS212R	Basic Life Saving Skills	SEC	0	0	2	0	0	0	1	0	0	100	100
	9	23UBPD213R	Proficient Communication	AEC	0	0	4	0	0	0	2	0	0	100	100
	10	23UUFL211R	Financial Literacy	SEC	0	0	2	0	0	0	1	0	0	100	100
	11	23BACE212R	MOOCS (Generic Elective-I)	VAC	0	0	0	4	0	0	1	0	0	100	100
	12	23UBEC211R	Extra-Curricular/co-curricular	VAC	0	0	0	4	0	0	1	0	0	100	100
	Total										**27**	**200**	**300**	**1000**	**1500**

	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	23BAPS221R	Abnormal Psychology	DSC (Major)	3	0	2	0	0	0	4	40	60	100	200
	2	23BAPS222R	Industrial Psychology	DSC (Major)	2	0	2	0	0	0	3	40	60	100	200
	3	23BAPS223R	Research Methodology in Psychology	DSC (Major)	3	0	0	0	0	0	3	40	60	0	100
	4	23BAPS224R	Internship-II	DSC (Major)	0	0	0	4	0	16	3	40	60	0	100
	5	23BAPS225R	Child Protection and Child Rights	DSC (Minor)	3	0	0	0	0	0	3	40	60	0	100
		23BAPS226R	Occupational Health Psychology												
	6	23BAPS227R	Psychology of Happiness	DSC (Minor)	3	0	0	0	0	0	3	40	60	0	100
		23BAPS228R	Psychology of Gender												
	7	23UULS221R	Basic Acclimatizing Skills	SEC/AEC	0	0	2	0	0	0	1	0	0	100	100
	8	23UBPD222R	English for Employability	AEC/SEC	0	0	4	0	0	0	2	0	0	100	100
	9	23UCDL222R	Digital Literacy	AEC/SEC	0	0	2	0	0	0	1	0	0	100	100
	10	23BACE221R	MOOCS (Generic Elective-II)	MDC	0	0	0	8	0	0	2	0	0	100	100
	11	23BACE144R	MOOCS	VAC	0	0	2	0	0	0	1	0	0	100	100
	12	23UBEC212R	Extra-Curricular/ Co-Curricular	VAC	0	0	0	4	0	0	1	0	0	100	100
	Total										**27**	**240**	**360**	**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 V	1	23BAPS311R	Health Psychology	DSC (Major)	3	0	0	0	0	0	3	40	60	0	100
	2	23BAPS312R	Statistical Application in Psychology	DSC (Major)	2	0	0	0	6	0	3	40	60	0	100
	3	23BAPS313R	Cross- cultural Psychology	DSC (Minor)	3	0	0	0	0	0	3	40	60	0	100
		23BAPS314R	Psychology of Advertising												
	4	23BAPS315R	Youth Psychology	DSC (Minor)	3	0	0	0	0	0	3	40	60	0	100
			Sports Psychology												
	5	23BACE311R	MOOCS- IV (Coursera)	VAC	0	0	0	4	0	0	1	0	0	100	100
	6	23BAPS316R	Elementary statistical analysis & Graphical Representation of Data	Research/ Industry Internship	0	0	2	0	6	0	2	0	0	100	100
	7	23BAPS317R	Minor Research-I	Research/ Industry Internship	0	0	2	0	6	0	2	0	0	100	100
	8	23BAPS318R	*Summer Internship	Summer Internship	0	0	0	4	0	16	3	0	0	100	100
	9	23BACE312R	MOOCS (Generic Elective-III)	MDC	0	0	0	8	0	0	2	0	0	100	100
	10	23BAPS319R	Digital course	VAC	0	0	0	8	0	0	2	0	0	100	100
	Total										**24**	**160**	**240**	**600**	**1000**

	S. N.	Course Code	Course Title	Course Category	Engagement							Maximum Marks for			
					L	T	P	S	R	O	C	IA*	SEE*	PE*	Total
Semester VI	1	23BAPS321R	Positive Psychology	DSC (Major)	2	0	2	0	0	0	3	40	60	100	200
	2	23BAPS322R	Psychological Testing	DSC (Major)	2	0	2	0	0	0	3	40	60	100	200
	3	23BAPS323R	Psychology of Ageing	DSC (Minor)	3	0	0	0	0	0	3	40	60	0	100
		23BAPS324R	Stress Management												
	4	23BAPS325R	Psychology of Motivation and Emotion	DSC (Minor)	3	0	0	0	0	0	3	40	60	0	100
		23BAPS326R	Legal Aspects in Psychology Profession												
	5	23BACE321R	MOOCS- V (Coursera)	VAC	0	0	0	8	0	0	2	0	0	100	100
	6	23BAPS327R	Minor Research-II	Research/ Industry Internship	0	0	4	0	18	0	5	0	0	100	100
	7	23BACE322R	MOOCS (Generic Elective-IV)	VAC	0	0	0	8	0	0	2	0	0	100	100
	8	23BAPS328R	Digital course	VAC	0	0	0	8	0	0	2	0	0	100	100
	Total										**23**	**160**	**240**	**600**	**1000**

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

SEMESTER – I									
Course Title	**Foundation of Psychology**								
Course code	**23BAPS111R**	**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	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	Develop an understanding of the concepts of Psychology and its origin.								
CO2	Articulate the basic concepts of motivation and its theories. Also, they will get insight on emotions.								
CO3	Develop an understanding on the various attention 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**	Students will be able to understand the basic concepts of Psychology and its origin.	1,2, 3
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	**9**	Students will be able to understand the concept of Attention and perception.	1,2, 3,4
III	**Motivation and Emotions:** -Definition and function of motivation, types of motivation, Theories of motivation. -Definition and nature of emotions. Theories of emotion: Classical (James Lange and Cannon Bard), Modern (Schechter and Singer)	**10**	Students will be able to articulate the basic concepts of motivation and its theories. Also, they will get insight on emotions.	1,2, 3,4
IV	**Memory and Forgetting: Memory**: Definition of Memory, Nature of Memory, Types of Memory. **Forgetting**: Definition, Causes of forgetting, Curve of forgetting and Methods of Improving Memory.	**9**	Students will be able to understand memory and forgetting; and also their underlying factors.	1,2, 3,4
V	**Learning and Intelligence:** Definition of Learning, Nature of Learning, Learning curve, Principles and application of Classical Conditioning, Operant Conditioning, and Observational Learning. Definition and theories of Intelligence: • Single factor theory of intelligence • Two- factor theory of intelligence • Gardener's Multiple Intelligence • Triarchic theory of intelligence	**10**	Students will be able to understand the concept of learning and the related principles.	1,2, 3,4, 5

TEXT BOOKS:

T1: Morgan, C. T., & King, R. A. (1975). Study guide for Morgan and King Introduction to psychology: Fifth edition. New York: McGraw-Hill

REFERENCE BOOKS:

R1: Baron, R. & Misra. G. (2013). Psychology. New Delhi: Pearson.
R2: Ciccarelli, S. K., & Meyer, G. E. (2010). Psychology: South Asian Edition. New Delhi: Pearson Education
R3: Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. New Delhi: Pinnacle Learning.

OTHER LEARNING RESOURCES

https://youtu.be/NAVtYSNZyho
https://youtu.be/9fFLGjXKuc0

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOME

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme Outcome**
1	Develop an understanding of the concepts of Psychology and its origin.	**1,2**
2	Articulate the basic concepts of motivation and its theories. Also, they will get insight on emotions.	**1,2**
3	Develop an understanding on the various attention process and how perception works.	**7.9**
4	Demonstrate the biological and psychological aspects of memory and its application.	**5,7**
5	Analyse the basic principles, major theories, and research concerning learning and cognition.	**5,8**

SEMESTER – I										
Course Title	**Developmental Psychology**									
Course code	**23BAPS112R**	**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. 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, experimentation, evaluation of evidence, and employment of mathematical and interpretive analysis.								
CO1	Demonstrate a broad knowledge of developmental psychology								
CO2	Demonstrate an understanding of Prenatal Development, Birth and Infancy.								
CO3	Demonstrate an understanding of Early and Late Childhood, Adolescence and Adulthood.								
CO4	Analyze the Theories of Human Development.								
CO5	Demonstrate an understanding on the Socio-Cultural Contexts for Human Development.								

Unit-No.	**Content**	**Contact Hour**	**Learning Outcome**	**K L**
I	**Introduction**: Basic concepts of Development and growth; Nature VS Nurture.	**6**	Students will be able to demonstrate a broad knowledge of developmental psychology.	1,2
II	**Stages of Life Span Development**: Prenatal Development, Birth and Infancy.	**6**	Students will be able to demonstrate an understanding of Prenatal Development, Birth and Infancy.	2,3
III	**Stages of Life Span Development**: Early and Late Childhood, Adolescence, Adulthood.	**6**	Students will be able to demonstrate an understanding of Early and Late Childhood, Adolescence and Adulthood.	2,3
IV	**Theories of Human Development:** Perspectives of Piaget, Vygotsky, Kohlberg and Erikson.	**6**	Students will be able to analyze the Theories of Human Development.	2,3
V	**Socio-Cultural Contexts for Human Development**: Family; Peers, Media & Schooling; Human Development in the Indian context.	**6**	Students will be able to understand the Socio-Cultural Contexts for Human Development.	4,5
Practical	• Developmental Milestones Chart • Child Observation • Media Analysis • Parenting Style Scale • Ages and Stages Questionnaires (ASQ) • Piagetian Tasks • Erikson's Psychosocial Stage	**30**	Create a chart or timeline that maps out key developmental milestones from infancy to adolescence. To observe and record Behaviour in different developmental stages.	4,5

	Inventory (EPSI) • To explore identity formation and social relationships in adolescents. • Family Environment Scale (FES) • Moral Development Tasks- Kohlberg's Theory		Critically analyze how media represents developmental stages. Conduct interviews or surveys with adolescents about their identity, peer relationships, and self-concept. Gain a comprehensive understanding of the various aspects of human development from infancy through adulthood, including the influence of socio-cultural factors. Present children with moral dilemmas (e.g., the Heinz dilemma) and record their reasoning.	

TEXT BOOKS:

T1: Morgan, C. T., & King, R. A. (1975). Study guide for Morgan and King Introduction to psychology: Fifth edition. New York: McGraw-Hill

REFERENCE BOOKS:

R1: Baron, R. & Misra.G. (2013). Psychology. New Delhi: Pearson.
R2: Life-Span Development, By John Santrock 2020
R3: Developmental Psychology A Life Span Approach by Elizabeth B Hurlock, Tata McGraw Hill Publishing Co Ltd.
R4: Exploring Life Span Development Berk, L.E (2016)

OTHER LEARNING RESOURCES:

https://youtu.be/eJTIo_MhG3M
https://youtu.be/aYCBdZLCDBQ

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme Outcome**
1	Demonstrate a broad knowledge of developmental psychology.	**1,3 & 4**
2	Demonstrate an understanding of Prenatal Development, Birth and Infancy.	**2,3**
3	Demonstrate an understanding of Early and Late Childhood, Adolescence and Adulthood.	**5,6**
4	Analyze the Theories of Human Development.	**5,7**
5	Demonstrate an understanding on the Socio-Cultural Contexts for Human Development.	**5,9**

SEMESTER – I									
Course Title	**Basic of Human Brain Anatomy**								
Course code	**23BAPS114R**	**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. To understand the extensive information to the Psychology student on the nervous system with special emphasis on the CNS. 2. To understand the states of brain activities and techniques in neurophysiology. 3. To apply anatomical knowledge to understand common neurological disorders.								
CO1	Identify the cellular and anatomical structures and functions of the nervous system and endocrine system as it applies to human Behaviour.								
CO2	Identify parts of the human brain, eye, and ear using lab models.								
CO3	Understand the biological basis of learning-and-memory formation in the Hippocampus.								
CO4	Understand the limbic system and its role as the emotional brain.								

Unit-No.	**Content**	**Contact Hour**	**Learning Outcome**	**KL**
I	**The Nervous System** 1.1 Divisions (CNS,PNS - somatic and autonomic) 1.2 Nervous tissue (neurons, nerve fibres, nerves, synapse).	**15**	Student will understand the basic structure of Human Brain	1,2, 3,4
II	**The Central Nervous System 2.1 Brain - an overview (Forebrain, midbrain, hindbrain).** 2.2 Spinal cord - an overview of its structure and organization.	**9**	Student will understand the further divisions of the brain	1,2, 3,4, 5
III	**The Peripheral Nervous System** a) Spinal nerves. b) Cranial nerves. c) Visceral nerves	**6**	Student will understand the further divisions of the brain	1,2, 3,4, 5

TEXT BOOKS:

T1: Carlson, N. R. (2005). *Foundations of physiological psychology*. Pearson Education New Zealand.

REFERENCE BOOKS:

R1: Schneider A.M & Tarshis B., An introduction to Physiological Psychology, Random House, New York.
R2: Guyton, A. C., & Hall, J. E. (2011). Textbook of medical physiology. 12th edn Philadelphia. *USA: Saunders*.
R3: Sherwood, L. (2011). *Fundamentals of human physiology*. Cengage Learning.
R4: Kalat J.W, Wadsworth C.A, Biological Psychology.
R5: Levinthal C.F, Introduction to Physiological Psychology, Prentice Hall, New Delhi.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme Outcome**
1	Identify the cellular and anatomical structures and functions of the nervous system and endocrine system as it applies to human behaviour.	**2,3**
2	Identify parts of the human brain, eye, and ear using lab models.	**1,2**
3	Understand the biological basis of learning-and-memory formation in the hippocampus.	**8,9**
4	Understand the limbic system and its role as the emotional brain.	**5,6**

SEMESTER - I									
Course Title	**Community Service – I**								
Course Code	**23BAPS115R**	**Total Credits: 1**	**L**	**T**	**P**	**S**	**R**	**O**	**C**
			0	**0**	**0**	**0**	**0**	**8**	**1**
Pre-Requisite	**Nil**	**Co-Requisite**	**Nil**						
Programmes	**B.A Psychology**								
Semester	**Fall/ I semester of first year of the programme**								
Course Objectives	1. Apply Psychological Concepts to Real-World Issues 2. Enable students to integrate psychological theories and principles into community service initiatives, addressing social and mental health challenges effectively. 3. Foster a sense of civic engagement and ethical responsibility by working directly with diverse populations, promoting inclusivity and well-being.								
CO1	To comprehend real-world applications of theoretical knowledge by engaging with industry practices and community services.								
CO2	Develop skills in community engagement, including conducting awareness programmes, participatory rural appraisal (PRA), and hands-on activities like Shramdaan.								
CO3	Enhance their ability to analyze field observations and effectively communicate findings through structured reports.								
CO4	Cultivate a sense of social responsibility and empathy through active participation in community service initiatives.								
CO5	Improve their teamwork and leadership abilities by collaborating with peers and community members during the activities.								

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme Outcome**
1	Develop a practical understanding of industrial processes, organizational structures, and real-world applications.	**9**
2	Enhance their sense of social responsibility and gain insight into the importance of community engagement	**7,9**
3	Demonstrate their ability to document, analyze, and communicate their experiences	**4**
4	Improve their teamwork and collaborative skills by working together to plan, execute, and reflect on the assigned community service or field visit activities.	**8**
5	Bridge the gap between theoretical learning and practical application by observing real-world scenarios	**9**

SEMESTER – I									
Course Title	**Elementary English**								
Course code	**23UBPD112R**	**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.								
CO1	It enables learners to recognize the structure of a sentence and its variations as they learn to understand, speak and write								
CO2	Introduction to Phonetics and its importance will improve the learner's pronunciation.								
CO3	Students will be able to identify to pick and form different kinds of sentences.								
CO4	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 Affirmative and Negative Sentences	**6**	Learn the Basic Grammar like Articles, verbs, sentences etc.	1,2
II	**Grammar** i. Determiners ii. Sentence Construction iii. Types of Sentences (Assertive, Imperative etc.) iv. Degree of Comparison Comprehension Exercises	**8**	Familiarize about the concepts of Determiners, degree of comparison and comprehension exercises	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 How to Improve Listening Process	**8**	Understand the skills of listening along with its process, factors and importance	3
IV	**Speaking Skills** i. Introducing yourself ii. Self-discovery iii. Basics of Phonetics, pronunciation iv. Extempore speech Video Recording for Self Reflection	**8**	Learn the skills of speaking like introduction, phonetics, extempore speech etc.	3
V	**Communication Skills** i. Introduction to Communication, ii. Importance of Communication	**10**	Learn the basic skills of communication, its importance, purpose, types and barriers.	3

	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/ tips to improve Communication skills. ix. Responding to different questions in various situations (formal/informal)			

TEXT BOOKS:

T1: Chaturvedi, P.D., C haturvedi Mukesh, 2011.Business Communication: Concepts, Cases and Applications, second edition, Pearson, Noida.

T2: Alex K., Chand, S, 2009. Soft Skills: Know Yourself and Know the World, first edition, S. Chand & Company Ltd.: New Delhi.

T3: Quirk, Randolp. (2010) A Comprehensive Grammar of the English Language Ran dolph Quirk, Sidney Greenbaum, Pearson Education India

T4: 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 PROGRAMME OUTCOMES

CO PO Mapping		
SN	**Mapped Programme Outcome**	**Mapped Programme Outcome**
1	To enable learners to recognize the structure of a sentence and its variations	**9**
2	Introduction to Phonetics and its importance will improve the learner's pronunciation.	**4**
3	Students will be able to identify to pick and form different kinds of sentences.	**9**
4	Knowledge of communication will be enhanced through practical examples.	**4,9**
5	Develop the ability to analyze and apply grammatical rules effectively, enhancing their overall proficiency in both verbal and written communication.	**4,9**

SEMESTER – II									
Course Title	**Community Psychology**								
Course code	**23BAPS121R**	**Total credits: 4**	**L**	**T**	**P**	**S**	**R**	**O/F**	**C**
			2	**0**	**0**	**0**	**0**	**16**	**4**
Pre-requisite	**Nil**	**Co-requisite**	**Nil**						
Programme	**Bachelor of Arts in Psychology**								
Semester	**Spring/ II semester of first year of the programme**								
Course Objectives	1. To introduce the basic concepts of community psychology, enabling students to analyze and apply these concepts to real-world community issues. 2. To explore and internalize core values in community psychology, fostering a commitment to ethical and culturally sensitive practice. 3. To acquire knowledge and skills related to promoting health and fitness within communities, including the ability to design and implement effective health promotion programmes for various populations.								
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 programmes 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 Hour**	**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 programmes in communities.	2,4, 5
IV	**Process of health fitness and promotion**: Importance, programmes for health promotion- child, maternal, physical challenged and old age.	**9**	Students will be able to Develop insights with respect to health promotion programmes in communities.	2,3, 4,5

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

REFERENCE BOOKS:

R1: Banerjee, A., Banerji, R., Duflo, E., Glenneske, 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

R2: Fetterman, D.M., Kaftarian, S. J. &Wandersman, A (Eds) (1996) Empowerment Evaluation, New Delhi: Sage Publication.

R3: Kloos B. Hill, J Thomas, Wandersman A, Elias M.J. & Dalton J.H. (2012). Community Psychology: Linking Individuals and Communities, Wadsworth Cengage Learning.

R4: McKenzie, J. F. Pinger, R. R. &Kotecki, J. E. (2005). An introduction to community health. United States: Jones and Bartlett Publishers.

R5: Misra, G. (Ed). (2010) Psychology in India. Indian Council of Social Science Research. Dorling Kindersley (India) Pvt Ltd. Pearson Education.

OTHER LEARNING RESOURCES:

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

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme 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 programmes 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 – II									
Course Title	**Personality Psychology**								
Course code	**23BAPS122R**	**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	**Spring/ II semester of first year of the programme**								
Course Objectives	1. To understand the basic concepts of Personality. 2. To understand and apply theories of personality. 3. To integrate the knowledge of Psychology into a broader conceptualization of Psychology.								
CO1	Apply classic and contemporary theories of personality to real world situations (i.e., clinical practice situations; increased understanding of self and others).								
CO2	Critically examine the theories and apply the findings.								
CO3	Analyze approaches to psychological assessment and psychotherapy that relate to the personality theories.								
CO4	Demonstrate the ability to differentiate the Freudian and the Neo-Freudian concepts in understanding personality.								
CO5	By integrating these theories, individuals can gain a nuanced understanding of their own motivations and those of others, promoting empathy and improving interpersonal relationships in various contexts, including work and family								

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	**7**	Explain the concept of personality	1,2
II	**Psychodynamic Theories**: Sigmund Freud; Alfred Adler, Carl Jung's Analytical Psychology, Erickson's psychosocial theory,	**10**	Analyze the concepts of psychodynamic theories of personality	1,2
III	**Learning Theories of Personality**: Albert Bandura and Skinner; Kelly's Cognitive Theory of Personality	**10**	Demonstrate the ability to analyze the perspectives of the learning theories	1,2
IV	**Humanistic and Existential Theory of Personality**: Abraham Maslow, Carl Rogers;	**8**	Identify the key differences between humanistic and existential point of view in Explaining personality.	1,2
V	**Research and Assessment in Personality**: Current Status and Future Directions in Personality Psychology	**10**	Analyze current research findings. Perform Assessments in measuring and assessing the personality traits.	1,2
Practical	16 Personality Factor Questionnaire Myers Briggs Draw A Man Test Thematic Apperception Test (TAT) Eysenck Personality Questionnaire (EPQ).	**30**	It will help measure Behaviours in individuals and has many applications, including career development and employee progression.	1,2, 3,4

			The Myers-Briggs Type Indicator (MBTI) assessment is a psychometric questionnaire designed to measure psychological preferences in how people perceive the world and make decisions The Draw-A-Man Test (Good enough, 1926) is a projective personality test widely used as a measure of intellectual maturation in children, to elicit personality type and unconscious material, and as part of neuropsychological test batteries. The Thematic Apperception Test, or TAT, is a projective personality test intended to evaluate a person's patterns of thought, attitudes, observational capacity, and emotional responses to ambiguous test materials. (EPQ) is a questionnaire is a self- report tool to assess the personality traits of a person across three dimensions Neuroticism, Extraversion/Introversion and Psychoticism	

REFERENCE BOOKS:

R1: Misra, G., & Mohanty, A. K. (Eds.) (2002). Perspectives on indigenous psychology. New Delhi, India: Concept Publishing Company

R2: Crowne Ch. 17 "Personality Theory in Perspective" (pp. 569-593)

R3: Crowne Ch. 11 "Carl Rogers' Theory of the Person, George Kelly's Personal Construct Theory, and Positive Psychology" (pp. 358-401)

R4: Schultz, D. P., & Schultz, S. E. (2017). Theories of Personality (11th ed.). Boston, MA: Cengage Learning

R5: Paranjpe, A. C. (1984). Theoretical psychology: The meeting of east and west. New York: Plenum Press.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme Outcome**
1	Apply classic and contemporary theories of personality to real world situations (i.e., clinical practice situations; increased understanding of self and others).	**1,2,3,4,5,6,9**
2	Critically examine the theories and apply the findings.	**1,2,3,4,5,9**
3	Analyze approaches to psychological assessment and psychotherapy that relate to the personality theories.	**1,2,3,4,5,9**
4	Demonstrate the ability to differentiate the Freudian and the Neo-Freudian concepts in understanding personality.	**1,2,3,4,5,9**
5	By integrating these theories, individuals can gain a nuanced understanding of their own motivations and those of others, promoting empathy and improving interpersonal relationships in various contexts, including work and family	**1,2,3,4,5,7,9**

SEMESTER – II									
Course Title	**Social Psychology**								
Course code	**23BAPS123R**	**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	**Spring/ II 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	Analyse the social relationships through psychological norms.								
CO3	Identify the rules and techniques to evaluate social situations.								
CO4	Analyse 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);	**7**	Understand about the basic principles of people evaluate social situations.	1,2
II	Theoretical foundations- motivational theories, learning theories, cognitive theories,	**10**	Understand social relationship through psychological norms.	1,2
III	Understanding self and evaluating the social world: Making of the self;	**10**	Understand about how people evaluate social situations.	1,2
IV	Social Interaction and Influence: Interpersonal Attraction, Pro-social 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	**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 6. Big Five Inventory Group Environment Questionnaire	**30**	Explain & apply method of screening for evidences of slow development along with seeing the various attachment styles with parents.	1,2, 3,4

REFERENCE BOOKS:

R1: Baron, R.A., Byrne, D. & Bhardwaj, G. (2010). Social Psychology (12th Ed.). New Delhi: Pearson.
R2: Myers, D. G., & Smith, S. M. (2012). Exploring social psychology. New York: McGraw- Hill.
R3: 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/upmassets/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 PROGRAMME OUTCOMES

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme 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 – II									
Course Title	**Community Service II**								
Course code	**23BAPS124R**	**Total credits: 1**	**L**	**T**	**P**	**S**	**R**	**O/F**	**C**
			0	**0**	**0**	**0**	**0**	**8**	**1**
Pre-requisite	**Nil**	**Co-requisite**	**Nil**						
Programme	**Bachelor of Arts in Psychology**								
Semester	**Spring/ II semester of first year of the programme**								
Course Objective	1. Apply Psychological Concepts to Real-World Issues 2. Enable students to integrate psychological theories and principles into community service initiatives, addressing social and mental health challenges effectively. 3. Foster a sense of civic engagement and ethical responsibility by working directly with diverse populations, promoting inclusivity and well-being.								
CO1	Develop a practical understanding of industrial processes, organizational structures, and real-world applications.								
CO2	Enhance their sense of social responsibility and gain insight into the importance of community engagement								
CO3	Demonstrate their ability to document, analyze, and communicate their experiences								
CO4	Improve their teamwork and collaborative skills by working together to plan, execute, and reflect on the assigned community service or field visit activities.								
CO5	Bridge the gap between theoretical learning and practical application by observing real-world scenarios								

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme Outcome**
1	Develop a practical understanding of industrial processes, organizational structures, and real-world applications.	**1,4,6,7,8,9**
2	Enhance their sense of social responsibility and gain insight into the importance of community engagement	**1,4,6,7,8,9**
3	Demonstrate their ability to document, analyze, and communicate their experiences	**1,4,6,7,8,9**
4	Improve their teamwork and collaborative skills by working together to plan, execute, and reflect on the assigned community service or field visit activities.	**1,4,6,7,8**
5	Bridge the gap between theoretical learning and practical application by observing real-world scenarios	**4,6,8**

SEMESTER – II									
Course Title	**Implicative English**								
Course code	**23UBPD123R**	**Total credits: 2** **Total hours: 60P**	**L**	**T**	**P**	**S**	**R**	**O/F**	**C**
			0	**0**	**4**	**0**	**0**	**0**	**2**
Pre-requisite	**Introductory English**	**Co-requisite**	**Nil**						
Programme	**Bachelor of Arts in Psychology**								
Semester	**Spring/ 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 students vocabulary to enhance their speaking and writing skills, it's the importance of dress codes in various organizations. 3. To introduce the 3P's (Planning, prioritizing & performing) of Time Management.								
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.								

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.	**8**	Learn Basic Grammar like sentences, tenses and common errors etc.	1,2
II	**Vocabulary:** i. Synonyms ii. Antonyms iii. Homonyms	**8**	Familiarize about various concepts of vocabulary	1,2
III	**Reading Skills:** i. Techniques of Effective Reading ii. Gathering ideas and information from a text iii. The SQ3R Technique iv. Interpret the text.	**10**	Understand the skills of Reading	1,2, 3
IV	**Conflict Management:** i. Definition ii. Type of Conflict Management iii. Effects of conflict Management iv. Methods to deal with Conflicts (Negative)	**7**	Learn the about Conflict Management	1,2, 3
V	**Time-Management Skills** i. Introduction to Time Management, ii. Purpose And Importance of Time Management, iii. Basic Tips to Maintain Time. Activity: Problem solving activity: A situation will be given to the students and they will have to tell us how to handle the situation or solve the problem.	**7**	Learn the basic skills of Time Management, its purpose and importance.	1,2, 3,4

TEXT BOOKS:

T1: Wren, P.C and Martin, H. 1995. High School English Grammar and Composition, S Chand Publishing.

T2: Barrett, Grant. 2016. Perfect English Grammar: The Indispensable Guide to Excellent Writing and Speaking, Zephyros Press

REFERENCE BOOKS:

R1: McCarthy. (2008) English Vocabulary in Use Upper - Intermediate with CD ROM, Cambridge University Press

R2: Tracy, Brian. (2018) Time Management: The Brian Tracy Success Library, Manju Publishing House

OTHER LEARNING RESOURCES:

https://youtu.be/rl85jxktfms
https://www.betterteam.com/dress-code

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme Outcome**
1	Develop a practical understanding of industrial processes, organizational structures, and real-world applications.	**9**
2	Enhance their sense of social responsibility and gain insight into the importance of community engagement	**7,9**
3	Demonstrate their ability to document, analyze, and communicate their experiences	**4**
4	Improve their teamwork and collaborative skills by working together to plan, execute, and reflect on the assigned community service or field visit activities.	**8**
5	Bridge the gap between theoretical learning and practical application by observing real-world scenarios	**9**

SEMESTER – III									
Course Title	**Bio-Psychology**								
Course code	**23BAPS211R**	**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/ III semester of second 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	To be able to compile the nature and scope of biopsychology.								
CO2	Identify biological bases of human behaviour including neural, biochemical, evolutionary, and genetic mechanisms.								
CO3	To be able to explain the biological mechanisms involved in psychological processes.								
CO4	Analyze the complex interplay of biological factors with psychological, social and cultural in shaping human behaviour.								
CO5	Demonstrate the ability to evaluate 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	**8**	Understanding the concept of biological basis of psychology	1,2
II	**Neurons and Nerve Impulse** Neuron : Structure and Function, Neural Conduction, Synaptic Transmission, Neuroplasticity	**8**	Identify the basic structures of a neuron, the function of each structure and how messages travel through the neuron	1,2
III	**Biological foundations of behaviour** Viewpoints to explore Biology of Behaviour – Approaches that relate brain and behaviour – Correlating brain anatomy with behaviour - Recording brain activity - Effects of brain damage	**7**	Understand the correlation brain anatomy with behaviour	1,2, 3,4
IV	**Biopsychology of emotion, stress and health**. Emotions as response patterns: fear, anger and aggression; Hormonal control of aggressive behaviour; Neural basis of the communication of emotion: Recognition and expression;	**9**	Learn about the Neural basis of the communication of emotion and the emotional response patters	1,2, 4,5
V	**Endocrine glands and its specific hormones**: Pituitary- Pineal, Thyroid- Parathyroid-Pancreas-Adrenal- Gonads	**7**	Describe The neurobiological basis of psychological function and Dysfunction.	2,3, 4,5,
Practical	**i. Tweezer Dexterity Test** **ii. General Health Questionnaire** **iii. Minnesota Manual Dexterity**	**30**	i. Students will be able to learn about the requirement of both	2,3, 4,5

	Test. **iv. Experiment on Simple Reaction time.**		speed and accuracy in manual operations. ii. The students will be able to measure of current mental health. iii. Students will be able to measure unilateral and bilateral gross and fine manual dexterity. iv. Students will be able to get to the time interval between the stimulus and Their reaction	

TEXT BOOKS:

T1: Carlson, N. R. (2009) *Foundations of Physiological Psychology* (6th Edition). New Delhi: Pearson Education

REFERENCE BOOKS:

R1: Carlson, N. R. (2009). Foundations of Physiological Psychology (6th Edition). New Delhi: Pearson Education
R2: Breedlove, S. M., Rosenzweig, M. R., & Watson, N. V. (2007). Biological Psychology: An Introduction to Behavioural, Cognitive, and Clinical Neuroscience (5th Edition). Sunderland, Massachusetts: Sinauer Associates.
R3: Khosla, M. (2017). Physiological Psychology: An Introduction. New Delhi: Sage Texts.
R4: Introduction to Behavioural, Cognitive, and Clinical Neuroscience (5th Edition). Sunderland, Massachusetts: Sinauer Associates.
R5: Leukel, F. (1976). Introduction to Physiological Psychology. New Delhi: Pearson.
R6: 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

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme Outcome**
1	Synthesis the nature and scope of biopsychology.	**1,9**
2	Identify biological bases of human behaviour including neural, biochemical, evolutionary, and genetic mechanisms.	**1,2,3**
3	Develop an understanding of biological mechanisms involved in psychological processes.	**1,2,3,5,9**
4	Examine the structure functions and abnormalities of major glands.	**1,5,9**
5	Analyse the influence of the factors influencing learning and memory.	**5,9**

SEMESTER – III									
Course Title	**Counselling Psychology**								
Course code	**23BAPS212R**	**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/ III semester of second 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 the meaning, nature, goals and ethics of counselling. Students can 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 learn about the counselling process in details.	2,3,4
III	**Areas of Counselling:** Family counselling, child abuse counselling, career counselling, gender related issues, marital counselling .Crisis intervention-suicide, grief and sexual abuse.	**10**	Students will become familiar with different areas of counselling.	1,2
IV	**Counselling Techniques:** Humanistic technique, psycho analytic techniques, behavioural techniques, cognitive technique. Indian technique-yoga and meditation.	**8**	This will create a foundation in students for higher education in Counselling and a career as a professional counsellor.	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 the challenges in counselling.	1,2
Practical	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**	Learn to administer Psychological Tools for measuring stress, anxiety; conduct counselling sessions	1,2,3, 4

REFERENCE BOOKS:

R1: Aguilera, D.C. (1998). Crisis Intervention: Theory and Methodology (8thEd.)Philadelphia: Mosby.

R2: Belkin, G.S. (1998).Introduction to Counselling (3rd Ed.) Iowa: W.C. Brown.

R3: Capuzzi, D. & Gross, D. R. (2007). Counselling and Psychotherapy: Theories and Interventions (4th Ed.)New Delhi. Pearson.

R4: Corey, G. (2009) Counselling and Psychotherapy; Theory and Practice. (7th Ed.) New Delhi: Cengage Learning.

R5: Friedlander, M.L. & Diamond, G.M. (2012). Couple and Family Therapy. In E. M. Altmaier and J.C.

R6: Hansen (Eds.) The Oxford Handbook of Counselling Psychology. New York: Oxford University Press

R7: Kapur, M. (2011). Counselling Children with Psychological Problems. New Delhi, Pearson. Sharf, R.

OTHER LEARNING RESOURCES:

https://youtu.be/ibXF3DqFeiQ
https://youtu.be/JgslB34_aIs
https://youtu.be/3gKr1elF-_w

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme 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 – III									
Course Title	**Basic of Organizational Behaviour**								
Course code	**23BAPS213R**	**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/ III semester of second year of the programme**								
Course Objectives	1. To understand how individual behaviour, attitudes, and motivation impact organizational dynamics. 2. To explore the role of leadership, power, and organizational culture in shaping workplace behaviour. 3. To develop skills in team communication, conflict resolution, and adapting to organizational change								
CO1	Demonstrate a comprehensive understanding of the scope, importance, and historical evolution of Organizational Behaviour.								
CO2	Analyze factors influencing individual behaviour such as attitudes, job satisfaction, emotions, and motivation theories								
CO3	Classify stages of group development, group properties, and types of teams in organizations.								
CO4	Differentiate between various leadership styles, communication processes, conflict resolution methods, and power dynamics within organizations								
CO5	Evaluate the role of organizational culture and change management in shaping organizational behaviour and performance.								

Unit-No.	**Content**	**Contact Hour**	**Learning Outcome**	**KL**
I	**Introduction to Organizational Behaviour:** - Overview of Organizational Behaviour. - Importance and Scope of Organizational Behaviour. - Historical Development of Organizational Behaviour	**7**	Students will be able to explain the significance of organizational behaviour in enhancing organizational effectiveness and employee well-being.	1,2
II	**Individual Behaviour in Organizations:** - Attitudes. - Job Satisfaction - Emotions: Emotional Labor, Affective Events Theory, Emotional intelligence. - Work Motivation and its Content theories and Process theories	**10**	Students will demonstrate an understanding of the factors influencing individual Behaviour at work, including attitudes, job satisfaction, emotions, and motivation theories	2,3,4
III	**Group Dynamics and Teamwork:** - Group: Meaning, Stages of Group Development, Group Properties (Roles, Norms, Status, Size, Cohesiveness and Diversity) - Types of Teams in Organizations - Group Decision-Making	**10**	Students will be able to analyze the stages of group development, properties of groups, and different types of teams within organizations.	1,2
IV	**Leadership:** Meaning, Styles and Theories	**8**	Students will identify various leadership	2,3,4,5

	- Communication in Organizations: Meaning, the process, Direction, Barriers. - Conflict: Meaning, Resolution and Negotiation - Power and Politics: Meaning, Bases of Power, Causes and Consequences of political Behaviour. **Group Dynamics and Teamwork:** - Group: Meaning, Stages of Group Development, Group Properties (Roles, Norms, Status, Size, Cohesiveness and Diversity)- Types of Teams in Organizations - Group Decision-Making		styles, communication processes, conflict resolution techniques, and power dynamics in organizations.	
V	**Organizational Structure and Design** - Organizational Culture - Organizational Change	**10**	Students will comprehend the importance of organizational culture and change management in shaping organizational Behaviour and performance.	1,2
Practical	Achievement Motivation Scale Job Satisfaction Index Multifactor Leadership Questionnaire (MLQ) Perceived Stress Scale (PSS) Maslach Burnout Inventory (MBI):	**30**	Learn to administer psychological tests for measuring Motivation, Job Satisfaction, MLG, Stress, Burnout.	1,2,3,4

REFERENCE BOOKS:

R1: Essentials of Organizational Behaviour: An Evidence-Based Approach Third Edition by Terri A. Scandura (Author)

R2: Organizational Behaviour: Managing People and Organizations 12th Edition by Ricky W. Griffin (Author), Jean M. Phillips (Author), Stanley M. Gully (Author)

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme Outcome**
1	Demonstrate a comprehensive understanding of the scope, importance, and historical evolution of Organizational Behaviour.	**1,2,3,4,5,6,7,8,9**
2	Analyze factors influencing individual Behaviour such as attitudes, job satisfaction, emotions, and motivation theories.	**1,2,3,4,5,6,7,8,9**
3	Classify stages of group development, group properties, and types of teams in organizations	**1,2,3,4,5,6,7,8,9**
4	Differentiate between various leadership styles, communication processes, conflict resolution methods, and power dynamics within organizations.	**1,2,3,4,5,6,7,8,9**
5	Evaluate the role of organizational culture and change management in shaping organizational Behaviour and performance.	**1,2,3,4,5,6,7,8,9**

SEMESTER – III									
Course Title	**Internship I**								
Course code	**23BAPS214R**	**Total credits: 3**	**L**	**T**	**P**	**S**	**R**	**O/F**	**C**
			0	**0**	**0**	**4**	**0**	**16**	**3**
Pre-requisite	**Nil**	**Co-requisite**	**Nil**						
Programme	**Bachelor of Arts in Psychology**								
Semester	**Fall/ III semester of second 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.								
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 PROGRAMME OUTCOMES

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme 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**

SEMESTER – III									
Course Title	**Introduction to Psychology of Differently-Abled**								
Course code	**23BAPS215R**	**Total credits: 4**	**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 Arts in Psychology**								
Semester	**Fall/ III semester of second 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	The students will be able to learn- About the concept of impairment, disability and inclusion								
CO2	To understand the characteristics of various disabilities.								
CO3	To explain about different government schemes, policies and legislations for persons with disabilities								
CO4	The process of rehabilitation.								
CO5	The types, symptoms and treatment of severe neurological conditions.								

Unit-No.	**Content**	**Contact Hour**	**Learning Outcome**	**KL**
I	Concept and Definition of Disability Concept of impairment, activity, participation Nature and needs of persons with Disabilities Concept of Inclusion and Diversity Concept of rehabilitation; Evolution of Rehabilitation Paradigm shift in rehabilitation	**9**	Students will Understand the Concept of impairment, disability and inclusion. They will earn about various rehabilitation and its paradigm shift	1,2
II	Definition, nature, and management of Physical Disability, Locomotors Disability, Leprosy Cured Person, Cerebral Palsy, Dwarfism, Muscular Dystrophia. 1. Acid Attack Victims. 2. Visual Impairment Blindness. 3. Low Vision. Hearing Impairment, Deaf. 4. Hard of Hearing Speech and Language Disability	**10**	Learner will be able to Explain about different Government schemes, policies and legislations for persons with disabilities.	2,3,4
III	Definition, nature, and management of Neuro development Disabilities & 1. Mental Illness. 2. Intellectual Disability 3. Specific Learning Disabilities 4. Autism Spectrum Disorder 5. Mental Behaviour (Mental Illness)	**10**	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 As a Multiple Sclerosis	**8**	Students will be able to understand and manage to a great extent certain chronic	2,3,4, 5

	2. Parkinson's Disease Blood 3. Disorder. Haemophilia Thalassemiac Sickle Cell Disease. 4. Multiple Disabilities		neurological conditions and multiple disabilities.	
V	Disability Laws 1. Mental Health Act 2.PWD Act 3.RCI Act 4. National Trust Act	**10**	Leaner will get a clear understanding of the various Disability Laws that exist in the country and Worldwide and its implications.	1,2
Practical	Achievement Motivation Scale Job Satisfaction Index Multifactor Leadership Questionnaire (MLQ) Perceived Stress Scale (PSS) Maslach Burnout Inventory (MBI):	**30**	To learn to administer psychological tests for measuring -Achievement Motivation Scale Job Satisfaction, Leadership, Stress and Burnout.	1,2,3, 4

TEXT BOOKS:

T1: Bowe, F. J. (2007). The psychology of disability. Springer Publishing Company.
T2: Curtis, J. T. L. M. (2014). Disability and the helping professions. Allyn & Bacon.

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.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme Outcome**
1	The students will be able to learn- About the concept of impairment, disability and inclusion	**1,2,3,4,5,6,7,8,9**
2	To understand the characteristics of various disabilities	**1,2,3,4,5,6,7,8,9**
3	To explain about different government scheme, policies and legislations for persons with disabilities	**1,2,3,4,5,6,7,8,9**
4	The process of rehabilitation	**1,2,3,4,5,6,7,8,9**
5	The types, symptoms and treatment of severe neurological conditions.	**1,2,3,4,5,6,7,8,9**

SEMESTER – III									
Course Title	**Human Resource Management**								
Course code	**23BAPS216R**	**Total credits: 4**	**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 Arts in Psychology**								
Semester	**Fall/ III semester of second year of the programme**								
Course Objectives	1. The course is designed to give students an insight into the theoretical and practical perspectives, concepts, issues, and practices in Human Resource Management 2. To Understand the evolution of HRM and its challenges and limitations 3. Gain understanding of Recruitment, Limitations, Induction and Placement and Internal Mobility								
CO1	Understand the evolution of HRM and its challenges and limitations.								
CO2	Comprehend the various aspects of the acquisition of human resources								
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**	**KL**
I	**Introduction to Human Resource Management.** • History and evolution of the concept of HRM • HRM: Definition ,nature, scope, objectives and importance, Models of HRM • Policies, procedures and programmes of HRM Role of an HR practitioner • Strategic HRM Vs Traditional HRM • HRM: Line and staff aspects HRM: current challenges and limitations	**7**	Student will gain an Understanding of Human Resource Management and Personnel Management	1,2
II	**Human Resource Planning (HRP)** • Human Resource Planning: Objectives, Importance, Process of HRP • Methods and techniques of HRP Job Analysis: Nature and use of job analysis, methods of job analysis, • Process of job analysis Job Description (JD), Job Specification(JS)and Role Analysis Job design: Nature, techniques for designing jobs	**10**	Knowing the Methods and techniques of HRP Job Analysis; Job Design, Nature and Techniques of Job Design	2,3,4
III	**Acquisition of Human Resources** • Recruitment: Definition, Process and methods, policies and procedures, • Limitations, external vs. internal recruitment Selection: Purpose, processes and methods Induction and placement: Aims and objectives of placement, induction/orientation	**10**	Gain understanding of Recruitment, Limitations, Induction and Placement and Internal Mobility	1,2
IV	**Development and Management of Human Resources** • Training: Need and significance	**8**	Students will Understand the need and	2,3,4, 5

	• Executive development: Nature and concept, importance, the process of executive development, methods of conducting an executive development programme Career Management: Nature and concept, stages of career management		Significance of training; the process of Executive Development and Career Management	
V	**HRD in India:** Evolution of the concept to HRD, Principles of HRD systems, and HRD in the Indian industry	**10**	Gain understanding Of the Principles of HRD systems in the context of the Indian Industry	1,2

REFERENCE BOOKS:

R1: Gary, D. (2009). Dessler. A Framework for Human Resource Management (5thEd.). Pearson/ Prentice Hall Publishing.

R2: Rao, V. S .P. (2005).Human Resource Management: Text and Cases (2NDEd) .New Delhi, India: Excel books.

R3: Chandra, Harish (2006).Human Resource Development, New Delhi: Rawat.

R4: Mathur, BL (1989) Human Resource Development Strategies, Approaches and Experiences. Jaipur: Arihant

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme Outcome**
1	Understand the evolution of HRM and its challenges and limitations.	**1,2,3,5,9**
2	Comprehend the various aspects of the acquisition of human resources	**1,5,8,9**
3	Develop a comprehensive grasp of concepts essential for effective human resource acquisition.	**1,5,8**
4	Gain knowledge to contribute to the strategic development and management of human resources.	**1,4,7,8,**
5	Develop a foundational knowledge of Human Resource Development (HRD) with a focus on the Indian industry.	**1,5,6,9**

SEMESTER – III									
Course Title	**Basic Life Saving Skills**								
Course code	**23UULS212R**	**Total credits: 1**	**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 Arts in Psychology**								
Semester	**Fall/ III semester of second year of the programme**								
Course Objectives	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 manoeuvres 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	**7**	Demonstrate the correct application of Basic Life Support (BLS) techniques, including CPR, ventilation, and AED use.	1,2
II	**Soft skills:** Introduction; Communications Skills; Situational Skills; Team Work; Other Soft Skills	**10**	Develop effective communication, situational awareness, teamwork, and other personal attributes for successful interactions.	2,3, 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
IV	**Triage system:** Introduction, Flow chart approach of Triage; Triage of Multiple Casualties in Pre-Hospital setting; Triage of Single casualty	**8**	Understand and apply the Triage system for prioritizing care in both single and multiple casualty situations.	2,3, 4,5
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	**10**	Recognize and manage common medical emergencies such as seizures, heart attacks, and asthma using a victim-centered approach.	1,2

TEXT BOOKS:

T1: American Heart Association. (2020). Heartsaver® first aid CPR AED student workbook (2nd ed.). American Heart Association.
T2: Karches, R. M., & Schmidt, E. E. (2018). Basic Life Support (BLS) for healthcare providers (6th ed.). Elsevier.
T3: Callahan, C., & Ellison, M. (2017). Emergency care and transportation of the sick and injured (12th ed.). Jones & Bartlett Learning.
T4: Gausche-Hill, M., & Kelleher, M. (2018). Advanced prehospital care (2nd ed.). Elsevier.

REFERENCE BOOKS:

R1: Link, M. S., & Kudenchuk, P. J. (2015). Basic Life Support for healthcare providers. In M. S. Link & P. J. Kudenchuk (Eds.), *Cardiac arrest: The science and practice of resuscitation* (pp. 87–112). Springer.
R2: Noonan, A., & Peberdy, M. A. (2020). Basic Life Support in the hospital. In S. K. Kiyohara & R. P. Lammers (Eds.), Emergency care in the hospital setting (pp. 153–169). Springer.
R3: Handley, A. J., & Koster, R. W. (2019). Basic Life Support guidelines and protocols. In Resuscitation: Evidence-based practice and guidelines (pp. 67–91). Wiley-Blackwell.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES

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

SEMESTER – IV									
Course Title	**Abnormal Psychology**								
Course code	**23BAPS221R**	**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	**Spring/ IV semester of second year of the programme**								
Course Objectives	1. To identify the historical perspective towards abnormal Behaviour. 2. To introduce the diagnostic manual 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 a 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).	**7**	Understanding the concept of abnormal behaviour	1,2
II	**Anxiety Disorder** Generalised Anxiety Disorder, Phobia, Agoraphobia, Social phobia, Specific phobia, Panic attack- with agoraphobia, without agoraphobia, Obsessive Compulsive Disorder, PTSD	**10**	Understanding The clinical picture and etiology of various subcategories Of disorders	2,3, 4
III	**Somatoform And Dissociative Disorder:** Somatoform Disorder: Somatization disorder, hypochondriasis, Conversion hysteria. Dissociative disorder-Fugue, Amnesia, Dissociative identity disorder, Depersonalization disorder	**10**	Understanding the clinical picture and etiology of various sub categories of disorder	1,2
IV	**Mood Disorder And Schizophrenia*:*** Mood Disorder: Unipolar Mood Disorders: Dysthymic Disorder, 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	**8**	Understanding the clinical picture and etiology of various subcategories of disorders	2,3, 4,5

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).	**10**	Understanding the clinical picture and etiology of various subcategories of disorders	1,2
Practical	Sinha's Anxiety Scale Bell's Adjustment Inventory Student Stress Scale Mental Health check list Case Study Mini Mental Status Examination (MMSI)	**30**	Learn to administer and Interpret psychological tests- For measuring anxiety, stress and Mental Status Examination; Taking Case studies.	1,2, 3,4, 5

REFERENCE BOOKS:

R1: Carson, R. C., Butcher, J. N., Mineka, S., & Hooley, J. M. (2007). Abnormal Psychology, (13th Edition). India, Pearson Education.

R2: Adams, P.B. and Sutker, H.E. (2001) Comprehensive Hand book of Psychopathology. (3rd edition). NY: Springer.

R3: American Psychiatric Association: Diagnostic and Statistical Manual of Menta Disorders (DSM-V)

R4: Barlow, D. H. & Durand, V. M. (2005). Abnormal Psychology (4th Edition). Pacific Grove: Books / Cole

R5: Bergin, A.E., & Garfield, S. L. (1994) Handbook of Psychotherapy and Behaviour

R6: Change, (4th Edition). New York: Wiley.

OTHER LEARNING RESOURCES:

https://swayam.gov.in/explorer?searchText=abnormal%20psychology
https://youtu.be/_QVlH6nOJuM

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme Outcome**
1	Utilize the historical perspective towards abnormal behaviour	**1,2,3,4,5,6,7,8,9**
2	Apply the knowledge of diagnostic manuals in identification and assessment of a disorder.	**1,2,3,4,5,6,7,8,9**
3	Implement the Contemporary Psychological Theories in assessment of different disorders	**1,2,3,4,5,6,7,8,9**
4	Synthesis the strategies available in the treatment of abnormal behaviour.	**1,2,3,4,5,6,7,8,9**
5	Identify the various disorders of childhood& adolescence.	**1,2,3,4,5,6,7,8,9**

SEMESTER – IV										
Course Title	**Research Methodology in Psychology**									
Course code	**23BAPS223R**	**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	**Spring/ IV semester of second 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 nm be completing are search project. 3. To help students to select and appropriate research design.								
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.								
CO6	Make up and implement a research project/ study.								

Unit-No.	**Content**	**Contact Hour**	**Learning Outcome**	**KL**
I	An Introduction to Research Methodology: Meaning and objective of research, types of research, significance of research, research process.	**7**	Students will be able to learn about the basic of research and process.	1,2
II	Research Problem: What is a Research Process? Selecting the problem. Necessity of defining the problem. Technique involved in defining the problem. Sampling	**10**	Students will understand the research problem and techniques involved to define it.	2,3,4
III	Research Design: Meaning and need for research design. Feature of a Good Design.	**10**	Students will understand the research problem and techniques involved to define it. Students will be able to develop skills in qualitative and quantitative data analysis and presentation.	1,2
IV	Measurement and Scaling Techniques: Measurement scales sources of error in measurement. Technique of developing measurement tools. Meaning of scaling. Important calling techniques.	**8**	Students will be able to demonstrate the ability to choose techniques appropriate to research aims and objectives	2,3,4,5
V	Hypothesis Building	**10**	Students will be able to know the why research is needed and problems encountered	1,2

REFERENCE BOOKS:

R1: Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, 4th Edition ,by John W. Creswell(Author)

R2: 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 PROGRAMME OUTCOMES

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme 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 are search project.	**1,2,3,4,5,6,7,8,9**
5	Identify the problems that they might encounter in completing a research project.	**1,2,3,4,5,6,7,8,9**
6	Take up and implement a research project/study.	**1,2,3,4,5,6,7,8,9**

SEMESTER – IV									
Course Title	**Child Protection and Child Rights**								
Course code	**23BAPS225R**	**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	**Spring/ IV semester of second year of the programme**								
Course Objectives	1. To understand the concept of Child Protection in the context of Neglect, Abuse, violence and Exploitation. 2. To understand the concepts of Child Protection 3. To know about various Child Rights policies, laws and institutions.								
CO1	Examine conceptions about child and childhood in Indian context								
CO2	Understand the concepts of Child Protection								
CO3	Describe different child rights and related legislations/policies in the Indian context								
CO4	Examine the Psychological Consequences of Violence								
CO5	Explore the Psychosocial Interventions for Children								

Unit-No.	**Content**	**Contact Hour**	**Learning Outcome**	**KL**
I	Child Protection-Concept , Nature and Scope : Psychological Perspectives Children in need of care and protection – Child Labour, street Children, abused Children, Children With disability, Trafficked Children, Children in Institutions and Children in "Families At Risk	**7**	Students will learn about Concept, Nature and Scope of Child Protection	1,2
II	Children in conflict with Law. Children in Contact with Law	**10**	Students will become aware of the Laws related to child protection	2,3,4
III	Vulnerability of children 1. Poverty, child labour, trafficked children, street children, Abused children, 2. Children with disability, children in institutions or homes, Neglected Children, 3. Children of commercial sex workers, 4. Children affected by HIV/AIDS.	**10**	Examine the different kinds of Vulnerability against children. Gain an understanding of the psychological consequences of violence	1,2
IV	i. Child Rights- ii. Child Protection Laws, POCSO, The Immoral Traffic Prevention Act. iii. Right of Children to free and Compulsory Education Act.	**8**	Students will learn about the different Rights of Children with special reference to POCSO, The Immoral Traffic Prevention Act.	2,3,4,5
V	Skills and Techniques in working with children (Advocacy, Research and Documentation) Programmes and interventions for Child Protection.; Institutional Services and Family Strengthening Non Institutional Alternative Care.	**10**	Demonstrate the ability to conduct a small project on Vulnerable Children And to plan an Intervention.	1,2

REFERENCE BOOKS:

R1: Asha Bajpai (2017). Child Rights in India. New Delhi: Oxford University Press
R2: Chinnappan. (2013). Teaching of the Child Rights. Thanjavur: Akaram.
R3: Nuzhat Parveen Khan. (2016). Child Rights and the Law. New Delhi: Universal Law Publishing.
R4: Professional Book Publishers. (2020). Child Laws containing acts, rules, regulations for children including Juvenile Justice along with charters, policies, conventions – Manual with short comments. Delhi: Professional Book Publishers
R5: National Commission for the Protection of Child Rights (NCPCR). 2016. Resource Book for Commissions for Protection of Child Rights. New Delhi: NCPCR.

OTHER LEARNING RESOURCES:

https://www.haqcrc.org/child-rights/
https://home.crin.org/resources
https://hrea.org/resources/
https://ncpcr.gov.in/bare-acts-related-children
https://ccl.nls.ac.in/publications/
https://dsdcpimms.tn.gov.in/landing/index.html
https://www.arpan.org.in/children-and-adolescents/
https://www.arpanelearn.com/coursedetails.php?id=10
https://resourcecentre.savethechildren.net/
https://www.unicef.org/northmacedonia/play-based-learningactivities- children-aged-3-10
https://www.unicef-irc.org/playing-the-game

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme 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	Examine conceptions about child and childhood in Indian context	**1,2,3,4,5,6,7,8,9**
3	Understand the concepts of Child Protection	**1,2,3,4,5,6,7,8,9**
4	Describe different child rights and related legislations/policies in the Indian context	**1,2,3,4,5,6,7,8,9**
5	Examine the Psychological Consequences of Violence	**1,2,3,4,5,6,7,8,9**
6	Explore the Psychosocial Interventions for Children	**1,2,3,4,5,6,7,8,9**

SEMESTER – IV									
Course Title	**Occupational Health Psychology**								
Course code	**23BAPS226R**	**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	**Spring/ IV semester of second year of the programme**								
Course Objectives	1. Focuses on improving workplace well-being by understanding and addressing factors that affect employee health and safety. 2. Promoting mental and physical health, preventing work-related stress and injuries, and enhancing organizational practices that foster healthy work environments. 3. Aims to study and mitigate the psychological and social impacts of work-related challenges, such as burnout and job dissatisfaction.								
CO1	To become more knowledgeable concerning the core concepts of occupational health psychology								
CO2	To gain idea about psychological health in workplace.								
CO3	To explore the consequences of mental health issues on physical health and workplace environment.								
CO4	To make the students familiar with theoretical base of occupational health psychology.								
CO5	Analyse the application of psychological interventions in workplace settings								

Unit-No.	Content	Contact Hour	Learning Outcome	KL
I	**Concept of Health** Indicators: Medical and bio-psycho-social models of health; Cross–cultural perspectives on health; Main issues of health psychology and its social concerns; Social environment and health; Global health trends; Health care systems; Socio-economic factors in health; Gender and health	**7**	Students will be able to articulate and define the core concepts and methods involved in occupational health psychology.	1,2
II	**Health Promotion and Illness Prevention** Health and Behaviour; Changing health habits; Cognitive behavioural approaches to health Behaviour change	**10**	Students will be understanding the importance of health promotion and prevention of illnesses.	2,3,4
III	**Perspectives on Health Psychology** General and chronic health problems; Causal explanations and oral discourse; Health belief systems and models; Western and Eastern perspectives on health	**10**	Understanding the different perspectives in order to understand health	1,2
IV	**Stress, Burnout, Health and Its Management** Stress: Stress as stimulus and response; Interaction model of stress; Stress born health problems; Burnout: nature, determinants and management Health: Food, alcohol and drug consumption; Smoking and sexual behaviours; Management of health problems: Preventive, promotive and curative aspects of health; Choice of medicinal systems and patient-doctor relationships.	**8**	Analyse the influence of stress, burnout, eating habits on health and its consequences	2,3,4,5

V	**Global Health Trends** Health care systems; Socio-economic factors in health; Gender and health, Changing health behaviour	**10**	To be able to examine the socio-economic factors in health	1,2

REFERENCE BOOKS:

R1: Taylor, S.E. (2006). Health Psychology. New Delhi: Tata McGraw-Hill

R2: Sarafino, E.P. & Smith, T.W. (2012). Health Psychology. Bio psychosocial interventions. New Delhi: Wiley

R3: Shelley. E. Taylor (1995): Health Psychology (3rd edition). Mc-Graw Hill International; New York.

R4: Brannon, L & Feist, J. (2007). Introduction to Health Psychology. Thomson India Edition. 31

R5: Snyder, C.R. & Lopez, S.J. (2002). Handbook of positive psychology. (eds.). New York: Oxford University Press.

R6: Carr, A. (2004). Positive psychology, The science of happiness and human strengths. New York: Routledge.

R7: Ogden, J. (2012). Health Psychology. Mc Crawhill Foundation

R8: Morrison, V., & Bennett, P. (2009). Introduction to Health Psychology (2nd Ed) Pearson Education Limited, New York.

R9: Sarafino, E. P. (1994). Health Psychology, Biopsychosocial interactions. John Wiley & Sons, New York.

R10: Dalal, A. K., & Misra, G. (2012). New Directions in Health Psychology. Sage: New Delhi.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme Outcome**
1	Students will be able to articulate and define the core concepts and methods involved in occupational health psychology.	**1,2,3,4,5,6,7,8,9**
2	It will help the students to gain knowledge of psychological health in workplace	**1,2,3,4,5,6,7,8,9**
3	Students will understand the various mental health issues experience in the workplace	**1,2,3,4,5,6,7,8,9**
4	Students will gain knowledge about the various theoretical understanding of concept of health and its importance in workplace.	**1,2,3,4,5,6,7,8,9**
5	It will explore the application of strategies and implication of concepts of occupational health in workplace settings.	**1,2,3,4,5,6,7,8,9**
6	Students will be able to articulate and define the core concepts and methods involved in occupational health psychology.	**1,2,3,4,5,6,7,8,9**

SEMESTER – IV									
Course Title	**Psychology of Happiness**								
Course code	**23BAPS227R**	**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	**Spring/ IV semester of second year of the programme**								
Course Objectives	1. To gain an understanding of the Concept of Happiness. 2. Introduction to Psychology of Happiness. 3. Gain an understanding of Well Being: Psychological Well Being Objective Versus Subjective Measures Adverse Versus Constructive								
CO1	Identify the Meaning of Happiness								
CO2	Develop an understanding of the basic concepts of positive psychology and Happiness.								
CO3	Analyse the concept of Wellbeing								
CO4	Implement the knowledge of Emotions and Management of Emotions for our Wellbeing.								
CO5	Identify the basis of happiness and culture								

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.	**7**	Students will be able to know the meaning of Happiness. To understand 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,	**10**	To gain and understanding Of the concept Of Wellbeing	2,3, 4
III	**Concept of Happiness**: Two traditions Of Happiness: Hedonic, Eudaimonic Happiness, Optimistic Affect and a Meaningful Life, Self Esteem and Happiness	**10**	To develop and 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 Lifespan.	**8**	Students will be able to understand the concept of Happiness across Lifespan	2,3, 4,5
V	**Happiness And Culture**: Gender and Happiness, Marriage and Happiness- Other Facts of Life, Money and Happiness, Culture and Meaning of Happiness	**10**	Students will acquire knowledge on Gender and Happiness, Marriage and Happiness, and Happiness in the context of Culture and Money	1,2

REFERENCE BOOKS:

R1: Argyle, M. (2001). The psychology of happiness (2nd ed.). Routledge.
R2: Carr, A. (2011). Positive psychology: The science of happiness and human strengths (2nd ed.). Routledge.
R3: Peterson, C., & Seligman, M. E. P. (2004). Character strengths and virtues: A handbook and classification. Oxford University Press.
R3: Peterson, C. (2006). A primer in positive psychology. Oxford University Press.
R4: Lyubomirsky, S. (2007). The how of happiness: A new approach to getting the life you want. Penguin Press.

OTHER LEARNING RESOURCES:

https://www.psychologytoday.com/us/basics/happiness
https://youtu.be/n9cfpAilPX4

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme Outcome**
1	Identify the Meaning of Happiness	**1,2,3,4,5,6,7,8,9**
2	Develop an understanding of the basic concepts of positive psychology and Happiness.	**1,2,3,4,5,6,7,8,9**
3	Analyse the concept of Wellbeing	**1,2,3,4,5,6,7,8,9**
4	Implement the knowledge of Emotions and Management of Emotions for our Wellbeing.CO5- Identify the basis of happiness and culture.	**1,2,3,4,5,6,7,8,9**
5	Identify the basis of happiness and culture	**1,2,3,4,5,6,7,8,9**
6	Identify the Meaning of Happiness	**1,2,3,4,5,6,7,8,9**

SEMESTER – IV									
Course Title	**Psychology of Gender**								
Course code	**23BAPS228R**	**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	**Spring/ IV semester of second year of the programme**								
Course Objectives	1. To know the Concept of Gender, Gender Identity and Gender Roles. 2. 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 3. To get and understanding of the emerging issues related to third gender community								
CO1	Gain an understanding of particular relevance to issues of gender relations (e.g. work, violence, parenting, media influences								
CO2	Develop critical thinking skills and a psychological perspective that recognizes how men and women are treated and portrayed in society.								
CO3	Contrast gender with sex and sexual orientation and describe the key components of gender								
CO4	Understand the major theories that guide the field of gender psychology.								
CO5	Apply knowledge in conducting researches on Gender and Mental Health								

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 and 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 earn about the theories of Gender, which will help the students in understanding gender development.	2,3, 4
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+.	2,3, 4,5
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

TEXT BOOKS:

T1: Hyde, J. S. (2014). *Gender psychology: A contemporary perspective* (5th ed.). McGraw-Hill Education.
T2: Eagly, A. H., & Wood, W. (2012). *Social psychology of gender* (2nd ed.). Psychology Press.
T3: Bem, S. L. (1993). *The lenses of gender: Transforming the debate on sexual inequality*. Yale University Press.
T4: Riggs, D. W., & Due, C. (2017). *The psychology of gender and sexuality* (2nd ed.). Routledge.
T5: Spence, J. T., & Helmreich, R. L. (1978). *Masculinity and femininity: Their psychological dimensions, correlates, and antecedents*. University of Texas Press.

REFERENCE BOOKS:

R1: Zucker, K. J., & Bradley, S. J. (2005). Gender identity disorder and psychosexual problems in children and adolescents. In S. A. Witkin & C. A. MacDonald (Eds.), *Gender: Psychological perspectives* (pp. 199–220). Routledge.
R2: Martin, C. L., & Ruble, D. N. (2010). Patterns of gender development. In M. H. Bornstein & M. E. Lamb (Eds.), *Developmental science: An advanced textbook* (pp. 497–526). Psychology Press.
R3: Schilt, K., & Westbrook, L. (2009). Doing gender, doing heteronormativity: "Gender normal" women and men in the interview setting. In *The sociology of gender: A brief introduction* (pp. 99–116). Wiley-Blackwell.
R4: Rupp, L. J., & Taylor, V. (2003). Feminist theories and gender psychology. In P. M. N. O'Neil & S. G. Tennen (Eds.), *Handbook of gender and psychology* (pp. 451–470). Sage Publications.

OTHER LEARNING RESOURCES:

https://www.youtube.com/watch?v=ID4l7jkhEKI
https://www.youtube.com/watch?v=5nlMOHeBvew

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme Outcome**
1	Gain an understanding of particular relevance to issues of gender relations (e.g. work, violence, parenting, media influences)	**1,2,3,4,5,6,7,8,9**
2	Develop critical thinking skills and a psychological perspective that recognizes how men and women are treated and portrayed in society	**1,2,3,4,5,6,7,8,9**
3	Contrast gender with sex and sexual orientation and describe the key components of gender	**1,2,3,4,5,6,7,8,9**
4	Understand the major theories that guide the field of gender psychology.	**1,2,3,4,5,6,7,8,9**
5	Apply knowledge in conducting researches on Gender and Mental Health.	**1,2,3,4,5,6,7,8,9**

SEMESTER – IV									
Course Title	**Basic Acclimatizing Skills**								
Course code	**23UULS221R**	**Total credits: 1**	**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 Arts in Psychology**								
Semester	**Spring/ IV semester of second 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 equipment's & 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.								
CO5	Develop the ability to manage household budgets and resources efficiently.								

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	**7**	Demonstrate effective telephone handling techniques and the organization of rooms.	1,2
II	Fundamental of Cooking • Uses of basic cooking equipments • Uses of fire and Fuel • Different cuts of vegetables • Uses of herbs & spices • Regional Food Habits	**10**	Identify and use basic cooking equipment, fire, and fuel, and apply different cuts of vegetables.	2,3,4
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	**10**	Recognize various cutlery, crockery, and glassware, and demonstrate proper table etiquettes and customer handling skills.	1,2
IV	Travel management • Travel Documentation (Types)• • Application of passport & Visa • Tourism products (UNESCO sites) Types of logistics in travel and tourism management.	**8**	Understand different types of travel documentation and the application process for passports and visas.	2,3,4, 5
V	Basic Hospitality Skills • Various Egg Preparations • Canapés preparations • Mocktails & Shakes preparations • Butter Rice / Lemon Rice • Various Lentils Preparations 1 non-veg preparation/ 1 veg preparation	**10**	Prepare various egg dishes, canapés, mocktails, shakes, and regional food items such as butter rice, lemon rice, and lentils.	1,2

TEXT BOOKS:

T1: Schwartz, D., & Gorman, R. (2019). Psychological adaptation to stress: A comprehensive guide (2nd ed.). Academic Press.
T2: Tolk, R. H., & Miller, A. D. (2017). Adaptation and coping mechanisms in psychological stress (1st ed.). Elsevier.
T3: Smith, R. L., & Jones, M. E. (2020). Environmental psychology and human adaptation (1st ed.). Routledge.
T4: Lazarus, R. S., & Folkman, S. (1984). Stress, appraisal, and coping. Springer.
T5: Myers, D. G. (2014). Psychology (10th ed.). Worth Publishers.

REFERENCE BOOKS:

R1: Kohn, M. L. (2009). Psychological adaptation to environmental changes. In Handbook of environmental psychology (pp. 213–227). Wiley-Blackwell.
R2: Gergen, K. J., & Gergen, M. M. (2008). Social construction and adaptation: Acclimatizing in social environments. In P. A. M. Van Lange, A. W. Kruglanski, & E. T. Higgins (Eds.), Handbook of social psychology (pp. 759–780). Springer.
R3: Fletcher, C., & Williams, R. (2012). Coping and adaptation in high-stress environments. In Coping mechanisms and resilience in human behavior (pp. 50–71). Springer.
R4: Hutteman, R., & Smeding, A. (2017). The psychology of adaptation to novelty. In A. D. Freeman (Ed.), Psychology of change and novelty (pp. 139–157). Oxford University Press.
R5: Martin, G. D., & Reivich, K. (2011). Resilience and coping with change: A psychological perspective. In L. M. Palmer & T. G. Miller (Eds.), The resilience factor in psychology (pp. 105–123). Springer.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES

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

SEMESTER – IV									
Course Title	**Internship -II**								
Course code	**23BAPS224R**	**Total credits: 3**	**L**	**T**	**P**	**S**	**R**	**O/F**	**C**
			0	**0**	**0**	**4**	**0**	**16**	**3**
Pre-requisite	**Nil**	**Co-requisite**	**Nil**						
Programme	**Bachelor of Arts in Psychology**								
Semester	**Spring/ IV semester of second year of the programme**								
Course Objectives	1. To know about the organization, vision and Missions. 2. To know about the Community. 3. 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 PROGRAMME OUTCOMES

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme 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**

SEMESTER – V									
Course Title	**Health Psychology**								
Course code	**23BAPS311R**	**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	**Fall/ V semester of third year of the programme**								
Course Objectives	1. Students will be able to demonstrate knowledge of the interrelated influences on individuals' health issues by applying the bio-psychosocial model. 2. Students will be able to construct a multi-perspective analysis of a global health issue using the bio-psychosocial model. 3. All students will demonstrate a willingness to engage prevention/intervention using the bio-psychosocial model to address individual or global health problems.								
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 be 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 multi-level 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 Brief Cope Scale Health Behaviour Observation: Conduct observations of people's Health behaviours in a park or any public space. Health Risk Assessment: Administer a Health Risk Assessment Tool to a participant and provide feedback on their results. Health Promotion Programme: Develop a Health Promotion Programme for a specific population. Case Study Analysis: Analyze a case study of a person with chronic illness and develop a health psychology intervention plan. Make a list of Health Enhancing Behaviours Make a list of Health Compromising Behaviours.	**30**	Learn to measure Health Anxiety, Coping, Observe and document Health Behaviour Develop Health Interventions Analyze Case Studies	1,2,3, 4

REFERENCE BOOKS:

R1: Shelley E. Taylor, Health Psychology, Mc Graw Hill Education (India) Pvt Ltd.
R2: Ogden, J. (2012). Health Psychology. Mc Graw Hill Foundation
R3: Morrison, V., & Bennett P. (2009). Introduction to Health Psychology (2nd Ed) Pearson Education Limited, New York. Sarafino, 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 PROGRAMME OUTCOMES

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme 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	**Statistical Application of Psychology**								
Course code	**24BAPS312R**	**Total credits: 3**	**L**	**T**	**P**	**S**	**R**	**O/F**	**C**
		Total hours: 30T+90R	**2**	**0**	**2**	**0**	**6**	**0**	**3**
Pre-requisite	**Nil**	**Co-requisite**	**Nil**						
Programme	**Bachelor of Arts in Psychology**								
Semester	**Fall/ V semester of third 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.								
CO5	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	Introduction to Statistics Definition and importance of statistics, Types of data: qualitative and quantitative, Levels of measurement: nominal, ordinal, interval, ratio, Introduction to statistical software (e.g., Excel, SPSS, R)	**7**	Develop an understanding of measurement in Psychology and learn classical and modern psychophysical scaling techniques for quantifying sensory experiences.	1,2
II	Data Collection and Sampling Techniques Population and sample, Sampling methods: random, stratified, cluster, systematic, Designing surveys and experiments, Data collection techniques: surveys, experiments, observational studies	**10**	Gain knowledge of fundamental concepts in probability and explore Bayes theorem, tests of normality, and homogeneity of variance.	1,2,4
III	Descriptive Statistics Measures of central tendency: mean, median, mode, Measures of dispersion: range, variance, standard deviation, Measures of position: percentiles, quartiles	**10**	Apply inferential statistics in research works and apply hypothesis testing to means and explore ANOVA for various scenarios.	2,3,4
IV	Graphical Representation of Data Introduction to graphical representation: histograms, bar charts, pie charts, Types of charts and graphs: line graphs, scatter plots, box plots, Constructing and interpreting histograms, bar charts, and	**8**	Explore association and prediction methods such as correlation, linear regression, logistic regression, and nonparametric tests. Understand chi-square tests	2,3,4, 5

	pie charts, Effective use of colour and design in data visualization		for goodness of fit and independence.	
V	Probability Concepts Basic probability concepts and rules, Probability distributions: Normal, Binomial, Concept of random variables, Use of probability in decision making	**10**	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.	1,2,4, 5
Practical	Koh's Block Design Test Beck Depression Inventory Administer and score a standardized Intelligence Test Administer and Interpret a personality Test Anxiety and Depression screening Conduct a behavioural observation using a standardized checklist Sentence Completion Test	**30**	Learn to Administer and Interpret Personality Tests, Conduct a behavioural observation	1,2,3, 4

REFERENCE BOOKS:

R1: Daniel, W. W. (1995). Biostatistics. (6th Ed.). N.Y.: John Wiely.

R2: Field, A., Miles, J., and Field, Z. (2012). Discovering Statistics Using R. NY: Sage.

R3: Gorsuch, R. L. (1983). Factor Analysis. Lorrence Erlbaum

R4: Guilford, J. P., &Fructore, B. (1978). Fundamental statistics for psychology and education. N.Y.: McGraw-Hill.

R5: Statistics for social sciences. San Diego: Academic Press. 13. Wilcox, R. R. (2011). Modern Statistics for the Social and Behavioural Sciences: A Practical Introduction. CRC Press.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme Outcome**
1	Understand basic statistical concepts and techniques.	**1,2,3,4,5,6,7,8,9**
2	Apply statistical methods to collect, analyze and interpret data.	**1,2,3,4,5,6,7,8,9**
3	Utilize graphical tools to represent data effectively.	**1,2,3,4,5,6,7,8,9**
4	Evaluate statistical information presented in various forms.	**1,2,3,4,5,6,7,8,9**
5	To develop proficiency in using statistical software for data analysis.	**1,2,3,4,5,6,7,8,9**

SEMESTER – V									
Course Title	**Psychology of Advertising**								
Course code	**23BAPS314R**	**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	**Fall/ V semester of third year of the programme**								
Course Objectives	1. To understand the psychological processes that influence consumer Behaviour. 2. To develop critical skills and explore the factors those grab attention and make the advertisements unforgettable. 3. To apply psychological knowledge to create effective advertising messages								
CO1	Understand psychological principles and their influence on advertising strategies and consumer Behaviour.								
CO2	Identify and evaluate factors influencing attention and memory processes in advertising for brand recall and recognition.								
CO3	Assess theories of persuasion, emotional appeals, social proof, and scarcity in advertising effectiveness.								
CO4	Apply consumer Behaviour and motivational theories to develop effective advertising strategies.								
CO5	Examine the impact of social media marketing and neuro-marketing on the future of advertising.								

Unit-No.	**Content**	**Contact Hour**	**Learning Outcome**	**KL**
I	**Introduction**: • Introduction to Psychology of Advertising. Principles of advertising.	**7**	Students will be able to understand foundational psychological principles in advertising.	1,2,3
II	**Attention and Memory in Advertising:** • Theories of Attention • Factors Influencing Attention in Advertising • Memory Processes and Advertising Effectiveness • Brand Recall and Recognition.	**9**	Students will be able to analyze attention theories and memory processes for effective brand recognition.	1,2,3,4,5
III	**Persuasion and Emotional Appeals in Advertising:** • Theories of Persuasion • Emotional appeals and their impact on consumer Behaviour. The Influence of Social Proof and Scarcity	**10**	Students will be able to apply persuasion theories and emotional appeals to influence consumer Behaviour.	1,2,3,4,5
IV	**Consumer Behaviour and Motivation:** • Understanding consumer behaviour. • Motivational theories and their application in advertising	**9**	Students will be able to utilize motivational theories to understand and predict consumer actions.	1,2,3,4,5

REFERENCE BOOKS:

R1: Scott, W. D. (1908). The Psychology of Advertising: A Simple Exposition of the Principles of Psychology in Their Relation to Successful Advertising. United States: Small, Maynard.
R2: Fennis, B. M., Stroebe, W. (2015). The Psychology of Advertising. United Kingdom: Taylor & Francis.
R3: Cappo, J. (2003). The Future of Advertising. Ukraine: McGraw Hill LLC.
R4: Gill, L. E. (2013). Advertising and Psychology (RLE Advertising). United Kingdom: Taylor & Francis.
R5: Poffenberger, A. T. (1925). Psychology in Advertising. United Kingdom: A. W. Shaw Company.

OTHER LEARNING RESOURCES:

https://youtu.be/EC7VLjIw8hY?si=72Dq1HGCYVRC9u7_
https://youtu.be/s-t-PqOaX1E?si=6ycCGdTJn-0RLVDT

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme Outcome**
1	Understand psychological principles and their influence on advertising strategies and consumer Behaviour.	**1,2,3,4,5,6,7,8,9**
2	Identify and evaluate factors influencing attention and memory processes in advertising for brand recall and recognition.	**1,2,3,4,5,6,7,8,9**
3	Assess theories of persuasion, emotional appeals, social proof, and scarcity in advertising effectiveness.	**1,2,3,4,5,6,7,8,9**
4	Apply consumer Behaviour and motivational theories to develop effective advertising strategies.	**1,2,3,4,5,6,7,8,9**
5	Examine the impact of social media marketing and neuro-marketing on the future of advertising.	**1,2,3,4,5,6,7,8,9**

SEMESTER – V									
Course Title	**Youth Psychology**								
Course code	**23BAPS315R**	**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	**Fall/ V semester of third year of the programme**								
Course Objectives	1. Students will be able to demonstrate knowledge of the interrelated influences on individuals health issues by applying the bio-psychosocial model. 2. Students will be able to construct a multi-perspective analysis of a global health issue using the bio-psychosocial model. 3. All students will demonstrate a willingness to engage prevention/intervention using the bio-psychosocial model to address individual or global health problems.								
CO1	Understand the major theories that guide the field of health psychology. The course is based on the bio psychosocial model of health and illness.								
CO2	Demonstrate knowledge of the seminal empirical foundations for our current knowledge of health psychology.								
CO3	Be able to assess and critically evaluate claims made in popular and empirical media for their scientific merit.								
CO4	Understand and be able to articulate the role of psychological factors in health and illness.								
CO5	Apply the practical information gained in the course to personal lifestyle choices.								

Unit-No.	**Content**	**Contact Hour**	**Learning Outcome**	**KL**
I	**Introduction:** History and origin of youth psychology, meaning, definition, describe youth across culture, importance of youth psychology in Indian context	**9**	Students will understand the concept and importance of youth in Indian culture and other cultures. Also they will learn its transitory phase.	1,2
II	**Development and Relationship:** Youth relationship with family members and friends, youth Reaction towards Indian culture.	**9**	Students will understand how families, schools, communities and peer groups influence young people's behaviour in terms of Family relationships and Dynamics.	1,2,3
III	**Issues and Challenges:** Difficulties faced by youth in the society, employment challenges and education challenges, risk their Behaviour.	**9**	Students will be able to identify problems among youth, including employment and educational issues.	1,2,3
IV	**Development of Youth:** Positive and negative development of youth, resources for youth, hope, optimism.	**9**	Students will develop an appreciation of the multiple influences that mould the development of today's youth.	1,2,3,4, 5

REFERENCE BOOKS:

R1: Swift. James. Edgar. (2016). Youth and the Race; A Study in the Psychology of Adolescence. Leopold Classic Library.

R2: Jayswal. Jagannath. Pankaj (2020), Youth: Reflection of Universe. Orange books Publication, ISBN: 978-9390169016

R3: Kumar Sanjay (2019). Youth in India: Aspirations, Attitudes, Anxieties. Routledge India. ISBN: 978-036714200

OTHER LEARNING RESOURCES:

https://www.youtube.com/watch?v=cGUFx5Bt90Q

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme Outcome**
1	Understand the major theories that guide the field of health psychology. The course is based on the bio psychosocial model of health and illness.	**1,2,3,4,5,6,7,8,9**
2	Demonstrate knowledge of the seminal empirical foundations for our current knowledge of health psychology	**1,2,3,4,5,6,7,8,9**
3	Be able to assess and critically evaluate claims made in popular and empirical media for their scientific merit.	**1,2,3,4,5,6,7,8,9**
4	Understand and be able to articulate the role of psychological factors in health and illness.	**1,2,3,4,5,6,7,8,9**
5	Apply the practical information gained in the course to personal lifestyle choices	**1,2,3,4,5,6,7,8,9**

SEMESTER – V									
Course Title	**Cross- Cultural Psychology**								
Course code	**23BAPS313R**	**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	**Fall/ V semester of third year of the programme**								
Course Objectives	1. Understand cultural variations in psychological processes. 2. Apply cross-cultural perspectives to real-world issues. 3. Evaluate research methods in cross-cultural psychology.								
CO1	Analyze the cultural variations in human Behaviour, cognition, and emotion, and evaluate the implications for individuals and societies.								
CO2	Apply cross-cultural perspectives to real-world issues, including communication, conflict resolution, and social relationships.								
CO3	Demonstrate cultural competence in diverse settings, including clinical, educational, and organizational contexts.								
CO4	Critically evaluate research methods and findings in cross-cultural psychology, and design effective cross-cultural research studies.								
CO5	Integrate cross-cultural principles and theories to inform decisions and actions in personal, social, and professional contexts, promoting cultural sensitivity and global awareness.								

Unit-No.	Content	Contact Hour	Learning Outcome	KL
I	Definition and scope of cross-cultural psychology - Cultural psychology theories (e.g., collectivism, individualism) - Research methods in cross-cultural psychology	**9**	Analyze the cultural variations in human Behaviour, cognition, and emotion, and evaluate the implications for individuals and societies.	1,2
II	Cultural differences in perception, attention, and memory - Language and thought - Decision-making and problem-solving across cultures	**9**	Apply cross-cultural perspectives to real-world issues, including communication, conflict resolution, and social relationships.	1,2
III	Emotional expression and regulation - Cultural differences in motivation (e.g., achievement, power) - Cultural influences on well-being and happiness	**9**	Demonstrate cultural competence in diverse settings, including clinical, educational, and organizational contexts.	1,2
IV	Cultural differences in social relationships (e.g., family, friendship) - Developmental psychology across cultures (e.g., childhood, adolescence) - Cultural influences on social identity and group dynamics	**9**	Critically evaluate research methods and findings in cross-cultural psychology, and design effective cross-cultural research studies.	1,2
V	Cultural competence in clinical, educational, and organizational settings - Cross-cultural communication and conflict resolution	**9**	Integrate cross-cultural principles and theories to inform decisions and actions in personal, social, and	1,2

	- Future directions in cross-cultural psychology research		professional contexts, promoting cultural sensitivity and global awareness.	

TEXT BOOKS:

T1: Berry, J. W., Poortinga, Y. H., Breugelmans, S. M., Chasiotis, A., & Sam, D. L. (2011). Cross-cultural psychology: Research and applications (3rd ed.). Cambridge University Press.

T2: Heine, S. J. (2015). Cultural psychology (2nd ed.). W.W. Norton & Company.

T3: Shiraev, E., & Levy, D. (2016). International and cross-cultural psychology: A handbook (2nd ed.). Routledge.

REFERENCE BOOKS:

R1: Jaspars, J. (2011). Cross-cultural aspects of the social sciences. Sage Publications.

R2: Kim, U., & Berry, J. W. (1993). Indigenous psychologies: Research and experience in cultural context. Sage Publications.

R3: Triandis, H. C. (2001). Individualism-collectivism and personality. In R. Hogan, J. Johnson, & S. Briggs (Eds.), Handbook of personality psychology (pp. 393–408). Academic Press.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme Outcome**
1	Analyze the cultural variations in human Behaviour, cognition, and emotion, and evaluate the implications for individuals and societies.	**1,2,3,4,5,6,7,8,9**
2	Apply cross-cultural perspectives to real-world issues, including communication, conflict resolution, and social relationships.	**1,2,3,4,5,6,7,8,9**
3	Demonstrate cultural competence in diverse settings, including clinical, educational, and organizational contexts.	**1,2,3,4,5,6,7,8,9**
4	Critically evaluate research methods and findings in cross-cultural psychology, and design effective cross-cultural research studies.	**1,3,5,6,7,8,9**
5	Integrate cross-cultural principles and theories to inform decisions and actions in personal, social, and professional contexts, promoting cultural sensitivity and global awareness.	**1,2,3,4,5,6,7,8,9**

SEMESTER – V									
Course Title	**Sports Psychology**								
Course code	**23BAPS315R**	**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	**Fall/ V semester of third year of the programme**								
Course Objectives	1. This course in sports psychology aims at apprising students about the basic concepts related to applying psychological principles in sports. 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 programmes for them 3. Improving Team Dynamics by enhancing communication, leadership, and cohesion among team members for better collaboration								
CO1	Demonstrate knowledge and understanding of the scope and perspectives of sports psychology.								
CO2	Develop an understanding of the cognitive and social psychological dimensions in sports.								
CO3	Analyze the effect of arousal, anxiety and stress on performance.								
CO4	Demonstrate the ability to apply Group Dynamics in sports.								
CO5	Implement interventions for sports persons.								

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	**8**	Students will appraise the basic concepts related to applying psychological principles in sports.	1,2,3,4,
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	**10**	Students will understand the effects of anxiety, arousal and stress on performance.	1,2,3,4
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 Behaviours.	**9**	Students will develop an in-depth understanding about sports person's situations, demands, and problems and will enable them to design intervention programmes for them	1,2,3,4
IV	Arousal, Anxiety, Stress and Sporting Performance Definitions of arousal, anxiety	**9**	Students will understand the	1,2,3,4,5

	and stress; Factors inducing anxiety and stress; Relationship between arousal and performance; Burnout, overtraining & overreaching; Retirement; Drug abuse in sport and exercise.		cognitive and socio-psychological understanding of sports	
V	Psychological Interventions in Sports Cognitive and behavioural interventions: Relaxation, Self-talk, Imagery; Psychological Skills Training; Classifying skills; Stages of skill acquisition	**9**	Students will create intervention programmes for players	3,4,5,6

REFERENCE BOOKS:

R1: Jarvis, Matt (2006) Sports psychology: A student's handbook. Routledge.
R2: Horn, T. S (Ed) (1992). Advances in sports psychology. Herman Kinetics. Essential Reading /
R3: Lynch, J. (2001). Creative coaching. Human Kinetics.
R4: Mohan, J. (1996) Recent Advances in sports psychology.
R5: Friends Murphy, E. (1995) Advances in sports psychology. Human Kinetics.
R6: Murphy, S. M. (1995) Sports psychological interventions. Herman Kinetics.
R7: Richard H. Cox. (2007) Sport psychology. McGraw Hill.
R8: Weinberg, R. S. & Gould, D. (2007) Foundations of sport and exercise psychology. Humans Kinetics.

OTHER LEARNING RESOURCES:

https://youtu.be/B8UQUYSPzS8
https://youtu.be/FvspG-nPRyk

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme 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 – V									
Course Title	**Elementary Statistical Analysis and Graphical Representation of Data**								
Course code	**23BAPS316R**	**Total credits: 2**	**L**	**T**	**P**	**S**	**R**	**O/F**	**C**
			0	**0**	**2**	**0**	**6**	**0**	**2**
Pre-requisite	**Nil**	**Co-requisite**	**Nil**						
Programme	**Bachelor of Arts in Psychology**								
Semester	**Fall/ V semester of third year of the programme**								
Course Objectives	1. To introduce students to fundamental statistical concepts and techniques. 2. To teach students how to collect and summarize data. 3. To provide hands-on experience with graphical representation of data.								
CO1	Analyze the use of basic statistical concepts and techniques.								
CO2	Utilize graphical tools to represent data effectively.								
CO3	Develop proficiency in using statistical software for data analysis.								
CO4	Demonstrate the ability to utilize graphical tools to present data effectively								
CO5	Develop proficiency in using statistical software for data analysis.								

Unit-No.	**Content**	**Contact Hour**	**Learning Outcome**	**KL**
I	**Unit 1: Introduction to Statistics** Definition and importance of statistics, Types of data: qualitative and quantitative, Levels of measurement: nominal, ordinal, interval, ratio, Introduction to statistical software (e.g., Excel, SPSS, R)	**9**	Students will understand the fundamental statistical concepts and techniques.	1,2
II	**Unit 2: Data Collection and Sampling Techniques** Population and sample, Sampling methods: random, stratified, cluster, systematic, Designing surveys and experiments, Data collection techniques: surveys, experiments, observational studies	**9**	Will be equipped with the knowledge to collect and summarize data.	1,2
III	**Unit 3: Descriptive Statistics** Measures of central tendency: mean, median, mode, Measures of dispersion: range, variance, standard deviation, Measures of position: percentiles, quartiles	**9**	Gather hands-on experience with graphical representation of data.	1,2
IV	**Unit 4: Graphical Representation of Data** Introduction to graphical representation: histograms, bar charts, pie charts, Types of charts and graphs: line graphs, scatter plots, box plots, Constructing and interpreting histograms, bar charts, and pie charts, Effective use of colour and design in data visualization	**9**	Students will be able to interpret and communicate statistical findings	1,2
V	**Unit 5: Probability Concepts** Basic probability concepts and rules, Probability distributions: Normal, Binomial, Concept of random variables, Use of probability in decision making Use of probability in decision making	**9**	Knowledge of statistical software and tools for data analysis.	1,2

TEXT BOOKS:

T1: Statistics for Business and Economics, 9th Edition, ISBN 978-1-292-31503-4 by Paul Newbold, William L. Carlson, and Betty M. Thorne, published by Pearson Education © 2020

T2: Introductory Statistics, 10th edition, ISBN 9780321989178, by Neil A. Weiss published by Pearson Education, 2017

REFERENCE BOOKS:

R1: Introduction to the Practice of Statistics" by David S. Moore, George P. McCabe, and Bruce A. Craig, 9th ed., 2017
ISBN: 978-1319013387

R2: The Visual Display of Quantitative Information" by Edward R. Tufte, Publisher Graphics Press, 2001
ISBN 0961392142, 9780961392147

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme Outcome**
1	Analyze the use of basic statistical concepts and techniques.	**1,2,3,5,6,2**
2	Utilize graphical tools to represent data effectively.	**1,2,3,6,2**
3	Develop proficiency in using statistical software for data analysis.	**1,6**
4	Demonstrate the ability to utilize graphical tools to present data effectively	**1,2,3,5,6,9**
5	Interpret statistical results to draw meaningful conclusions and make informed decisions.	**2,5,6,9**

SEMESTER – V									
Course Title	**Minor Research – I**								
Course code	**24BAPS317R**	**Total credits: 2**	**L**	**T**	**P**	**S**	**R**	**O/F**	**C**
			0	**0**	**2**	**0**	**6**	**0**	**2**
Pre-requisite	**Nil**	**Co-requisite**	**Nil**						
Programme	**Bachelor of Arts in Psychology**								
Semester	**Fall/ V semester of third 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 PROGRAMME OUTCOMES

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme 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.	**1,2,3,4,5,6,7,8,9**
5	Synthesize knowledge and skills to critically assess the ethical considerations and limitations inherent in psychological research projects.	**1,2,3,4,5,6,7,8,9**

SEMESTER – V									
Course Title	**Summer Internship**								
Course code	**23BAPS318R**	**Total credits: 3**	**L**	**T**	**P**	**S**	**R**	**O/F**	**C**
			0	**0**	**0**	**4**	**0**	**16**	**3**
Pre-requisite	**Nil**	**Co-requisite**	**Nil**						
Programme	**Bachelor of Arts in Psychology**								
Semester	**Fall/ V semester of third 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.								
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 PROGRAMME OUTCOMES

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

SEMESTER – VI									
Course Title	**Positive Psychology**								
Course code	**23BAPS321R**	**Total credits: 3**	**L**	**T**	**P**	**S**	**R**	**O/F**	**C**
		Total hours: 30T+30P	**2**	**0**	**2**	**0**	**6**	**0**	**3**
Pre-requisite	**Nil**	**Co-requisite**	**Nil**						
Programme	**Bachelor of Arts in Psychology**								
Semester	**Spring/ VI semester of third year of the programme**								
Course Objectives	1. To describe the basic concepts of the growing approach of Positive Psychology and its applications in various domains. 2. To identify the positive emotions and the emerging paradigms of Positive Psychology. 3. To build relevant competencies for experiencing and sharing happiness as lived experience and its implications								
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	Demonstrate the ability to apply Group Dynamics in sports.								
CO5	Implement interventions for sports persons.								

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, 3,4
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, 3,4
III	**POSITIVE COGNITIVE STATES AND PROCESSES:** Self-efficacy and Personal Goals; Personal Goals Goal 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	**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	1,2, 3,4, 5

	Nature & Conditions of Flow, Flow & Motivation, Mindfulness and Well- Being. What is Mindfulness, Mindfulness Meditation Empathy, Gratitude& Forgiveness		cognitive states and processes	
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 relationship Attachment)	**6**	Students will understand the in-depth psychological testing in the context of positive psychology	1,2, 3,4, 5
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, 3,4, 5
Practical	Activity for Self Care WEMBS Life Satisfaction Scale The Life satisfaction Scale by Prof. Hardeo Ojha Resilience Scale Sakshi Seth Grover Gratitute presentation Journalling Positive Interventions	**30**	To learn the application of the scale in measuring the Mental wellbeing of the general population Students will learn to measure Life Satisfaction Students will learn to assess Resilience in the age group(18-60 YRS)	2,3, 4,5

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).Positive Psychology. The Scientific and Practical explorations of Human Strengths. Sage Publications.

OTHER LEARNING RESOURCES:

Lee Duckworth, A., Steen, T. A., & Seligman, M. E. (2005). Positive psychology in clinical practice. Annu. Rev. Clin. Psychol., 1, 629-651.

Sheldon, K. M., & King, L. (2001). Why positive psychology is necessary. American psychologist, 56(3), 216.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme 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.	**1,2,3,4,5,6,7,8,9**
5	Synthesize knowledge and skills to critically assess the ethical considerations and limitations inherent in psychological research projects.	**1,2,3,4,5,6,7,8,9**

SEMESTER – VI									
Course Title	**Psychological Testing**								
Course code	**23BAPS322R**	**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	**Bachelor of Arts in Psychology**								
Semester	**Spring/ VI semester of third 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	Develop the basic knowledge on the origins of psychological testing								
CO2	Demonstrate understanding of different kinds of Psychological Tests.								
CO3	Develop understanding of Standardization of Tests.								
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.	**10**	Students will be able to describe the origins of Psychological Tests, its characteristics and also learn about its types.	1,2,3,4
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: Meaning and Types	**13**	Students will acquire the ability to construct Psychological Tests.	1,2,3,4
III	**TYPES OF PSYCHOLOGICAL ASSESSMENT:** Psychometric and Projective**,** Clinical Interview**,** Assessment of Intellectual Functioning (IQ)**,** Personality Assessment**,** Behavioural Assessment, Psychometric Assessment	**12**	Students will be able to Explain and differentiate between various types of psychological tests.	1,2,3,4
IV	**RATING SCALES AND PROJECTIVE TECHNIQUES:** Rating Scales: Numerical, Graphic, Percentage**,** Projective techniques: Classification and types	**12**	Students will learn about the various Rating Scales and Projective Techniques and also its applications.	1,2,3,4
V	**APPLICATIONS OF PSYCHOLOGICAL TESTS**	**13**	Students will be able to Demonstrate Psychological	1,2,3,4

	(PRACTICALS): Intelligence Tests; Culture Fair Intelligence Test**,** Koh's Block Design**,** Alexander, Personality Tests**;** 16 Personality Factor**,** Sentence Completion Test**.** Scales; Beck Depression Inventory		tests and assessments used in range of settings of Psychology and also administer the tests.	
Practical	Koh's Block Design Test Beck Depression Inventory 16 Personality Factor Sentence Completion Test Bhatia Battery MMPI	**30**	The students will be able to assess their Cognition. It will help them to know how well they can use a particular type of mental skill or ability in language, memory etc. Students will be able to measure the severity of their depression level and also undergo changes needed to overcome their depressive symptoms if needed.	2,3,4,5

REFERENCE BOOKS:

R1: Anastasi, A & Urbina, S. (1997). Psychological Testing. New Delhi: Pearson Education.

R2: Singh, A.K. (2006). Tests, Measurements and Research Methods in Behavioural Sciences, Patna: Bharati Bhavan.

R3: 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 PROGRAMME OUTCOMES

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme Outcome**
1	Develop the basic knowledge on the origins of psychological testing.	**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 – VI									
Course Title	**Psychology of Ageing**								
Course code	**23BAPS323R**	**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	**Spring/ VI semester of third 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	Develop a better understanding of the needs, theories and processes of ageing.								
CO2	Understand how the older persons and their families overcome problems, enhance well-being, and achieve maximum potential during later life.								
CO3	Critically think about the issues and problems related to old age.								
CO4	Apply solutions to issues and problems of old age								
CO5	Conceptualize later life as a part of developmental process.								

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.	**9**	This course will help the students in expanding knowledge of the normal aging process in Indian and Western Context Students will also be able to know the myths and facts related to ageing.	1,2, 3,4
II	**The Process of Ageing:** Developmental Aspects of Ageing Biological & Physiological Aspects of Ageing; Psychological Aspects of Ageing; Social Aspects of Ageing.	**9**	Students will be able to learn the Biological & Physiological Developmental Aspects of Ageing	1,2, 3,4
III	**Health Needs & Care for Older Adults:** Assessment, Diagnosis & Planning Major Illnesses- Physical & Psychological Care giving- Mild & Chronic Illnesses Mental Health Geriatric care.	**9**	This unit will empower the students with the wider knowledge on the Assessment, Diagnosis & Planning of different health issues related to old age.	2,3, 4,5
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	**9**	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, 3,4

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.	**9**	This will enable students understand the welfare Policy for Elderly; Old Age/Shelter Home s for Elderly; Constitutional Rights, Policy & Services.; etc.	1,2, 3,4

REFERENCE BOOKS:

R1: Kenneth F. Ferraro: Gerontology: perspectives and issues, Published by Springer Pub. Co., 1990

R2: Nicholas Coni, William Davison, Stephen Webster: Ageing: the facts

R3: Ian Stuart-Hamilton: The Psychology of Ageing: An Introduction, 4th Edition

OTHER LEARNING RESOURCES:

https://youtu.be/6eicJWN29F4
https://youtu.be/EpcSDrBidt4

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme Outcome**
1	Develop a better understanding of the needs, theories and processes of ageing	**1,2,3,4,5,6,7,8,9**
2	Understand how the older persons and their families overcome problems, enhance well-being, and achieve maximum potential during later life.	**1,2,3,4,5,6,7,8,9**
3	Critically think about the issues and problems related to old age.	**1,2,3,4,5,6,7,8,9**
4	Apply solutions to issues and problems of old age	**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 – VI									
Course Title	**Stress Management**								
Course code	**23BAPS324R**	**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	**Spring/ VI semester of third 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	**9**	The students will understand the basic concepts of stress signs and symptoms	1,2,3,4
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 Behaviour	**9**	It will enable the students to identify the source of stress and how to manage it effectively	1,2,3,4,5
III	Impact of stress: Physiological Impact of stress, Psychological Impact of stress, Social Impact of stress.	**9**	The students will understand the holistic impact of stress and will be able to guide and teach others.	1,2,3,4
IV	Stress Response - 'Fight or Flight Response, Stress warning signals. Stress and Coping-Coping Mechanisms: Appraisal-focused, Emotional focused and Problem- focused	**9**	The learners will be aware of the stress warning signs and develop several coping mechanisms.	1,2,3,4,5
V	Stress Reduction Techniques: Autogenic Training, Biofeedback, Relaxation, Yoga, and Meditation	**9**	It will enable the students with some of the effective techniques to fight against stress in the most successful ways.	1,2,3,4,5

TEXT BOOKS:

T1: Baro, R. A. (2004) Health, stress and coping: Psychology, (5th eds), Low Price Edition, published by Pearson Education (Singapore), Pte, Ltd,

REFERENCE BOOKS:

R1: Coffer, C.N and Appley, M. H. (1967).Motivation: Theory and Research, Willey, New York.
R2: Karasek, R. & Theorell, T., (1990). Healthy work: Job stress, productivity and the reconstruction of working life. New York, Basic Books.
R3: Selye, H., (1996). The stress of life, (second edition), New York: Mc Grow- Hill.
R4: 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:

Crowther, J. H. (1983). Stress management training and relaxation imagery in the treatment of essential hypertension. Journal of behavioural medicine, 6(2), 169-187
https://www.youtube.com/watch?v=rukcQcZ1NYE

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme Outcome**
1	Develop a foundational knowledge in stress and stress management.	**1,2,3,4,5,6,7,8,9**
2	Acquire a holistic understanding of sources of stress and the importance of mental health management.	**1,2,3,4,5,6,7,8,9**
3	Recognize and address the physiological, psychological, and social aspects of stress in individuals and communities.	**1,2,3,4,5,6,7,8,9**
4	Recognize, evaluate, and address stressors using adaptive coping strategies in various contexts.	**1,2,3,4,5,6,7,8,9**
5	Demonstrate the ability to facilitate stress management and promote well-being using a variety of evidence-based approaches.	**1,2,3,4,5,6,7,8,9**

SEMESTER – VI									
Course Title	**Psychology of Motivation and Emotion**								
Course code	**23BAPS325R**	**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	**Spring/ VI semester of third year of the programme**								
Course Objectives	1. Explore major psychological theories to understand how motivation and emotions drive human behavior. 2. Examine how biological processes and psychological influences impact motivation and emotional experiences. 3. Apply Motivation and Emotion Concepts to Real-Life								
CO1	Provide a comprehensive overview of the major theories of motivation and emotion.								
CO2	Understand the role of biological factors in motivation and emotion.								
CO3	Recognize the importance of positive emotions in human life.								
CO4	Analyze classical theories of emotion, including James-Lange, Cannon-Bard, and Schachter-Singer.								
CO5	Examine emotional intelligence, including its models and methods of measurement.								

Unit-No.	Content	Contact Hour	Learning Outcome	KL
I	**FOUNDATIONS OF MOTIVATION** Concepts and Components of Motivation Approaches to the study of motivation and emotion: Physiological, Ethological, Cognitive, Socio-cultural, Developmental-Interactionist	**6**	Students will understand and explain the major theories and concepts of human motivation and emotion, and to recognise and explain how these factors influence human behaviour.	1,2,3,4
II	Mechanism of motivation: Biological Classical Theories: Murray and Atkinson Intrinsic and extrinsic motivation	**8**	Students will become aware of the components of emotions, biology of emotions,	1,2,3,4
III	**FOUNDATIONS OF EMOTION** Concepts and Components of Emotion Biological bases of emotions – ANS, endocrine system, immune system Psycho-physiological measures Functions of Emotions	**8**	Examine the concepts and components of Emotion; Biological, psycho-social bases	1,2,3,4
IV	Fredrikson's Broaden and Build theory of positive emotions and optimism : Applications in daily life situations.	**8**	Transfer knowledge of human motivation and emotion to applied concepts and scenarios.	1,2,3,4
V	**THEORIES AND INTERVENTIONS OF EMOTION** Classical Theories: James-Lange, Cannon-Bard, Schachter-Singer Positive emotions and related interventions:	**10**	Demonstrate the ability to Develop appropriate strategies and interventions to overcome a variety of motivational problems.	1,2,3,4

REFERENCE BOOKS:

R1: Franken, R. E. (2007). Human motivation. USA: Thomson Higher Education.
R2: Buck, R. (1988). Human Motivation and Emotion. New York: Wiley.
R3: Hall, C.S., Lindzey, G., & Campbell, J.B. (2007). Theories of Personality. 4th Edn. Wiley: India.
R4: Carlson, N. R. (2007). Foundations of physiological psychology. N.D.: Pearson Edu.
R5: Pinel, J.P.J. (2007).
R6: Biopsychology. N.D.: Pearson Edu.
R7: Kalat, J. W. (2000). Biological psychology. Wadsworth, Inc.
R8: Ryckman, R.M. (1978). Theories of Personality. D.Van Nostrand Company: New York.
R9: Schultz, D.P & Schultz, E.S. (2005). Theories of personality. Delhi: Thomson Wadsworth.
R10: Salovey, P. & Sluyter, D. (eds) (1997). Emotional development and emotional intelligence: Implications for educators. NY: Basic Books.
R11: Borod, J. (ed) (2000). The neuropsychology of emotions. Oxford: Oxford University Press.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme Outcome**
1	Provide a comprehensive overview of the major theories of motivation and emotion.	**1,2,3,5,9**
2	Understand the role of biological factors in motivation and emotion.	**1,2,3,5**
3	Recognize the importance of positive emotions in human life.	**1,2,3,5**
4	Analyze classical theories of emotion, including James-Lange, Cannon-Bard, and Schachter-Singer.	**1,5,9**
5	Examine emotional intelligence, including its models and methods of measurement.	**1,5,9**

SEMESTER – VI									
Course Title	**Legal Aspects in Psychology Profession**								
Course code	**23BAPS326R**	**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	**Spring/ VI semester of third year of the programme**								
Course Objectives	1. To understand the basic concepts of forensic psychology. 2. To explore the relationship between psychology and the law. 3. To examine the ethical and legal responsibilities of psychologists.								
CO1	To be able to explain the relationship between psychology and the legal system.								
CO2	Identify and explain relevant laws and regulations affecting psychological practice (e.g., Mental Health Act, Privacy Act).								
CO3	Understand the structure and functioning of court systems and legal procedures relevant to psychology.								
CO4	Apply ethical guidelines in psychological practice, including issues of confidentiality and informed consent.								
CO5	Conduct Legally Sound Assessments and Testing; recognize the role and responsibilities of psychologists as expert witnesses								

Unit-No.	**Content**	**Contact Hour**	**Learning Outcome**	**KL**
I	Introduction- Overview of the field of psychology and law - Importance of understanding legal aspects in psychology	**9**	Students will learn about legal aspects of Psychology	1,2
II	Legal Framework Relevant laws and regulations (e.g. Mental Health Act, Privacy Act) - Court systems and legal procedures	**9**	Students will become aware of Relevant laws and regulations (e.g. Mental Health Act, Privacy Act) Court systems and legal procedures	1,2,3
III	Professional Responsibilities - Ethical guidelines for psychologists (e.g. confidentiality, informed consent) Scope of practice and boundaries- Role of psychologists as expert witnesses	**9**	Demonstrate the ability to follow ethical guidelines for psychologists : Role of psychologists as expert witnesses	1,2,3, 4
IV	Mental Health and the Law - Insanity defense and criminal responsibility Mental health treatment and the legal system	**9**	Students will learn about Mental Health and the Law	1,2,3, 4,5
V	Family and Child Law Child custody and access - Parenting assessments and evaluations	**9**	Demonstrate the ability to document and present Case studies of Families facing legal psychological Issues	1,2,3, 4,5

REFERENCE BOOKS:

R1: Melton, G. B., Petrila, J., Poythress, N. G., & Slobogin, C. (2007). Psychological evaluations for the courts: A handbook for mental health professionals and lawyers. Guilford Press.

R2: American Psychological Association. (2013). Specialty guidelines for forensic psychology. American Psychological Association.

R3: Rogers, R., & Shuman, D. W. (2005). Fundamentals of forensic practice: Mental health and criminal law. Springer.

R4: Heilbrun, K., Grisso, T., & Goldstein, A. M. (2009). Foundations of forensic mental health assessment. Oxford University Press.

R5: Packer, I. K., & Grisso, T. (2011). Specialized training in forensic mental health assessment: A review of the literature. Journal of Forensic Psychology Practice, 11(2), 157-173.

R6: American Psychological Association. (2018). Ethical principles of psychologists and code of conduct. American Psychological Association.

R7: Committee on Ethical Guidelines for Forensic Psychologists. (2018). Specialty guidelines for forensic psychology. American Psychological Association.

R8: Bartol, C. R., & Bartol, A. M. (2015). Introduction to forensic psychology: Research and application. Sage Publications.

R9: Joanna Miles, and Rob George (2019). "Family Law: Text, Cases, and Materials" by Sonia Harris-Short, Oxford University Press.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme Outcome**
1	To be able to explain the relationship between psychology and the legal system	**1,2,3,4,5,6,7,8,9**
2	Identify and explain relevant laws and regulations affecting psychological practice (e.g., Mental Health Act, Privacy Act).	**1,2,3,4,5,6,7,8,9**
3	Understand the structure and functioning of court systems and legal procedures relevant to psychology.	**1,2,3,4,5,6,7,8,9**
4	Apply ethical guidelines in psychological practice, including issues of confidentiality and informed consent.	**1,2,3,4,5,6,7,8,9**
5	Conduct Legally Sound Assessments and Testing; recognize the role and responsibilities of psychologists as expert witnesses	**1,2,3,4,5,6,7,8,9**

SEMESTER – VI									
Course Title	**Minor Research II**								
Course code	**23BAPS327R**	**Total credits: 5**	**L**	**T**	**P**	**S**	**R**	**O/F**	**C**
			0	**0**	**0**	**4**	**18**	**0**	**5**
Pre-requisite	**Nil**	**Co-requisite**	**Nil**						
Programme	**Bachelor of Arts in Psychology**								
Semester	**Spring/ VI semester of third 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.								

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES

SN	**Course Outcome (CO)**	**Mapped Programme Outcome**
1	To be able to explain the relationship between psychology and the legal system	**1,5,9**
2	Identify and explain relevant laws and regulations affecting psychological practice (e.g., Mental Health Act, Privacy Act).	**1,3,5,9**
3	Understand the structure and functioning of court systems and legal procedures relevant to psychology.	**1,2,3,5**
4	Apply ethical guidelines in psychological practice, including issues of confidentiality and informed consent.	**1,5,9**
5	Conduct Legally Sound Assessments and Testing; recognize the role and responsibilities of psychologists as expert witnesses	**1,2,3,5**

Assam down town University

Curriculum and Syllabus

Bachelor of Arts in Sociology

OUTCOME BASED EDUCATION FRAMEWORK
CHOICE BASED CREDIT SYSTEM
Version: 2.1

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

July, 2023

PREMABLE

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 Board of Studies (BOS) meeting of the Faculty of Science held on dated 20/06/2023 and approved by the Emergent Academic Council (AC) meeting held on dated 28/07/2023.

Chairperson, Board of Studies

Member Secretary, Academic Committee

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 societybetter.

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 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 analyse 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: Techno-Professional Competence: Apply the comprehensive understanding of concepts and theories of sociology with the interdisciplinary approach to address complex socio-cultural issues.

PSO2: Research: Demonstrate research aptitude to investigate social issues, identify factors, frame questioners and synthesize sustainable solutions.

PSO3: **Global Competency:** Ability to address social issues and understand international concepts through global certification courses.

V. Program Outcome (POs):

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 Scientifics 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 engage in independent and lifelong learning in the broadest context of social and technological advancement.

VI. Total Credits to be Earned: 140

VII. 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.

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.

S.N.	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.

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

S. N.	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 KLank-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 x 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 an 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 an8-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.

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

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, Gi is the Grade Point secured in the i^{th} registered Course and Ci 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, Gi is the Grade Point secured in the i^{th} completed Course and Ci is the Credit (weight) of that Course.

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

(iii) The CGPA shall be convertible into equivalent percentage of marks using Equation Conversion of CGPA to percentage marks: = CGPA*8

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 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) Re-evaluation 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 re-evaluation 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, analyse, 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	10%
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.

Breakdown of Credits

S. N.	Category		Total number of Credits
1	University Core (UC)	Skill Enhancement Course (SEC)	12
		Ability Enhancement Course (AEC)	0
		Field Training	0
		Discipline Specific Elective (DSE)	02
		Value Added Course (VAC)	10
2	University Elective (UE)	Multidisciplinary Course (MDC)	08
		Value Added Course (VAC)	03
3	Program Core (PC)	Discipline Specific Core (DSC)	86
		Field Training	03
		Research /Industry Internship	11
		Summer Internship	03
4	Program Elective (PE)	Discipline Specific Elective (DSE)	0
		Value Added Course (VAC)	02
5	Faculty Core (FC)	Skill Enhancement Course (SEC)	0
		Ability Enhancement Course (AEC)	0
Total			**140**

Breakdown by categories of courses

S.N.	Category	Credits	%
1	Humanities and Social Sciences	132	94.28%
2	Science	2	1.41%
3	Engineering & Technology	5	3.6%
4	Commerce and Management	1	0.71%
Total		**140**	**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	23BASO111R	Fundamentals of Sociology	DSC (Major)	4	0	0	0	0	0	4	40	60	0	100
	2	23BASO112R	Social Change, Culture and Development	DSC (Major)	4	0	0	0	0	0	4	40	60	0	100
	3	23BASO113R	Concept of Human Growth and Development	DSC (Minor)	2	0	0	0	0	0	2	40	0	0	100
	4	23BASO114R	Introduction to Psychology	DSC (Minor)	2	0	0	0	0	0	2	40	60	0	100
	5	23BACE111R	MOOCS I (Coursera)	DSE	0	0	0	4	0	0	1	0	0	100	100
	6	23BASO115R	Community Services I	Field Training	0	0	0	0	0	8	1	0	0	100	100
	7	23UBPD112R & 23UUFL202R	Elementary English & Financial Literacy	AEC/SEC	0	0	0	4	0	0	2	-	0	100	100
	8	23UBEC111	Extra-Curricular/ Co-curricular	VAC	0	0	4	0	0	0	1	0	0	100	100
	Total:				**12**	**0**	**4**	**8**	**0**	**8**	**17**	**160**	**180**	**400**	**800**

	S.N.	Course Code	Course Title	Course Category	Engagement							Maximum marks for			
					L	T	P	S	R	O	C	IA*	SEE*	PE*	Total
Semester II	1	23BASO121R	Classical Sociological Thoughts	DSC (Major)	4	0	0	0	0	0	4	40	60	0	100
	2	23BASO122R	Indian Society: Issues and Problems	DSC (Major)	4	0	0	0	0	0	4	40	60	0	100
	3	23BASO123R	Ethnography Rural (Fieldwork)	DSC (Major)	0	0	4	0	6	8	4	0	0	100	100
	4	23UBES101R	Environmental Studies	MDC	2	0	0	0	0	0	2	40	60	0	100
	5	23BACE122R	MOOCS II (Coursera)	DSC	0	0	0	4	0	0	1	0	0	100	100
	6	23BASO124R	Community Services II	Field Training	0	0	0	0	0	8	1	0	0	100	100
	7	23UUDL103R	Implicative English (PDP) + Computational Systems and Digital World	SEC/AEC	0	0	4	0	0	0	2	0	0	100	100
	8	23UBEC121	Co-curricular	VAC	0	0	0	2	0	0	1	0	0	100	100
	Total:				**10**	**0**	**8**	**6**	**6**	**16**	**19**	**120**	**180**	**500**	**800**

	S.N.	Course Code	Course Title	Course Category	Engagement							Maximum marks for			
					L	T	P	S	R	O	C	IA*	SEE*	PE*	Total
Semester III	1	23BASO211R	Rural and Urban Sociology	DSC (Major)	4	0	0	0	0	0	4	40	60	0	100
	2	23BASO212R	Indian Sociological Thought	DSC (Major)	4	0	0	0	0	0	4	40	60	0	100
	3	23BASO213R	Family, Marriage and Kinship	DSC (Major)	4	0	0	0	0	0	4	40	60	0	100
	4	23BASO214R	Techno-Professional Skill-I	DSC (Minor)	0	2	4	0	0	0	3	0	0	100	100
	5	23BASO215R	Ethnography Rural (Fieldwork)	DSC (Minor)	0	0	2	0	8	0	3	0	0	100	100
	6	23BACE133R	MOOCS III (COURSERA) Economics	DSE	0	0	0	4	0	0	1	0	0	100	100
	7	23BASO216R	Community Services - III	Field Training	0	0	0	0	0	8	1	0	0	100	100
	8	23UBPD212R	English Language for Excellence	SEC/AEC	0	0	2	0	0	0	1	0	0	100	100
	9	23UMPD212R	Cooperate Competency	AEC/SEC	0	0	4	0	0	0	2	0	0	100	100
	10	23UUFL211R	Personal Financial Planning	AEC/SEC	0	0	2	0	0	0	1	0	0	100	100
	11	23UBEC211R	Extra-Curricular	VAC	0	0	0	4	0	0	1	0	0	100	100
Total					**12**	**2**	**14**	**8**	**8**	**8**	**25**	**120**	**180**	**800**	**1100**

	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	23BASO221R	Societies in North East India	DSC (Major)	4	0	0	0	0	0	4	40	60	0	100
	2	23BASO222R	Medical Sociology	DSC (Major)	3	0	0	0	0	0	4	40	60	0	100
	3	23BASO223R	Political Sociology	DSC (Major)	0	0	6	0	0	0	4	40	60	0	100
	4	23BASO224R	Gender Sensitization	DSC (Major)	0	0	6	0	0	0	4	40	60	0	100
	5	23BASO225R	Techno Professional Skill-II	DSC (Minor)	0	1	4	0	0	0	3	0	0	100	100
	6	23BASO226R	Rural- Ethnography	DSC (Minor)	0	1	4	0	0	0	3	0	0	100	100
	7	23UULS312R	Basic Acclimatization Skill (BAS)	SEC/AEC	0	0	2	0	0	0	1	40	60	0	100
	8	TBD	Public Speaking & Presentation Skills (PDP)	AEC/SEC	0	0	4	0	0	0	2	0	0	100	100
	9	23UUDL103R	Digital Literacy	AEC/SEC	0	0	2	0	0	0	1	0	0	100	100
	10	23BAGE221R	MOOCS (General elective-II) Geography	MDC	0	0	0	0	0	4	2	0	0	100	100
	11	TBD	Indian Knowledge and Heritage	VAC	0	0	0	0	0		1	0	0	100	100
	12	23UBEC212R	Co- Curricular	SEC	0	0	0	2	0	0	1	0	0	100	100
Total					**7**	**2**	**28**	**2**	**0**	**4**	**30**	**200**	**300**	**700**	**1200**

	S.N.	Course Code	Course Title	Course Category	Engagement							Maximum marks for			
					L	T	P	S	R	O	C	IA*	SEE*	PE*	Total
Semester V	1	23BASO311R	Industrial Sociology	DSC (Major)	3	0	0	0	0	0	3	40	60	0	100
	2	23BASO312R	Classical Sociological Thoughts-I	DSC (Major)	3	0	0	0	0	0	3	40	60	0	100
	3	23BASO313R	Indian Society: Issues and Problems	DSC (Minor)	3	0	0	0	0	0	3	40	60	0	100
	4	23BASO314R	Sociology of Development	DSC (Minor)	3	0	0	4	0	0	3	40	60	0	100
		23BASO316R	Globalization and Society												
	5	23BACE133R	MOOCS- IV (Coursera) Environment ecology, Bio-Diversity and Climate Change	AEC	0	0	4	0	0	0	1	0	0	100	100
	6	23BASO317R	Research/ Industry Internship	Research/ Industry Internship	0	0	4	0	8	0	2	0	0	100	100
	7	23BASO318R	Mini Research (Review of Literature & Gap Analysis)	Research/ Industry Internship	0	0	0	4	6	0	2	0	0	100	100
	8	23BASO317R	*Summer Internship	Summer Internship	0	0	0	2	3	8	3	0	0	100	100
	9	23BACE311R	MOOCS (Generic Elective-III) Public Relations & Business Communication	MDC	0	1	0	4	0	0	2	0	0	100	100
	10	23BACE312R	Digital Tech Course	VAC	0	1	0	4	0	0	2	0	0	100	100
Total					**12**	**2**	**8**	**18**	**17**	**8**	**24**	**160**	**240**	**600**	**1000**

	S.N.	Course Code	Course Title	Course Category	Engagement							Maximum marks for			
					L	T	P	S	R	O	C	IA*	SEE*	PE*	Total
Semester VI	1	23BASO321R	Contemporary Sociological Thought	DSC (Major)	3	0	0	0	0	0	3	40	60	0	100
	2	23BASO322R	Sociology of Social Movement	DSC (Major)	3	0	0	0	0	0	3	40	60	0	100
	3	23BASO323R	Ethnography-Urban and Rural	DSC (Minor)	0	1	4	0	0	0	3	0	0	100	100
	4	23BASO323R	Social Change, Culture and Development	DSC (Minor)	3	0	0	0	0	0	3	40	60	0	100
	5	23BACE321R	** MOOCS V Learner (Coursera)	VAC	0	0	0	8	0	0	2	0	0	100	100
	6	23BACE133R	Research/ Industry Internship	Research/ Industry Internship	0	0	0	8	18	0	5	0	0	100	100
	7	23BASO324R	Mini Research (Report Writing)	Research/ Industry Internship	0	0	0	8	0	0	2	0	0	100	100
	8	23BACE313R	** MOOCS VI Generic Elective-IV (Coursera)	UE/MDC	0	0	0	4	0	0	2	0	0	100	100
	9	TBD	Digital Course	UE/VAC	0	0	0	4	0	0	2	0	0	100	100
Total					**9**	**1**	**4**	**32**	**18**	**0**	**25**	**120**	**180**	**600**	**900**

SEMESTER – I										
Course Title	**FUNDAMANTALS OF SOCIOLOGY**									
Course Code	**23BASO111R**	**Total credits: 4**	**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 Arts in Sociology**								
Semester	**Fall/ I First Semester of the first year 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	Familiarize 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	Sensitize the students not only about the rudiments of discrimination and inequality in everyday life but also to enlighten them regarding the possibility of coming out of the inequality.								
CO5	Demonstrate a comprehensive understanding of the structure and function of society.								

Unit No.	**Content**	**Contact Hour**	**Learning Outcome**	**KL**
I	Sociology: Meaning, Nature, Scope, Origin and Development of Sociology, Importance of the study of Sociology, Relationship with other Social Sciences, Sociology and Common Sense.	12	Student will understand about different social sciences disciplines in relation with sociology.	1,2
I	Sociology: Meaning, Nature, Scope, Origin and Development of Sociology, Importance of the study of Sociology, Relationship with other Social Sciences, Sociology and Common Sense.	12	Student will understand about different social sciences disciplines in relation with sociology.	1,2
II	Basic Concepts: Society and Community Social system- Meaning, Elements, Characteristics and Types; Folkways, Mores, Norms, Value, Status, Role.	12	This unit will provide a basic understanding of the relationship between the individuals and society.	1,2
III	Social Groups and Social Processes: Meaning of Social Group Types of Social Group: In-group and Out-group, Primary and Secondary group Social processes 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: Meaning, Function and Types of family Changes of family in India Meaning and definition of marriage Types and functions of Marriage	12	Students will understand fundamental processes of social institutions in India.	1,2
V	Social Stratification: Definition and Types of social stratification Caste and Class, 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. Gelles J. Richard, Ann Levine, 1995, Sociology-An Introduction, Mc Graw Hill Company.

T2. Rawat, HK, 2010, Sociology: Basic concepts, Jaipur: Rawat Publications.

T3. Giddens, Anthony, 2010, Sociology, 6th edition, Polity Press

T4. Ritzer, George, 1996, Classical Sociological Theory, New York: Mc Graw Hill.

T5. Radcliffe Brown, A.R., 1976, Structure and Function in Primitive Society, Free Press

REFERENCES BOOKS:

R1. Radcliffe Brown, A.R., 1976, Structure and Function in Primitive Society, Free Press

R2. Gelles J. Richard, Ann Levine, 1995, Sociology-An Introduction, Mc Graw Hill Company.

R3. Giddens, Anthony, 2010, Sociology, 6th edition, Polity Press.

OTHER LEARNING RESOURCES:

1. https://www.sociologyguide.com/basic-concepts/

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

CO PO Mapping		
S.N.	**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**
2	Familiarize with elementary notions like society, community, association, norms, and values etc.	**1,2,5**
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.	**7, 9**
4	Sensitize the students not only about the rudiments of discrimination and inequality in everyday life but also to enlighten them regarding the possibility of coming out of the inequality.	**5,7**
5	Demonstrate a comprehensive understanding of the structure and function of society.	**5,8**

SEMESTER – I									
Course Title	**SOCIAL CHANGE, CULTURE AND DEVELOPMENT**								
Course code	**23BASO112R**	**Total credits: 4** **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 Arts in Sociology**								
Semester	**Fall/ I semester of first year of the Programme**								
Course Objectives	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 and their role in shaping personality.								
CO2	Explain the need for social control and its mechanisms.								
CO3	Identify unacceptable behaviours in society.								
CO4	Appreciate cultural diversity and its societal impact.								
CO5	Analyse the relationship between individual behaviour and societal norms.								

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	**12**	Student will learn about the concept of culture, socialization and social control	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	**12**	Student will understand the concept of social change and how social change happens in the society	1,2
III	**Theories of Social change** • Evolutionary Theory • Cyclical Theory • Functionalist Theory • 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** • 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	**12**	Students will be familiar with the factors of social change.	1,2
V	**Obstacles to Social Change** • Cultural obstacles • Social obstacles • Political obstacles • Barriers to Economic Development • Problems of Rural Development	**12**	Students will critically analyze the obstacles that are coming in the way to social change.	1,2

TEXT BOOKS:

T1. Harlambos, M. (1998). Sociology: Themes and Perspectives. New Delhi: Oxford University Press.

T2. Rao, C.N. (2001). Sociology. Jaipur: Rawat Publications.

T3. Harlambos, M. (1998): Sociology: Themes and Perspective, New Delhi: Oxford University Press.

REFERENCE BOOKS:

R1. Sharma, K.L. (2008). Indian Social Structure and Change. Jaipur: Rawat Publications.

R2.Sharma K.L. (2008) Indian Social Structure and Change Jaipur: Rawat Publications

Other Learning Resources
https://www.geneseo.edu/sociology/about

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

CO PO Mapping		
S.N.	**Course Outcome (CO)**	**Mapped Program Outcome**
1	Understand culture and socialization and their role in shaping personality.	**1, 3, 2, 4**
2	Explain the need for social control and its mechanisms.	**1, 2, 5**
3	Identify unacceptable behaviours in society.	**7, 9**
4	Appreciate cultural diversity and its societal impact.	**5, 7**
5	Analyse the relationship between individual behaviour and societal norms.	**5, 8**

SEMESTER – I									
Course Title	**INTRODUCTION TO PSYCHOLOGY**								
Course Code	**23BASO113R**	**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 Arts in Sociology**								
Semester	**Fall/ I 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 historic and current. 3 To develop an understanding of processes involved in learning and cognition.								
CO1	Understand fundamental human thought processes.								
CO2	Identify and compare major fields and theories in psychology								
CO3	Articulate principles and theories of learning and cognition.								
CO4	Evaluate research in learning, memory, and cognition.								
C05	Analyze the link between cognition and behavior in psychology.								

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	**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	6	Students will be able to identify the major fields' of study and theoretical perspectives within psychology and articulate their similarities and differences.	1,3
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	6	Students will be able to articulate the basic principles, major theories, and research concerning learning and cognition.	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	6	Students will be able to understand human thought process.	1,2
V	**Learning** Learning, Learning curve, Principles and Applications of Classical Conditioning, Operant Conditioning, and Observational Learning; Transfer of learning	6	Students will be able to identify the major fields' of study and theoretical perspectives within psychology and articulate their similarities and differences.	1,3

TEXT BOOKS:

T1. Ciccarelli, S. K., & White, J. N. (2017). Psychology. 5th Edition. Pearson.
T2. Baron, R. A. (2001). Psychology. 5th Edition. Prentice Hall.
T3. Ciccarelli, S.K., & Meyer, G.E. (2010). Psychology: South Asian Edition. New Delhi: Pearson Education
T4. Baron, R. & Misra. G. (2013).Psychology. New Delhi: Pearson.

REFERENCE BOOKS:

R1. Passer, M. W., & Smith, R. E. (2013). Psychology: The Science of Mind and Behavior. Mc Graw-Hill Education.
R2. Kalat, J. W. (2019). Introduction to Psychology. Cengage Learning.
R3. Atkinson, R. L., & Hilgard, E. R. (2000). Introduction to Psychology. Harcourt Brace.

OTHER LEARNING RESOURCES:

www.apa.org (https://www.apa.org)

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

CO PO Mapping		
S.N.	**Course Outcome (CO)**	**Mapped Program Outcome**
1	Understand fundamental human thought processes.	1, 3, 2, 4
2	Identify and compare major fields and theories in psychology	1,2, 5
3	Articulate principles and theories of learning and cognition.	7, 9
4	Evaluate research in learning, memory, and cognition.	5,7
5	Analyze the link between cognition and behavior in psychology.	5,8,

SEMESTER – I										
Course Title	**CONCEPT OF HUMAN GROWTH AND DEVELOPMENT**									
Course Code	**23BASO114R**	**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 Arts in Sociology**								
Semester	**Fall/ I semester of first year of the Programme**								
Course Objectives	1. To impart knowledge on the various developmental differences and approaches 2. To instill 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	Gain knowledge of key schools of thought in personality development.									
CO2	Develop skills to identify delayed developmental milestones.									
CO3	Understand biological, psychological, social, and cultural influences on human development across the lifespan.									
CO4	Apply concepts and theories effectively in social work practice.									
CO5	Analyse the impact of environmental and contextual factors on human growth and development.									

Unit No.	Content	Contact Hour	Learning Outcome	KL
I	Concept of Growth & Development: Meaning and Principles of growth and development Introduction to lifespan (Conception tool age)	6	Learn about the meaning of human growth and development	1,2
II	Factors affecting Human Development Biological influence on Human Development	6	Familiarize about the different stages of human development	1,2
III	Development Challenges: Eric Erikson's stages of development	4	Understand the various concepts of development challenges	1,2
IV	Personality: concept and definition, Role of heredity and environment and its importance in shaping behavior: Nature vs. nurture.	8	Learn the concepts of personality and personality development	1,2
V	Personality Theories: Freud's Psychoanalytic theory, Defense Mechanisms, B.F. Skinner's Theory of Learning A. Maslow's Hierarchy of Needs	6	Learn the theories of personality	1,2

TEXT BOOKS:

T1. Hurlock E.B., Developmental Psychology - A Life Span Approach, (Fifth Edition)

T2. Mittal. S. (2006) child development - Experimental Psychology

REFERENCE BOOKS:

R1.Hurlock E. B., Developmental Psychology– A Life Span Approach, (Fifth Edition)

R2.Mittal, S. (2006). *Child Development – Experimental Psychology*.

OTHER LEARNING RESOURCES:

1. https://s3.studentvip.com.au/notes/20546-sample.pdf
2. https://www.studocu.com/in/document/mahatma-gandhi-university/bsc-psychology/child-development-complete-note/91139361

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

CO PO Mapping		
S.N.	**Course Outcome (CO)**	**Mapped Program Outcome**
1	Gain knowledge of key schools of thought in personality development.	3, 2, 4
2	Develop skills to identify delayed developmental milestones.	1, 2
3	Understand biological, psychological, social, and cultural influences on human development across the lifespan.	7, 9
4	Apply concepts and theories effectively in social work practice.	5, 7
5	Analyse the impact of environmental and contextual factors on human growth and development.	3, 9

SEMESTER – II									
Course Title	**CLASSICAL SOCIOLOGICAL THOUGHTS**								
Course code	**23BASO121R**	**Total Credits: 4**	**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 Arts in Sociology**								
Semester	**Spring/ II semester of First year of the Programme**								
Course Objectives	1. To provide students with a comprehensive understanding of the origin and evolution of sociology as a discipline. 2. To introduce students to the key contributions of classical sociologists and their impact on modern sociological thought. 3. To familiarize students with the fundamental concepts and theories in sociology, focusing on the works of key sociologists like Karl Marx, Emile Durkheim, Max Weber, and Herbert Spencer. 4. To enable students to analyze and apply classical sociological theories to contemporary social issues and phenomena. 5. To develop students' ability to critically evaluate and discuss the relevance and applicability of classical sociological theories in today's society.								
CO1	Understand the nature, scope, and significance of sociology as a discipline and its foundational theories.								
CO2	Identify and explain the key concepts and ideas presented by classical sociologists, including the division of labor, social solidarity, and social structure.								
CO3	Analyze the relevance of classical sociological theories in understanding contemporary societal issues such as class struggle, power dynamics, and social inequality.								
CO4	Critically assess the contributions of Karl Marx, Emile Durkheim, Max Weber, and Herbert Spencer in shaping sociological thought and their lasting impact on the discipline.								
CO5	Apply classical sociological theories to real-life examples and contemporary social issues to enhance students' critical thinking and analytical skills.								

Unit No.	Content	Contact Hour	Learning Outcome	KL
I	**Emergence of Sociology**: Background of the Development of Sociological thought, A brief historical background. **Auguste Comte**: Law of three stages positive and hierarchy of Science. Comte's theory of Social Progress; Comte's Methodology	12	Student will earn 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.	12	Students will learn major theories and concepts related to the disciplines of sociology and biology.	1,2
III	**Emile Durkheim**: Idea of Social Facts; Social Solidarity Mechanical and Organic, SocialConsciousnessandCollectiveRepresentation;TheoryofSuicide;TheoryofReligion	12	This unit will provide a basic understanding of the Emile Durkheim's reading on Solidarity, Division of labour and Collective Conscience.	1,2
IV	**Max Weber**: Social Action and Ideal Type, Types of Authority, Religion and Economy. Protestant Ethics and the Spirit of Capitalism	12	Students will understand the differences between two most important sociologists Weber and Marx.	1,2

	Karl Marx: Materialistic Interpretation of History, Class and Class Conflicts, Alienation.			
V	**Talcott Persons**: Theory of action, Social system and pattern variable. Functionalism **Robert K Merton**: Reference Group, Functionalism, Manifest and latest function. Merton's Concepts of Middle Range Theories	12	This unit will help students to understand the sociological theories of Persons and Robert K Merton	1,2

TEXT BOOKS:

T1. Rawat, H. K. Sociology: Basic Concepts. Jaipur: Rawat Publications, 2010.

T2. Ritzer, George. Classical Sociological Theory. New York: McGraw Hill, 1996.

T3. Giddens, Anthony. Sociology. 6th ed., Polity Press, 2010.

REFERENCES BOOKS:

R1. Gelles J. Richard,Ann Levine, 1995,Sociology-An Introduction, Mc Graw Hill Company.

R2. Durkheim, Emile. The Division of Labour in Society. Basingstoke: Macmillan, 1984.

OTHER LEARNING RESOURCES:

1. https://uregina.ca/~gingrich/250j1503.htm
2. https://www.researchgate.net/publication/337862585_Herbert_Spencer_Sociological_Theory_and_the_Professions

CO PO Mapping		
S.N.	**Course Outcome (CO)**	**Mapped Program Outcome**
1	Understand the nature, scope, and significance of sociology as a discipline and its foundational theories.	1, 3, 9
2	Identify and explain the key concepts and ideas presented by classical sociologists, including the division of labor, social solidarity, and social structure.	1, 2,4
3	Analyze the relevance of classical sociological theories in understanding contemporary societal issues such as class struggle, power dynamics, and social inequality.	1, 2, 4, 8
4	Critically assess the contributions of Karl Marx, Emile Durkheim, Max Weber, and Herbert Spencer in shaping sociological thought and their lasting impact on the discipline.	1, 4, 5, 9
5	Apply classical sociological theories to real-life examples and contemporary social issues to enhance students' critical thinking and analytical skills.	1, 4, 7

SEMESTER – II										
Course Title	**INDIAN SOCIETY: ISSUES AND PROBLEMS**									
Course code	**23BASO122R**	**Total Credits: 4** **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 Arts in Sociology**								
Semester	**Spring/ II semester of First year of the Programme**								
Course Objectives	1. To familiarize students with the concept of social problems and various social problems in Indian society 2. To introduce students to contemporary social issues in India. 3. To understand and analyse the roots of social problems in Indian society. 4. To explore the social, cultural, and economic factors contributing to the development of social problems. 5. To examine the role of sociological theories in understanding and solving social problems.									
CO1	Understand the conceptual meaning, nature, and significance of social problems within the context of Indian society.									
CO2	Gain knowledge of emerging contemporary social issues and problems in India.									
CO3	Develop the ability to identify and analyse the underlying causes of social problems in Indian society.									
CO4	Relate social problems to sociological theories and explore potential solutions to these issues.									
CO5	Formulate suggestions and strategies to address social problems, drawing upon theoretical insights and practical approaches.									

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 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 Line quality of caste and gender, 3 Disharmony–religious and ethnic, minorities 4 Dowry, domestic violence, divorce Problems faced by weaker sections	**12**	Students will learn about the major social problems of India.	1,2
III	**Developmental and Disorganizational Problems** 1. Regional disparities 2. Population explosion 3. Ecological degradation, environmental pollution 4. 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 contemporary social problems of India.	1,3
IV	**Theoretical Perspectives on Social Problems** 1. Functionalism 2. Conflict Perspective 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	**12**	Students will be introduced to the	1,3

	2. Fundamental Rights and Directive Principles Roles of NGO and civil society		measures taken by state and other organizations to eradicate social problems.	

TEXT BOOKS:

T1. Ahuja, Ram. (2009). Social Problems in India. Rawat Publications, Jaipur.

T2. Beteille, Andre. (1992). Backward Classes in Contemporary India. New Delhi: Oxford University Press (OUP).Pacific.

REFERENCE BOOKS:

R1. Beteille, Andre. (1974). Social Inequality. New Delhi: Oxford University Press (OUP).

R2. Leon-Guerrero, Anna &Zentgra, Kristine (Eds.). (2009). Contemporary Readings in Social Problems. Long Beach:

OTHER LEARNING RESOURCES:

1. https://www.egyankosh.ac.in/bitstream/123456789/17167/1/Unit-1.pdf
2. https://annamalaiuniversity.ac.in/studport/download/Handbook/2019-20/Arts/ma_integrate_sociologyandsocialwork_2019-20.pdf

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

CO PO Mapping		
S.N.	**Course Outcome (CO)**	**Mapped Program Outcome**
1	Understand the conceptual meaning, nature, and significance of social problems within the context of Indian society.	1, 2. 3, 4
2	Gain knowledge of emerging contemporary social issues and problems in India.	1, 2, 3,5
3	Develop the ability to identify and analyse the underlying causes of social problems in Indian society.	2, 3, 4, 5
4	Relate social problems to sociological theories and explore potential solutions to these issues.	5, 7, 9
5	Formulate suggestions and strategies to address social problems, drawing upon theoretical insights and practical approaches.	5, 8, 9

SEMESTER – II									
Course Title	**ETHNOGRAPHY RURAL (FIELD WORK)**								
Course Code	**23BASO123R**	**Total Credits: 4**	**L**	**T**	**P**	**S**	**R**	**O/F**	**C**
		Total Hours: 60P+120R+120 O	**0**	**0**	**4**	**0**	**6**	**8**	**4**
Pre-requisite	**Nil**	**Co-requisite**	**Nil**						
Programme	**Bachelor of Arts in Sociology**								
Semester	**Spring/ II semester of First year of the Programme**								
Course Objectives	1. To develop skills for conducting ethnographic field studies. 2 To familiarize students with the different aspects of ethnographic writing. 3 To introduce students to ethnographic research methodologies and techniques. 4 To enhance the ability to analyze and interpret cultural practices through ethnographic data. 5 To provide students with the necessary tools to formulate solutions to the problems observed during fieldwork.								
CO1	Understand the various approaches to ethnographic research and its methodologies.								
CO2	Gain insight into emerging contemporary issues and problems of rural areas through ethnographic fieldwork.								
CO3	Learn about various cultural practices through ethnographic studies and field observations.								
CO4	Develop the ability to analyze field data and draw conclusions that can inform practical solutions to the problems observed.								
CO5	Cultivate skills in ethnographic writing, enabling students to document, interpret, and present fieldwork findings effectively.								

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 **Culture:** 1. Cultural relativism, ethnocentrism, etic and emic perspectives; 2 Concept of participant enquiry; 3 Ethnography as a holistic documentation of culture;	12	Student will understand about different models and methods use by ethnographers.	1,2
II	**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
III	**Collection & Analysis of Ethnographic Data**: 1 Academic, psychological and practical	12	Students will understand the basic of how to do an	1,2

	preparation for ethnographic fieldwork; 2 Techniques of rapport establishment; Identification of representative categories of informants; 3 Recording of data journal, diary and logbook; Organization and contextual interpretation of data;		ethnographic research for their own projects.	
IV	**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 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, 3
V	**Introduction:** 1 Meaning and Concept of Ethnology and Ethnography; 2 Difference between Ethnology and Ethnography 3 Contribution of Malinowski and Boas **Culture:** 1 Cultural relativism, ethnocentrism, etic and emic perspectives; 2 Concept of participant enquiry; 3 Ethnography as a holistic documentation of culture;	12	Student will understand about different models and methods use by ethnographers.	1,3

TEXT BOOKS:

T1 Danda, Ajit 1992 'Research Methodology in Anthropology', Inter-India, New Delhi. Pelto, P.S.& Pelto, G.H.1979 'Anthropological Research Cambridge University Press, London.

T2. Hammersley, M.1983 'Ethnography Principles in Practice', Tavistock Publications.

T3 Royal Anthropological Instt. of G. Britain & Ireland 1967 'Notes and Queries in Anthropology', Routledge and Kegan Paul Ltd. London.

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

CO PO Mapping		
S.N.	**Course Outcome (CO)**	**Mapped Program Outcome**
1	Understand the various approaches to ethnographic research and its methodologies.	5, 7
2	Gain insight into emerging contemporary issues and problems of rural areas through ethnographic fieldwork.	1, 3,5
3	Learn about various cultural practices through ethnographic studies and field observations.	3, 4, 5
4	Develop the ability to analyze field data and draw conclusions that can inform practical solutions to the problems observed.	5, 7, 9
5	Cultivate skills in ethnographic writing, enabling students to document, interpret, and present fieldwork findings effectively.	5, 8, 9

SEMESTER – II									
Course Title	**ENVIRONMENTAL STUDIES**								
Course Code	**23UBES101R**	**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 Arts in Sociology**								
Semester	**Spring/ II semester of First year of the Programme**								
Course Objectives	1. To prepare students for careers as leaders in understanding and addressing complex environmental issues from a problem- oriented, interdisciplinary perspective. 2. 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. 3. To develop a commitment to work individually and collectively towards solutions of current problems and prevention of new ones.								
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. Aware students about problems of environmental pollution, its impact on human and ecosystem and control measures								

Unit No.	Content	Contact Hour	Learning Outcome	KL
I	**Unit-1. Multidisciplinary nature of environmental studies:** Definition, scope and importance (2 lectures) Need for public awareness.	**4**	Develop a comprehensive understanding of Earth's natural systems, including ecosystems, climate, and biogeochemical cycles, and how they interact with human activities.	1,2
II	**Unit-2. 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:	**4**	Apply critical thinking to analyse environmental problems, evaluate risks, and develop sustainable solutions to challenges like pollution, climate change, and biodiversity loss.	1,2
III	**Unit-3. 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.	**4**	Develop a comprehensive understanding on systems, ecosystems, climate, and biogeochemical cycles, and how they interact with human activities	1,2

	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)			
IV	**Unit 5- 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 : 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)	**4**	Build awareness of current environmental challenges at local and global scales, and actively engage in initiatives that promote conservation, restoration, and sustainable development.	1,2
V	**Unit-6. 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 (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)	**4**	Understand and evaluate ethical considerations in environmental decision-making and advocate for sustainable practices at local, national, and global levels.	1,2
VI	**Unit-7. 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**	Integrate principles from multiple disciplines (e.g., biology, chemistry, geology, social sciences) to address complex environmental issues comprehensively.	1, 3
VII	**Unit-8. 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 5lecture hours).	**4**	Gain proficiency in using scientific methods, tools, and technologies to collect, analyse, and interpret environmental data.	1,2
VIII	**Unit-1. Multidisciplinary nature of environmental studies:**	**4**	Integrate principles from multiple disciplines (e.g., biology, chemistry, geology,	2,3

	Definition, scope and importance (2 lectures) Need for public awareness.		social sciences) to address complex environmental issues comprehensively.	

TEXT BOOKS:

T1. Harucha E. B, Textbook of Environmental Studies, Orient Blackswan Publishing.

T2. Tiwari V. K A Textbook of Environmental Studies, Himalaya Publishing House

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

REFERENCE BOOKS:

R1. Trivedi R.K., Handbook of Environmental Laws, Rules Guidelines, Compliances and Stadards, 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 Erach, The Biodiversity of India, Mapin Publishing Pvt. Ltd., Ahmedabad – 380 013, India,Email:mapin@icenet.net (R)

R 4. Brunner R.C., 1989, Hazardous Waste Incineration, McGraw Hill Inc. 480p Clark R.S.,Marine Pollution, Clanderson Press Oxford (TB)

OTHER LEARNING RESOURCES:

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. Students will be able to understand the concept of biodiversity and respect them.

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

CO PO Mapping		
S.N.	**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.	3,5
2	Students will learn about natural resource, its importance and environmental impacts of Human activities on natural resource	2,4,6
3	Gain knowledge about environment and ecosystem	2, 4, 5
4	Students will be able to understand the concept of biodiversity and respect them.	5, 8
5	Gain knowledge about the conservation of biodiversity and its importance. Aware students about problems of environmental pollution, its impact on human and ecosystem and control measures	3, 9

SEMESTER – II									
Course Title	**IMPLICATIVE ENGLISH**								
Course Code	**23UBPD123R**	**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 Sociology**								
Semester	**Spring/ II semester of First year of the Programme**								
Course Objectives	1 To introduce students to the different types of sentences and their significance in communication. 2 To strengthen students' vocabulary, enhancing their speaking and writing skills, and emphasize the importance of dress codes in various organizations. 3 To introduce the 3P's (Planning, Prioritizing, and Performing) of Time Management.								
CO1	Students will be able to analyze and identify different types of sentences used in various contexts.								
CO2	Students will be able to integrate reading and speaking skills effectively in professional communication.								
CO3	Students will gain confidence through dress code etiquette sessions, improving their morale and professional appearance.								
CO4	Students will learn effective time management strategies, focusing on planning, prioritizing, and performing tasks efficiently								
CO5	Students will be able to analyze and identify different types of writing skills in various contexts.								

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	10	Learn Basic Grammar likes sentences, tenses and common errors etc.	1,2
II	**Vocabulary** Synonyms Antonyms Homonyms	10	Familiarize about various concepts of vocabulary	1,2
III	**Reading Skills** Techniques of Effective Reading Gathering ideas and information from a text The SQ3R Technique Interpret the text	20	Understand the skills of Reading	1,2
IV	**Conflict Management** Definition Type of Conflict Management Effects of Conflict Management Methods to deal with Conflicts (Negative)	20	Learn about the Conflict Management	1,2

TEXT BOOKS:

T1. Mc Carthy, M. (2008). English Vocabulary in Use Upper-Intermediate with CD-ROM, Cambridge University Press.

T2. Barrett, Grant. (2016). Perfect English Grammar: The Indispensable Guide to Excellent Writing and Speaking, Zephyros Press.

REFERENCE BOOKS:

R1. Tracy, Brian. (2018). Time Management: The Brian Tracy Success Library, Manjul Publishing

R2. Wren, P.C. & Martin, H. (1995). High School English Grammar and Composition, S Chand PublishingHouse.

OTHER LEARNING RESOURCES:

[YouTube - Time Management Video] (https://youtu.be/rl85jxktfms)

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

CO PO Mapping		
S.N.	**Course Outcome (CO)**	**Mapped Program Outcome**
1	Students will be able to analyze and identify different types of sentences used in various contexts.	6,7,8
2	Students will be able to integrate reading and speaking skills effectively in professional communication.	4,5.7
3	Students will gain confidence through dress code etiquette sessions, improving their morale and professional appearance.	2, 4, 5
4	Students will learn effective time management strategies, focusing on planning, prioritizing, and performing tasks efficiently	5, 8,8
5	Students will be able to analyze and identify different types of writing skills in various contexts.	5, 6, 9

SEMESTER – III									
Course Title	**RURAL URBAN SOCIOLOGY**								
Course code	**23 BASO211R**	**Total credits: 4** **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 Arts in Sociology**								
Semester	**Fall/ III semester of Second year of the Programme**								
Course Objectives	1. Understand the historical and contemporary processes of urbanization and rural transformation. 2. Analyze the social dynamics and spatial organization of urban and rural communities. 3. Examine the impacts of urbanization on social stratification, segregation, and marginalization. 4. Evaluate the relationship between urbanization, environmental degradation, and sustainable development. 5. Develop the ability to apply sociological theories and research methods to investigate urban and rural phenomena.								
CO1	Demonstrate a nuanced understanding of the social processes and spatial dynamics shaping urban and rural communities.								
CO2	Evaluate the complexities of urbanization and rural transformation, discerning the social, economic, and cultural implications for individuals and communities.								
CO3	Analyze the mechanisms of social inequality and exclusion within urban and rural contexts, and assess the effectiveness of policies and interventions in addressing these challenges.								
CO4	Assess the environmental impacts of urbanization and rural development.								
CO5	Apply sociological insights and analytical skills to explore contemporary issues related to urban and rural sociology.								

Unit No.	**Content**	**Contact Hour**	**Learning Outcome**	**KL**
I	**The Urban-Rural Continuum:** Define urban and rural areas and explore the continuum between them. Population density, economic activities, and infrastructure contribute to the urban-rural divide. Urban-rural interaction, including urbanization theories and rural-urban migration patterns.	12	Student will understand about the key concept of Rural and Urban	1,2
II	**Economic Interdependencies:** The economic interdependencies between urban and rural areas. Urban centres serve as markets for rural products and sources of employment for rural migrants. The role of agriculture, industry, and services in shaping urban-rural economic relationships.	12	Students will learn the evolution of rural and Urban Societies	1,2
III	**Social Networks and Community Ties:** The role of social networks and community ties in bridging urban-rural divides. Technology and communication tools influence social interactions between urban and rural residents. The impact of migration on social cohesion and identity formation in both urban and rural communities.	12	This unit will provide a basic understanding of Rural Urban Connections and Social networks	1,2

IV	**Environmental Considerations:** Environmental challenges and opportunities associated with urbanization and rural development. Land use planning, resource management, and environmental degradation in urban and rural areas. Strategies for sustainable urban and rural development that prioritize environmental conservation and resilience.	12	Students will understand the basics of environmental considerations	1,2,3
V	**Policy Implications and Future Directions:** Policies and initiatives aimed at addressing urban-rural disparities. Integrated approaches to urban and rural development that promote inclusivity and equity. Identify areas for further research and policy intervention to enhance the well-being of both urban and rural populations in an increasingly interconnected world.	12	This unit will help students to understand the policies and initiatives in addressing the rural-urban.	1,2,3

TEXT BOOK:

T1. Smith, J. A., & Johnson, R. B. (2018). Urbanization and social change: Perspectives from sociology. Routledge.

T2. Yadav, K. B. (2004). Rural and urban sociology: Theories and methods. Cosmos Publication, Hyderabad.

T3. Janelle, D. J., & Hurst, H. M. (2015). Rural-urban interactions: A geographic perspective. Routledge.

REFERENCES BOOK:

R1. Feinstein, S. S., & Campbell, S. (2012). Urban sociology: A global introduction. Wiley-Blackwell.

R2. Baker, J. I., & Anderson, W. L. (2008). Rural sociology. Waveland Press.

OTHER LEARNING RESOURCES:

https://css.wsu.edu/research/human-dimensions/rural-sociology/

https://www.ruralsociology.org/

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

CO PO Mapping		
S.N.	**Course Outcome (CO)**	**Mapped Program Outcome**
1	Demonstrate a nuanced understanding of the social processes and spatial dynamics shaping urban and rural communities.	1,2,4,6
2	Evaluate the complexities of urbanization and rural transformation, discerning the social, economic, and cultural implications for individuals and communities.	1,2,3,5
3	Analyze the mechanisms of social inequality and exclusion within urban and rural contexts, and assess the effectiveness of policies and interventions in addressing these challenges.	2,4,6,8
4	Assess the environmental impacts of urbanization and rural development.	5,7,8,9
5	Apply sociological insights and analytical skills to explore contemporary issues related to urban and rural sociology.	5, 6, 9

SEMESTER – III									
Course Title	**Indian Sociological Thoughts**								
Course Code	**23BASO212R**	**Total credits: 4**	**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 Arts in Sociology**								
Semester	**Fall/ III semester of Second year of the Programme**								
Course Objectives	1. Trace the historical development of sociology as a discipline in India. 2. Examine major schools of Indian sociological thought, analyzing their key concepts, methodologies, and contributions to the field. 3. Study Prominent Sociologists and examines their theories and their impact on Indian sociology. 4. Critically evaluate the debate surrounding the indigenization of sociology in India, considering its implications for theoretical frameworks and sociological practices. 5. Insights into the sociological perspectives of Indian scholars on various issues.								
CO1	Ability to understand the historical development of Indian sociological traditions								
CO2	Identify and differentiate school of thoughts in Indian sociological tradition								
CO3	Appraise the necessity of the basic sociological concepts of Indian Sociologist								
CO4	Evaluate critical thinking, indigenization debate, fostering a deeper understanding of sociological theory.								
CO5	Synthesized and analyze the Indian societal dynamics through the exploration of sociological perspectives.								

Unit No.	Content	Contact Hour	Learning Outcome	KL
I	1. History and Development of Indian Sociological Traditions 2. Major Schools of Indian Sociological Traditions : Bombay School , Lucknow School	**12**	The students will able to trace the historical development of sociology as a discipline in India.	1,2
II	Indological Textual Perspective: 1. Radhakamal Mukerjee 2. G.S. Ghurye	**12**	The students will know about Indological Textual Perspective Indian sociology	1,2
III	Marxist Perspective 1. D.P Mukerji 2. A.R Desi 3. Ramkrishna Mukherjee	**12**	The students will able to identify the application of Marxist approach in Indian society.	1,2
IV	Subaltern Perspective 1. Bhimrao Ramji Ambedkar 2. Ranajit Guha 3. Devid Hardiman	**12**	The students will able to examine the critique of dominant historical narratives and its implications for understanding marginalized and oppressed groups in Indian society."	1,2
V	Synthesis of Textual and Field views: 1.Irawati Karve 2. Andre Beteille,	**12**	The Students will able to compare Irawati Karve's and Andre Beteille's theories and methods, blending textual and field views to assess their impact on Indian sociology**.**	1,2

TEXT BOOKS:

T1.Nagla, Bhupendra Kumar.(2011) "Indian sociological thought." Rawat publications.

T2. Nagla, B. K., & Choudhary, K. (Eds.). (2023). *Indian Sociology: Theories, Domains and Emerging Concerns*. Springer Nature.

T3. Gupta, K.P., 1974. Sociology of Indian tradition and tradition of Indian sociology. *Sociological bulletin*, *23*(1), pp.14-43.

T4. Sociological Bulletin. 2013. Special Issue on the Bombay School of Sociology: The Stalwarts and Their 2.egacies. May-August, 62 (2): 193-366.

T5. Mukherji, D. P. 1958. Diversities. New Delhi: People's Publishing House.

REFERENCE BOOKS:

R1. Oommen T.K. and P.N. Mukerji (ed.). 1986. Indian Sociology. Popular Prakashan: Bomba

R2. Srinivas, M.N. and M.N. Panini. 1973. 'The Development of Sociology and Social Anthropology in India', sociological Bulletin, 22 (2): 179-215.

R3. Dhana Gare, D.N. (1998), Themes and Perspectives in Indian Sociology, NewDelhi, Rawat Publications.

OTHER LEARNING RESOURCES:

https://plutusias.com/elearning/wp-content/uploads/2024/02/Indian-Sociological-Thought_.pdf

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

	CO PO Mapping	
S.N.	**Course Outcome (CO)**	**Mapped Program Outcome**
1	Ability to understand the historical development of Indian sociological traditions	1,2,4,6
2	Identify and differentiate school of thoughts in Indian sociological tradition	1,2,3,5
3	Appraise the necessity of the basic sociological concepts of Indian Sociologist	2,,6,8
4	Evaluate critical thinking, indigenization debate, fostering a deeper understanding of sociological theory.	5,8,9
5	Synthesized and analyze the Indian societal dynamics through the exploration of sociological perspectives.	4,6,8

SEMESTER – III									
Course Title	**FAMILY, MARRIAGE AND KINSHIP**								
Course Code	**23BASO213R**	**Total credits: 4** **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 Arts in Sociology**								
Semester	**Fall/ III semester of Second year of the Programme**								
Course Objectives	1. Examine the historical and cultural diversity of family structures, including variations in marriage practices and kinship systems. 2. Analyze the functions of family and kinship networks in different societies, including their roles in socialization, economic cooperation, and emotional support. 3. Explore the intersections of family life with broader social institutions such as religion, politics, and economy. 4. Critically assess the impact of globalization, migration, and social change on family dynamics and kinship ties.								
CO1	Demonstrate a nuanced understanding of the complexities of family, marriage, and kinship systems across cultures and historical periods.								
CO2	Evaluate the roles and functions of family structures and kinship networks in maintaining social order and cohesion.								
CO3	Apply theoretical frameworks and comparative analysis to examine the impact of social, economic, and political factors on familial relationships.								
CO4	Engage in informed discussions and debates on contemporary issues related to family life, including gender equality, reproductive rights, and changing notions of marriage.								
CO5	Outline the dynamic of family, marriage practices, and kinship systems in society.								

Unit No.	Content	Contact Hour	Learning Outcome	KL
I	**Introduction to Family Systems** Understanding the Concept of Family Historical perspectives on family structures Definitions and variations of family across cultures Contemporary debates and challenges in defining family	**12**	Student will understand about the key concept – family, its historical perspective and variation across culture	1,2
II	**The Institution of Marriage** Evolution of marriage as a social institution Cross-cultural variations in marriage practices Contemporary issues and trends in marriage, including same-sex marriage and polygamy	**12**	Students will learn the evolution of marriage as an Institution, contemporary issues in marriage.	1,2
III	**Kinship Systems and Networks** Kinship Terminology Types of kinship systems (e.g., bilateral, patrilineal, matrilineal) Kinship terminology and its implications for social relationships Kinship networks and their significance in different societies	**12**	This unit will provide a basic understanding of kinship system.	1,2
IV	**Family Dynamics and Roles** Gender Roles and Family Dynamics Division of labor within families Gendered roles and expectations in different cultures	**12**	Students will understand the dynamic of family and its role.	1,2
V	**Family Change and Globalization** Challenges and Transformations in Contemporary Families	**12**	This unit will help students to understand the	1,2

	Impact of globalization on family structures and dynamics Migration and its effects on family life and relationships Technological advancements and their influence on family communication and intimacy		transformation of family structure.	

TEXT BOOK:

T1. Coltrane, S. (2013). Families and society: Classic and contemporary readings (3rd ed.). Wadsworth Publishing.

T2. Parkin, R., & Stone, L. (2004). *Kinship and family: An anthropological reader*. Blackwell Publishing.

REFERENCE BOOK:

R1. Uberoi, P. (1997). Family, kinship, and marriage in India. Delhi: Oxford University Press.

R2. McNeil, M., Varcoe, I., & Yearley, S. (1999). The new reproductive technologies. Oxford University Press.

R3 Dumont, L. (1957). Marriage in India. Cambridge University Press.

R4. Karve, I. (1994). The kinship map of India. Delhi: Oxford University Press

OTHER LEARNING RESOURCES:

https://courses.lumenlearning.com/wm-introductiontosociology/chapter/defining-family/

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

CO PO Mapping		
S.N.	**Course Outcome (CO)**	**Mapped Program Outcome**
1	Demonstrate a nuanced understanding of the complexities of family, marriage, and kinship systems across cultures and historical periods.	1,2,3,4
2	Evaluate the roles and functions of family structures and kinship networks in maintaining social order and cohesion.	1,2,3,5
3	Apply theoretical frameworks and comparative analysis to examine the impact of social, economic, and political factors on familial relationships.	2,4,5,7
4	Engage in informed discussions and debates on contemporary issues related to family life, including gender equality, reproductive rights, and changing notions of marriage.	5,8,9
5	Outline the dynamic of family, marriage practices, and kinship systems in society.	4,6,8

SEMESTER – III									
Course Title	**TECHNO-PROFESSIONAL SKILL I**								
Course code	**23BASO214R**	**Total credits: 4** **Total hours: 30T+90P**	**L**	**T**	**P**	**S**	**R**	**O/F**	**C**
			0	**2**	**6**	**0**	**0**	**0**	**4**
Pre-requisite	**Nil**	**Co-requisite**	**Nil**						
Programme	**Bachelor of Arts in Sociology**								
Semester	**Fall/ III semester of Second year of the Programme**								
Course Objectives	1. To make the students understand the Indian Society. 2. To enhance them for research in the area of Indology 3. To ensure to think critically, solve problems, and communicate efficiently								
CO1	Comprehend Indian society through written works.								
CO2	Develop academic investigation skills in apprehending the Indian society.								
CO3	Analyze intricate units of society to understand individual perspectives on society.								
CO4	Ability to think critically, solve problems, and communicate efficiently								
CO5	Demonstrate and draw conclusions based on the observations made during sociological analysis.								

Unit No.	Content	Contact Hour	Learning Outcome	KL
I	Prehistoric and Protohistoric Cultures in India	**12**	Will remember and Understand the prehistoric and protohistoric cultures in India	1,2
II	History of Ancient India	**6**	Connect the past and Present in the context of Indian Society	1,2
III	Social Institutions in Ancient India	**6**	Compare the social institutions with the present Indian Society	1,2
IV	Art and Architecture	**6**	Give them an idea for further research	1,2

TEXT BOOKS:

T1.Jones, D. (2021). *Own your tech career: Soft skills for technologists*. Manning Publications.

T2. Retz, R. (2020). *The professional skills handbook for engineers and technical professionals*. CRC Press.

T3. Bakkar, Hans.1997. The Vakatakas an Essay in Hindu Iconology (Gonda Indological Series)

T4. Agrawala, P.K.1994, Jaipur: Publication Scheme, Agrawala, Urmila. 1995

REFERENCE BOOKS:

R1.Chawla, J.1990. The Rigvedic Deities and their Iconic Froms. New Delhi: Munshiram Manoharlal.

R2. Allchin, b. and r., origins of a civilization. The prehistory and early archaeology of south Asia. New Delhi 1997.

R3 Bhattacharya, D. 1980. Iconology of Composite Images. New Delhi: Munshiram Manoharlal Publications.

OTHER LEARNING RESOURCES:

1 http://www.adjournal.net/articles/62/622.pdf

2 https://core.ac.uk/download/4392446.pdf

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

CO PO Mapping		
S.N.	**Course Outcome (CO)**	**Mapped Program Outcome**
1	Comprehend Indian society through written works.	6,7
2	Develop academic investigation skills in apprehending the Indian society.	8,9
3	Analyze intricate units of society to understand individual perspectives on society.	5,7,8
4	Ability to think critically, solve problems, and communicate efficiently	5,8,9
5	Demonstrate and draw conclusions based on the observations made during sociological analysis.	4,6,8

SEMESTER – III									
Course Title	**ETHNOGRAPHY-RURAL**								
Course Code	**23BASO215R**	**Total credits: 3** **Total hours: 60P+90R**	**L**	**T**	**P**	**S**	**R**	**O/F**	**C**
			0	**0**	**4**	**0**	**6**	**0**	**3**
Pre-requisite	**Nil**	**Co-requisite**	**Nil**						
Programme	**Bachelor of Arts in Sociology**								
Semester	**Fall/ III semester of Second year of the Programme**								
Course Objectives	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	Understand the social reality in the rural context.								
CO2	Understand rural social problems objectively.								
CO3	Build awareness regarding people's sensitivities in dealing with social issues.								
CO4	Comprehend the structural aspects of socio-economic development.								
CO5	Analyze the impact of Globalization and its issues and challenges.								

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.	**12**	Students will be exposed to rural settings.	1,2
II	They also get a first-hand 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.	**12**	Students will get to capture first hand experiences of rural communities.	1,2
III	The students would be able to identify the issues of the rural community. Normally a student spends seven hours over one day per week in field work and have to undergo minimum 10 days of field work.	**12**	Students will be able to identify issues of rural societies.	1,2
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.	**12**	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.	**12**	Students will be able to get a good research experience.	1,2

TEXT BOOKS:

T1. Brown, D. L., & Schafft, K. A. (2011). *Rural people and communities in the 21st century: Resilience and transformation*. Polity Press.

T2. Parker, J., & Lyon, S. M. (2016). *Anthropology of rural development: Challenges and trends*. Routledge.

T3.Madan, Vandana. (2004). The Village in India. New Delhi: Oxford University Press**.**

REFERENCE BOOKS:

R1 Doshi, S. L., & Jain, P. C. (1999). Rural Sociology. Jaipur: Rawat Publication

R2.Beteille, A. (1974). Studies in Agrarian Social Structure. Delhi: Oxford University Press.

R3. Desai, A. R. (1969). Rural Sociology in India. Bombay: Popular Prakashan

OTHER LEARNING RESOURCES

https://study.com/academy/lesson/characteristics-of-rural-communities.html

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

CO PO Mapping		
S.N	**Course Outcome (CO)**	**Mapped Program Outcome**
1	Understand the social reality in the rural context.	6,7
2	Understand rural social problems objectively.	8,9
3	Build awareness regarding people's sensitivities in dealing with social issues.	5,7,8
4	Comprehend the structural aspects of socio-economic development.	5,8,9
5	Analyze the impact of Globalization and its issues and challenges.	4,6,8

SEMESTER – III									
Course Title	**PERSONAL FINANCIAL PLANNING**								
Course Code	**23UUFL211R**	**Total credits: 1** **Total hours: 15T**	**L** **1**	**T** **0**	**P** **2**	**S** **0**	**R** **0**	**O/F** **0**	**C** **1**
Pre-requisite	**Nil**	**Co-requisite**	**Nil**						
Programme	**Bachelor of Arts in Sociology**								
Semester	**Fall/ III semester of Second year of the Programme**								
Course Objectives	1. The course would offer an inclusive approach to understand the relevant concepts of money, borrowing, lending, taxes and their application to financial planning. 2. Assess the personal financial planning process, the life cycle of financial plans, and methods of goal achievement. 3. Formulate a budget, record keeping system, and tax planning strategy based on current financial goals.								
CO1	Develop a Cashman agreement strategy and a plan to facilitate the home or automobile buying process.								
CO2	Design a diversified investment portfolio that addresses overall different investment objectives.								
CO3	Differentiate between open-and closed-end mutual funds, exchange-traded funds, and direct or indirect real estate investments.								
CO4	Create a financial plan that covers your income needs in retirement and helps protect you and your estate								
CO5	Develop a record-keeping system, and tax planning strategy based on current financial goals.								

Unit No.	Content	Contact Hour	Learning Outcome	KL
I	**Unit1-Fundamentals of Financial Planning–** a. Functions of money; b. Inflation-Meaning, causes, how it can be controlled; c. process official planning, d. Time value of money-simple and compound interest; Net Present Value and Future value, Power of Compounding	**3**	Develop a Cashman agreement strategy and a plan to facilitate the home or automobile buying process.	1,2
II	**Unit 2-IncomeTaxPlanning**– a. Meaning of Income, b. Direct & Indirect Taxes, Taxable Income, various heads of Income for tax Calculation, c. Non-taxable Income, d. Tax evasion and tax avoidance, e. GST, Tax Planning Strategies.	**3**	Design a diversified investment portfolio that addresses several different investment objectives.	1,2

III	**Unit3-Planning for investing insecurities market–** i. Investment avenues offered by Securities Markets, .Primary Market and Secondary Market, ii. Stock market-meaning, features, functions of NSE, BSEDEMAT trading account, iii. Security repository, stock brokers, Operational aspects of securities markets: placement of orders, contract note, pay-in and pay-out, trading and settlement cycle, iv. Various risks involved in investing in securities markets; Role of Financial Intermediaries; Stock indices. v. Mutual Funds- meaning concept, definition, types, importance and drawbacks of mutual funds, mutual funds in India, investing in mutual funds, vi. Systematic Investment Plan (SIP) and its advantages.	**6**	Differentiate between open-and closed-end mutual funds, exchange-traded funds, and director in direct real estate investments.	1,2
IV	**Unit 4-Planning for debts and Retirement** i. Consumer credit-Introduction to consumer credit; choosing a source of credit, the cost of credit alternatives, ii. Consumer Legal Protection; iii. Housing Decision: Factors and Finance; Vehicle Decisions. iv. Retirement planning-Meaning of cost of living; retirement need analysis; development of retirement plan, various retirement schemes, v. Estate Planning; Pension and Medicare Planning; Wills.	**3**	Create a financial plan that covers your income needs in retirement and helps protect you and your estate	1,2

TEXT BOOKS:

T1. Madura, J. (2021). *Personal finance* (8th ed.). Pearson.

T2. Gitman, L. J., Joehnk, M. D., & Billingsley, R. (2020). *Personal financial planning* (14th ed.). Cengage Learning.

T3. Dalton, M. A., & Dalton, J. F. (2021). *Fundamentals of financial planning* (8th ed.). Money Education.

REFERENCE BOOKS:

R1 Leimberg, S. R., Satinsky, A., Doyle, R. C., & Jackson, M. S. (2020). *The tools & techniques of financial planning* (12th ed.). The National Underwriter Company.

R2 Dalton, M. A., Dalton, J. F., & Cline, M. D. (2019). *Financial planning: Process and environment* (8th ed). Money Education.

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

CO PO Mapping		
S.N.	**Course Outcome (CO)**	**Mapped Program Outcome**
1	Develop a Cashman agreement strategy and a plan to facilitate the home or automobile buying process.	4, 6,7
2	Design a diversified investment portfolio that addresses overall different investment objectives.	2, 8,9
3	Differentiate between open-and closed-end mutual funds, exchange-traded funds, and direct or indirect real estate investments.	7,8
4	Create a financial plan that covers your income needs in retirement and helps protect you and your estate	5,8,9
5	Develop a record-keeping system, and tax planning strategy based on current financial goals.	4,6,9

SEMESTER – III									
Course Title	**ENGLISH LANGUAGE FOR EXCELLENCE (Communicative English & Soft Skills)**								
Course Code	**23UBPD212R**	**Total Credits: 1**	**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 Arts in Sociology**								
Semester	**Fall/ III semester of Second year of the Programme**								
Course Objectives	1. To enable students to learn, understand and practice different ways of presentation and use of correct grammar. 2. To augment the writing skills in different areas including CV and cover letter writing. 3. To boost productivity and performance at work, this assists in the achievement of professional goals. 4. To evaluate the required attributes in a candidate								
CO1	Develop their writing and speaking skills through various techniques of language use.								
CO2	Analyze and evaluate the workplace scenario in a positive manner.								
CO3	Apply the learned skills in the professional world.								
CO4	Develop the students' ability to cope up in professional environment.								
CO5	Develop their writing and speaking skills through various techniques of language use.								

Unit-No.	Content	Contact Hour	Learning Outcome	KL
I	i. Use of Prepositions ii. Tag questions iii. Simple, complex, compound sentences	**4**	Develop their writing and speaking skills through various techniques of language use.	1,2
II	i. Active and Passive Voice ii. Direct and Indirect speech	**3**	Analyze and evaluate the workplace scenario in a positive manner.	1,2
III	i. The Basics of Writing; avoid ambiguity and vagueness ii. Paragraph Writing iii. Letter Writing Resume, CV and Cover Letter	**6**	Apply the learned skills in the professional world.	1,2
IV	i. SWOT Analysis ii. Self- Regulation iii. Personal Hygiene	**5**	Develop the students' ability to cope up in professional environment.	1,2
V	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,	**6**	Develop their writing and speaking skills through various techniques of language use.	1,3

	vi. Body Language Do's and Don'ts, Doubt Clearing Session.			
VI	i. Importance, ii. Planning, Elements, and Skills assessed; iii. Effectively disagreeing, Summarizing and Attaining the Objective.	**6**	Develop the students' ability to cope up in professional environment.	2,3

TEXT BOOKS:

T1. What Employers Want: The Work skills Handbook-Karen Holmes, 2011 English Grammar in Use, Raymond Murphy4th edition, CUP

REFERENCE BOOKS:

R1 Professional Communication, 2015, by Dr. Prachi Dr. S.K.Singh Word Power Made Easy, Norman Lewis, 15 March 2015

OTHER LEARNING RESOURCES:

Oxford Business English, M. Duckworth, Essen. Bus. Grammar.

CO PO Mapping		
S.N.	**Course Outcome (CO)**	**Mapped Program Outcome**
1	Develop their writing and speaking skills through various techniques of language use.	6,7
2	Analyze and evaluate the workplace scenario in a positive manner.	8,9
3	Apply the learned skills in the professional world.	5,7,8
4	Develop the students' ability to cope up in professional environment.	5,8,9
5	Develop their writing and speaking skills through various techniques of language use.	4,6,8

SEMESTER – IV										
Course Title	**SOCIETIES IN NORTH-EAST INDIA**									
Course Code	**23BASO221R**	**Total Credits: 4** **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 Arts in Sociology**									
Semester	**Spring/ IV semester of Second year of the Programme**									
Course Objectives	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	Synthesised the cultural, historical, and social aspects specific to the North-East region.									
CO2	Apply knowledge to illustrate the development process in North-East India.									
CO3	Identify the impact of globalization on North-East India.									
CO4	Comprehend the structural aspects of socio-economic development.									
CO5	Analyse the impact of Globalization and its issues and challenges									

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.	**12**	The student will understand the Concept of north east India and its demographic structure.	1,2
II	**Understanding the Societies in Northeast India:** 1. Tribes 2. Caste 3. Ethnicity 4. Matrilineal Society	**12**	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, State Formation in the Region (till late Medieval)	**12**	This unit will provide a basic Understanding the composition of social structure and economic development	1,2
IV	**Changing Land Relations in Northeast India** 1. Development 2. Displacement 3. Land Alienation Immigration Issues	**12**	Students will Understand the changing land relationship in North East India	1,2
V	**Globalization and Societies in Northeast India:** 1. Impact of Globalization on the region. 2. Issues and Challenges Privatization of Land	**12**	This unit will help the students to understand the social and economic planning and the barriers	1,2

TEXT BOOKS:

T1. Baruah, S. (2020). *In the name of the nation: India and its Northeast*. Stanford University Press.

T2. Bhaumik, S. (2009). *Troubled periphery: The crisis of India's North East*. SAGE Publications India.

T3. Misra, T. (2014). *India's North-East: Identity, movements, state, and civil society*. Oxford University Press.

REFERENCE BOOKS:

R1. Baruah, Sanjib. (2005). *Durable Disorder: Understanding the Politics of Northeast India*, New Delhi: Oxford University Press

R2. Bhowmik, Subir. (2009). *Troubled Periphery: Crisis of India's Northeast,* New Delhi: Sage Publications

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

	CO PO Mapping	
S.N.	**Course Outcome (CO)**	**Mapped Program Outcome**
1	Synthesised the cultural, historical, and social aspects specific to the North-East region.	1, 3, 6,7
2	Apply knowledge to illustrate the development process in North-East India.	2, 8,9
3	Identify the impact of globalization on North-East India.	2, 4, 7,8
4	Comprehend the structural aspects of socio-economic development.	5,8,9
5	Analyse the impact of Globalization and its issues and challenges	4,6,8

SEMESTER – IV									
Course Title	**MEDICAL SOCIOLOGY**								
Course Code	**23BASO222R**	**Total Credits: 4** **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 Arts in Sociology**								
Semester	**Spring/ IV semester of Second year of the Programme**								
Course Objectives	1. To introduce students to the fundamental concepts and definitions of health. 2. To explore the social determinants and various aspects that influence health. 3. To develop an understanding of the relationship between society and health. 4. To analyze the role of healthcare institutions within a societal context. 5. To examine hospitals as social organizations and their impact on health systems.								
CO1	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. Definition sand Dimensions, Aims and Scope 2. Relationship with Social Institutions 3. Social perspective of Health and Health care Evaluation of Social Medicine: India and Abroad	**12**	Students will be introduced to the Definition and various perspectives on health.	1,2
II	**Social Epidemiology** 1. Social Epidemiology: Health Concepts and Statistics 2. Natural History of Disease 3. Man and Environment Etiology of Social Epidemiology and Ecology of Disease	**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; 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, 2. Specialty, Sanatoria, is pensaries, PHCs, Teaching and Corporate Hospitals 3. Functions of Hospitals 4. Co-ordination and Supervision in Hospitals Community Health Problems	**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 Health Programmes in Rural and Urban Communities	**12**	To understand the concept of sick role from sociological perspective.	1,2,3

TEXT BOOKS:

T1. Cockerham, W. C. (2021). *Medical sociology* (15th ed.) Routledge.
T2. Conrad, P., & Leiter, V. (2023). *The sociology of health and illness: Critical perspectives* (11th ed.) SAGE Publications.
T3. Barkan, S. E. (2023). *Health, illness, and society: An introduction to medical sociology* (2nd ed.) Rowman & Littlefield.

REFERENCE BOOKS:

R1. Conard, Peteret al. (2000).Hand Book of Medical sociology, Prentice Hall, New Jersey.
R2. Dasgupta, R. (1993). Nutritional Planning in India, NIN, Hyderabad.
R3. Albrecht, Gary Land Fitzpatrick, R.(1994). Quality of life healthcare: Advances in Medical sociology, Jai Press, Mumbai.

OTHER LEARNING RESOURCES:

https://www.youtube.com/watch?v=U47iO1kmZPg.https://www.youtube.com/watch?v=o_kme456M_Q.

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

CO PO Mapping		
S.N.	**Course Outcome (CO)**	**Mapped Program Outcome**
1	Highlight the concept of health through sociological lenses.	1,2,3,5
2	Demonstrate the inter-relationship between society and health.	2,4,6,
3	Identify and address community health issues, considering social determinants.	5,7,8
4	Apply knowledge to demonstrate how hospitals function as social institutions.	5,6,8,9
5	Synthesised the concept of sick role from a sociological perspective.	4,6,8

SEMESTER – IV										
Course Title	**POLITICAL SOCIOLOGY**									
Course code	**23BASO223R**	**Total Credits: 4**	**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 Arts in Sociology**								
Semester	**Spring/ IV semester of Second year of the Programme**								
Course Objectives	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. 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	Analyse and interpret the essence of political sociology.									
CO2	Outline the roles of political parties and pressure groups in the functioning of the state.									
CO3	Students shall learn the role of factors such as caste, religion, region, language and other elements in Indian politics.									
CO4	Synthesize information to understand the broader impact of politics on culture and other societal elements.									
CO5	Evaluate the dynamics implications of the relationship between political entities and society.									

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**	Students will 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:

T1 Ritzer, George (2016) (5th edition). Sociological Theory. McGraw-Hill Education
T2 Dobratz, B. A., Waldner, L. K., & Buzzell, T. (2019). *Power, politics, and society: An introduction to political sociology* (2nd ed.). Routledge.

REFERENCE BOOKS:

R1. Rao, Shankar, C.N. (2015) (New edition). Principles of Sociology with and Introduction to Social Thought. S. Chand Publication 11.
R2. Ritzer, George (2016) (5th edition). Sociological Theory. McGraw-Hill Education
R3. 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 (PO)

CO PO Mapping		
S.N.	**Course Outcome (CO)**	**Mapped Program Outcome**
1	Analyse and interpret the essence of political sociology.	1,2,3,5
2	Outline the roles of political parties and pressure groups in the functioning of the state.	2,4,6,
3	Students shall learn the role of factors such as caste, religion, region, language and other elements in Indian politics.	5,7,8
4	Synthesize information to understand the broader impact of politics on culture and other societal elements.	5,6,8,9
5	Evaluate the dynamics implications of the relationship between political entities and society.	4,6,8

SEMESTER – IV									
Course Title	**GENDER SENSITIZATION**								
Course Code	**23BASO224R**	**Total Credits: 4**	**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 Arts in Sociology**								
Semester	**Spring/ IV semester of Second 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. 4. To expose the students to debates on the politics and economics of work. 5. To help students reflect critically on gender violence.								
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 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.	**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, Sexual Harassment at workplace, Coping with Everyday Harassment- Further Reading: "Chupulu". Domestic Violence:	**12**	Students will analyse the gender based violence in different social setting	1,2

	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…."			
V	**Gender and Culture** Just Relationships: Being Together as Equals Mary Kom and Onler Kom. Love and Acid just do not 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

TEXT BOOKS:

T1. Bhrugubanda, U.M.(2022). A World of Equals: A Textbook on Gender. Edited Hesse-Biber, Sharlene Nagy. (2007). *Handbook of Feminist Research: Theory and Praxis.* New Delhi: Sage Publications.

T2. Kumari, Madhu. (2011). *Women Empowerment and Social Change.* New Delhi: Random Publications.

T3. Holmes, Mary. (2007). *What is Gender? Sociological Approaches.* New Delhi: Sage Publications.

T4. Moitra, Shefali. (2002). *Feminist Thought.* Kolkata: Munshiram Manoharlal Publishers.

REFERENCE BOOKS:

R1. Susie Maccoby, Eleaner and Carol Jacklin. (1975). The Psychology of Sex Differences, Stanford, Stanford University Press

R2. Tharu, A. Suneetha and Uma Maheswari Bhrugubanda. Orient Black swan.

R3. Delamont, Sara. (2003). *Feminist Sociology.* London: Sage Publications; Delhi: Sage Publications.

R4. Rege, Sharmila. (2003). *Sociology of Gender.* New Delhi: Sage Publications.

R5. Chakravarti, Uma. (2016). *Thinking Gender, Doing Gender.* Hyderabad: Orient Black Swan.

R6. Prabhakar, Vani. (2012). *Gender Violence: Women Victims in Man's World.* New Delhi: Wisdom Press.

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

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

SEMESTER – IV									
Course Title	**TECHNO- PROFESSIONAL SKILL-II**								
Course Code	**23BASO225R**	**Total Credits: 4**	**L**	**T**	**P**	**S**	**R**	**O/F**	**C**
		Total Hours: 15T+60P	**0**	**1**	**4**	**0**	**0**	**0**	**3**
Pre-requisite	**Nil**	**Co-requisite**	**Nil**						
Programme	**Bachelor of Arts in Sociology**								
Semester	**Spring/ IV semester of Second year of the Programme**								
Course Objectives	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. To develop the knowledge of formulating new ideas and to conduct research as well as develop writing skill								
CO1	Develop knowledge in reading and summarizing complex ideas, including future directions, from sociological concepts existing in society.								
CO2	Develop the ways in recognizing and understanding problems in detail to study them empirically.								
CO3	To develop communication skills in a thoughtful and articulate manner.								
CO4	Develop the ways in which an individual sees and understands society by understanding very intricate units of society.								
CO5	Students will be better equipped to work and live together are equals.								

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 space. 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 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**.**	**4**	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	**2**	It will be enable the students with critical observation skills to watch the given scenario	1,2

TEXT BOOKS:

T1. Leicht, T, Kevin, Fennell, L, (2001). Professional Work: A Sociological Approach. Mary Blackwell Publishers.

REFERENCE BOOKS:

R1. Hartley,J. (2008).Academic WritingandPublishing: A Practical Guide, New York: Taylor and Francis.

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

CO PO Mapping		
S.N.	**Course Outcome (CO)**	**Mapped Program Outcome**
1	Develop knowledge in reading and summarizing complex ideas, including future directions, from sociological concepts existing in society.	1,2,3,5
2	Develop the ways in recognizing and understanding problems in detail to study them empirically.	2,4,6,
3	To develop communication skills in a thoughtful and articulate manner.	5,7,8
4	Develop the ways in which an individual sees and understands society by understanding very intricate units of society.	5,6,8,9
5	Students will be better equipped to work and live together are equals.	4,6,8

SEMESTER – IV									
Course Title	**RURAL- ETHNOGRAPHY**								
Course Code	**23BASO226R**	**Total Credits: 4** **Total Hours: 30T+60P**	**L**	**T**	**P**	**S**	**R**	**O/F**	**C**
			0	**1**	**4**	**0**	**0**	**0**	**3**
Pre-requisite	**Nil**	**Co-requisite**	**Nil**						
Programme	**Bachelor of Arts in Sociology**								
Semester	**Spring/ IV semester of Second year of the Programme**								
Course Objectives	1 Understand rural social structures 2 Examine rural social problems objectively, identifying root causes and their impact on community life. 3 Develop an empathetic approach toward addressing rural social issues. 4 Apply fieldwork research methods, 5 Demonstrate report-writing skills to communicate findings								
CO1	Apply sociological concepts and theories to understand and analyse rural societies								
CO2	Develop critical thinking skills to objectively assess social issues								
CO3	Gain field research experience, utilizing qualitative research methods.								
CO4	Enhance communication skills by documenting and reporting research findings.								
CO5	Foster ethical and responsible sociological practices.								

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.	**6**	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.	**8**	Students will get to Capture first hand experiences of rural communities.	1,2
III	The students would be able to identify the issues of the rural community. Normally a student spends seven hours over one day per week in field work and have to undergo minimum 10 days of field work.	**4**	Students will be able to identify issues of rural societies.	1,2
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	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	**6**	Students will be able to get a good research experience.	1,2

TEXT BOOKS:

T1. Brown, D. L., & Schafft, K. A. (2011). *Rural people and communities in the 21st century: Resilience and transformation*. Polity Press.

T2. Parker, J., & Lyon, S. M. (2016). *Anthropology of rural development: Challenges and trends*. Routledge.

REFERENCE BOOKS:

R1. Doshi, S.L. and P.C. Jain. (1999). Rural Sociology, Jaipur: Rawat Publication

R2. Madan, Vandana. (2004). The Village in India. New Delhi: OUP.

R3. Beteille, A. (1974), Studies in Agrarian Social Structure, Delhi: Oxford University Press.

R4. Dube, S.C. (1955), Indian Village, London: Routledge and Kegan Paul.1

OTHER LEARNING RESOURCES:

https://www.youtube.com/watch?v=5vl4lzjMopY

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

CO PO Mapping		
S.N.	**Course Outcome (CO)**	**Mapped Program Outcome**
1	Apply sociological concepts and theories to understand and analyse rural societies	1,2,3,5
2	Develop critical thinking skills to objectively assess social issues	2,4,6,
3	Gain field research experience, utilizing qualitative research methods.	5,7,8
4	Enhance communication skills by documenting and reporting research findings.	5,6,8,9
5	Foster ethical and responsible sociological practices.	4,6,8

SEMESTER – IV										
Course Title	**BASIC LIFE SAVING SKILLS**									
Course Code	**23UULS212R**	**Total Credits: 2**	**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 Arts in Sociology**								
Semester	**Spring/ IV semester of Second year of the Programme**								
Course Objectives	1 The aim of the course is to provide the learners with basic knowledge and practical skills needed in an emergency fire situation, and to provide appropriate basic management and treatment for injuries. 2. To impart specific skills and knowledge that individuals should acquire and demonstrate after completing a BLS training course. 3. To develop the knowledge and skills necessary to be effective as a first responder to accidents, injuries, and sudden illness.									
CO1	To provide immediate assistance before professional medical help arrives									
CO2	To interact effectively and harmoniously with others, both personally and professionally.									
CO3	Focus on the knowledge and skills needed to effectively recognize, assess, and manage various types of traumatic injuries and emergencies.									
CO4	Understand the principles and purpose of the Triage system in healthcare settings.									
CO5	Identify common medical emergency conditions: stroke, diabetic emergencies, an aphylaxis, respiratory distress, seizures, and allergic reactions.									

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	**6**	Basic Life Support (BLS) are the specific skills and knowledge that individuals should acquire and demonstrate after completing a BLS training course. These outcomes are essential for anyone who may encounter a medical emergency and need to provide immediate assistance before professional medical help arrives	1,2
II	**Soft skills** ● Introduction ● Communications Skills ● Situational Skills ● Team Work ● Other Soft Skills	**6**	Soft skills are a set of personal attributes and abilities that enable students to interact effectively and harmoniously with others, both personally and professionally. These skills are highly valued and can lead to better communication, collaboration, and overall success in various aspects of life	1,2
III	**Trauma emergencies** ● Introduction ● Priorities of Initial approach in pre-hospital care a) Scene safety b) Primary assessment	**8**	Focus on the knowledge and skills needed to effectively recognize, assess, and manage various types of traumatic injuries and emergencies. Essential for healthcare professionals, first responders, and anyone involved in emergency care	1,2

	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 Splinting of broken Limbs			
IV	**Triage system** ● Introduction ● Flow chart approach of Triage ● Triage of Multiple Casualties in Pre-Hospital setting ● Triage of Single casualty	**4**	Understand the principles and purpose of the Triage system in healthcare settings. Describe the different levels of triage (e.g., immediate, delayed, minimal, expectant) and their significance in prioritizing patient care.	1,2
V	**Medical emergencies** ● Introduction ● Victim centred approach in medical emergency ● Management of :- a) seizures b) heart attack c) asthma d) diabetic emergencies	**6**	Identify common medical emergency conditions: Learners should be able to recognize and differentiate between common medical emergencies, including myocardial infarction (heart attack), stroke, diabetic emergencies, anaphylaxis, respiratory distress, seizures, and allergic reactions.	1,2

TEXT BOOK:

T1. American Heart Association. (2020). *Basic Life Support (BLS) Provider Manual*. American Heart Association.

T2. American Red Cross. (2021). *Basic Life Support (BLS) Participant's Manual*. American Red Cross.

T3. National Safety Council. (2019). *Advanced First Aid & BLS Participant Textbook*. National Safety Council.

REFERENCE BOOKS:

R1. Nancy Caroline's Emergency Care in the streets Seventh edition by Jones and Bartlett

R2. First Aid book by L C Gupta

R3. Official CPR First Aid. (n.d.). *BLS - Basic Life Support (E-Book)*. Official CPR First Aid.

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

	CO PO Mapping	
S.N.	**Course Outcome (CO)**	**Mapped Program Outcome**
1	To provide immediate assistance before professional medical help arrives	2,3,5
2	To interact effectively and harmoniously with others, both personally and professionally.	2,4,6,
3	Focus on the knowledge and skills needed to effectively recognize, assess, and manage various types of traumatic injuries and emergencies.	5,7,8
4	Understand the principles and purpose of the Triage system in healthcare settings.	5,6,8,9
5	Identify common medical emergency conditions: stroke, diabetic emergencies, an aphylaxis, respiratory distress, seizures, and allergic reactions.	4,6,8

SEMESTER – V									
Course Title	**INDUSTRIAL SOCIOLOGY**								
Course Code	**23BASO311R**	**Total Credits: 4** **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 Arts in Sociology**								
Semester	**Fall / V semester of Third year of the Programme**								
Course Objectives	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	Understand the foundational concepts and theories related to the sociology of industry and its role in shaping social and economic structures.								
CO2	Analyse and explain the structure, functions, and types of various organizations, including their impact on society and the workforce.								
CO3	Evaluate the formation, role, and functions of trade unions and assess their influence on labour rights and industrial relations.								
CO4	Assess the significance of labour welfare programs in ensuring the well-being of workers and their social impact in industrial settings.								
CO5	Investigate the relationship between industrialization, labour, and social change, including the challenges faced by workers in contemporary industries.								

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 Sociology in India	**9**	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	**9**	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 in India	**9**	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 3. Advantages and Disadvantages, of Trade Unions	**9**	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	**9**	Students will learn about the various industrial developments in India.	1,2

TEXT BOOKS:

T1. Saxsena R.C. (2006). Labour Problems and Social welfare, Meerut: K. Nath and Co.

T2. Alam, G. (2018). *Industrial sociology*. New Delhi: Atlantic Publishers & Distributors.

REFERENCE BOOKS:

R1. Monappa, Arun. (1985). Industrial Relations in India, Tata McGraw Hill, New Delhi.

R2. Schneider, Eugene, V. (1971). Industrial Sociology. New Delhi: Tata Mcgraw Hill Publishing Company Ltd.

R3. Gisbert, Pascal. (1972) Fundamentals of Industrial Sociology, New Delhi, Tata Mcgraw Hill

R4. Davis, Keith. (1984) Human Behaviour at work, New Delhi, Mcgraw Hill

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

CO PO Mapping		
S.N.	**Course Outcome (CO)**	**Mapped Program Outcome**
1	Understand the foundational concepts and theories related to the sociology of industry and its role in shaping social and economic structures.	1,2,3,5
2	Analyse and explain the structure, functions, and types of various organizations, including their impact on society and the workforce.	2,4,6,
3	Evaluate the formation, role, and functions of trade unions and assess their influence on labour rights and industrial relations.	5,7,8
4	Assess the significance of labour welfare programs in ensuring the well-being of workers and their social impact in industrial settings.	5,6,8,9
5	Investigate the relationship between industrialization, labour, and social change, including the challenges faced by workers in contemporary industries.	4,6,8

SEMESTER – V									
Course Title	**CLASSICAL SOCIOLOGICAL THOUGHTS**								
Course Code	**23BASO312R**	**Total Credits: 4**	**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 Sociology**								
Semester	**Fall / V semester of Third year of the Programme**								
Course Objectives	1. The objective of the paper is to give an insight into sociological thought concerning the origin and development of sociology. 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. 3. The objective of the Paper is to acquaint the students of Sociology with the discipline toward notions and concepts								
CO1	Demonstrate the nature, scope, and importance of sociology and its association with classical sociological thoughts.								
CO2	Identify the elementary notions of social theory and their relevance in understanding societal structures.								
CO3	Analyse the relationship of classical social theories with the contemporary nature of society and social phenomena.								
CO4	Appraise the necessity of studying the basic concepts and original texts of key sociologists like Karl Marx, Emile Durkheim, Max Weber, and Herbert Spencer.								
CO5	Evaluate the contributions of classical sociological theories in addressing modern societal challenges and fostering critical thinking.								

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	**9**	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.	**9**	Students will learn major theories and concepts related to the disciplines of sociology and biology	1,2
III	**Emile Durkheim**: Idea of Social Facts; Social Solidarity Mechanical and Organic, Social Consciousness and Collective Representation; Theory of Suicide; Theory of Religion	**9**	This unit will provide a basic understanding of the Emile Durkheim's reading on Solidarity, Division of labour and Collective Conscience.	1,2
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.	**9**	Students will understand the differences between two most important sociologists Weber and Marx.	1,2

V	**Talcott Persons**: Theory of action, Social system and pattern variable. Functionalism **Robert K Merton**: Reference Group, Functionalism, Manifest and latest function. Merton's Concepts of Middle Range Theories	**9**	This unit will help students to understand the sociological theories of Persons and	1,2

TEXT BOOKS:

T1 Giddens, A., Duneier, M., Appelbaum, R. P., & Carr, D. (2017). *Introduction to sociology* (10th ed.). W.W. Norton & Company.

T2. Ritzer, G., & Stepnisky, J. (2022). *Contemporary sociological theory and its classical roots: The basics* (6th ed.). SAGE Publications.

T3. Giddens, Anthony, 2010, Sociology, 6th edition, Polity Press.

REFERENCE BOOKS:

R1. Goldthore, J.K., 1985, An Introduction to Sociology, Cambridge University Press.

R2. Ogburn and Nimkoff, 1966, A Handbook of Sociology, New Delhi: Eurasia Publication House (Pvt) Ltd.

R3. Radcliffe Brown, A.R., 1976, Structure and Function in Primitive Society, Free Press.

R4. Rawat, H K, 2010, Sociology: Basic concepts, Jaipur: Rawat Publications.

R5. Ritzer, George, 1996, Classical Sociological Theory, New York: McGraw Hill.

R6. Sharma, Ram Nath, 1993, Principles of Sociology, Bombay: Media Promoters and Publication Pvt Ltd

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

CO PO Mapping		
S.N.	**Course Outcome (CO)**	**Mapped Program Outcome**
1	Demonstrate the nature, scope, and importance of sociology and its association with classical sociological thoughts.	1,2,3,5
2	Identify the elementary notions of social theory and their relevance in understanding societal structures.	2,4,6,
3	Analyse the relationship of classical social theories with the contemporary nature of society and social phenomena.	5,7,8
4	Appraise the necessity of studying the basic concepts and original texts of key sociologists like Karl Marx, Emile Durkheim, Max Weber, and Herbert Spencer.	5,6,8,9
5	Evaluate the contributions of classical sociological theories in addressing modern societal challenges and fostering critical thinking.	4,6,8

SEMESTER – V									
Course Title	**INDIAN SOCIETY: ISSUES AND PROBLEMS**								
Course Code	**23BASO123R**	**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 Sociology**								
Semester	**Fall / V semester of Third year of the Programme**								
Course Objectives	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 conceptual meaning, nature, and significance of social problems in society.								
CO2	Analyse emerging contemporary social issues and their implications for societal development.								
CO3	Develop the ability to identify and critically examine the roots of social problems within Indian society.								
CO4	Relate social problems to sociological theories and frameworks for better understanding and resolution.								
CO5	Propose and evaluate measures, including policy interventions and community-based approaches, to address social problems effectively.								

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	**9**	Student will understand the meaning and concept of social problems and its types.	1,2
II	**Structural & Familial problems** 1. Poverty 2.Iinequality of caste and gender, 3. Disharmony – religious and ethnic, minorities 4. Dowry, domestic violence, divorce 5. Problems faced by weaker sections	**9**	Students will learn about the major social problems of India.	1,2
III	**Developmental and Disorganizational 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 suicide	**9**	This unit will provide a basic understanding of the contemporary social problems of India.	1,2
IV	**Theoretical Perspectives on Social Problems** 1. Functionalism 2. Conflict Perspective 3. Symbolic Interactionism	**9**	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	**9**	Students will be introduced to the measures taken by state	1,2

	3. Roles of NGO and civil society		and other organisations to eradicate social problems.	

TEXT BOOKS:

T1. Ahuja Ram. (2009). Social Problems in India. Rawat Publications, Jaipur.
T2. Altekar, A.S. (2005). Position of Women in Hindu Civilization. Delhi: Motilal Banarsi Dass Publishers Pvt Ltd.
T3. Leon-Guerrero, Anna &Zentgra, Kristine (Eds.) 2009. Contemporary Readings in Social Problem, Long Beach: Pacific Lutheran University.

REFERENCE BOOKS:

R1. Beteille, Andre. (1992). Backward Classes in Contemporary India, New Delhi: OUP
R2. Kothari, Rajani (Ed.). (1973). Caste in Indian Politics
R3. Beteille, Andre. (1974). Social Inequality, New Delhi: OUP
R4. Satya Murty, T.V. (1996). Region, Religion, Caste, Gender and Culture in Contemporary India. New Delhi: OUP

OTHER LEARNING RESOURCES:

https://www.youtube.com/watch?v=tNx6ybEBSPE.
https://www.youtube.com/watch?v=i8QU9zIvuCU.

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

CO PO Mapping		
S.N.	**Course Outcome (CO)**	**Mapped Program Outcome**
1	Understand the conceptual meaning, nature, and significance of social problems in society.	1,2,3,5
2	Analyse emerging contemporary social issues and their implications for societal development.	2,4,6,
3	Develop the ability to identify and critically examine the roots of social problems within Indian society.	5,7,8
4	Relate social problems to sociological theories and frameworks for better understanding and resolution.	5,6,8,9
5	Propose and evaluate measures, including policy interventions and community-based approaches, to address social problems effectively.	4,6,8

SEMESTER – V									
Course Title	**SOCIOLOGY OF DEVELOPMENT**								
Course Code	**23BASO314R**	**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 Arts in Sociology**								
Semester	**Fall / V semester of Third year of the Programme**								
Course Objectives	1. To acquaint the students with the conceptual meaning of the sociology of development. 2. To acquaint the students with the models of economic development. 3. To familiarize the students with the structural aspects of development.								
CO1	Understand the concept, various types, and theoretical models of development.								
CO2	Analyse different types and models of development and their applications in diverse social contexts.								
CO3	Examine the relationship between social structure and the process of development, highlighting their interdependence.								
CO4	Understand the significance of planning and policy-making in achieving sustainable development goals.								
CO5	Evaluate the impact of development processes on societal transformation and address related challenges.								

Unit-No.	**Content**	**Contact Hour**	**Learning Outcome**	**KL**
I	Scope of Sociology of Development: Meaning of development and under-development Social development Economic development Human development	**9**	The student will understand the concept of development and its dimensions	1,2
II	Models of Economic Development: Capitalism Socialism Mixed Economy	**9**	The students will learn the models of economic development	1,2,3
III	Composition of Social Structure and Economic Development: Population, Urbanization, Communication Preservation and Proper utilization of Natural Resources Establishment of Industry	**9**	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	**9**	Students will understand the structural aspects of socio-economic development	1,2,3
V	Planning in India: 1. Social and economic planning in India 2. Socio- Cultural Barriers of Socio-economic development	**9**	This unit will help the students to understand the social and economic planning and the barriers	1,2

TEXT BOOKS:

T1. Martha C. Nussbaum. 2000. *Women and Human Development –The Capabilities Approach,* Kali for Women.
T2. Giddens, Anthony, 2010, Sociology, 6th edition, Polity Press.
T3. Sen, A. (2000). *Development as Freedom.* New Delhi, Oxford University Press

REFERENCE BOOKS:

R1.Jean Dreze& Amartya Sen. 1995. *India: Economic Development and Social Opportunity*, OUP.
R2. Smelser, N.J. (1963). The Sociology of Economic Life. Prentice Hall of India, Delhi.
R3. Mehta S.R. (1966). Dynamics of Development: A Sociological Perspective. Gyan Publishing House, Delhi
R4. Preston, P.W. (1996). Development Theory – An Introduction, Oxford, Blackwell.
R5. Dreze, Jean and Amartya Sen. (1996). Indian Economic Development and Social Opportunity, Oxford University Press, Delhi.

OTHER LEARNING RESOURCES:

1. https://www.youtube.com/watch?v=uO4gSrTQ0zI&t=345s

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

CO PO Mapping		
S.N.	**Course Outcome (CO)**	**Mapped Program Outcome**
1	Understand the concept, various types, and theoretical models of development.	1,2,3,5
2	Analyze different types and models of development and their applications in diverse social contexts.	2,4,5,6
3	Examine the relationship between social structure and the process of development, highlighting their interdependence.	5,7,8
4	Understand the significance of planning and policy-making in achieving sustainable development goals.	5,6,8,9
5	Evaluate the impact of development processes on societal transformation and address related challenges.	4,5,6

SEMESTER – V									
Course Title	**GLOBALIZATION AND SOCIETY**								
Course Code	**23BASO314R**	**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 Sociology**								
Semester	**Fall / V semester of Third year of the Programme**								
Course Objectives	1. The paper aims to introduce the concept, characteristics and issues 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	Analyse the historical, cultural, and economic impacts of globalization on societies.								
CO2	Evaluate globalization's influence on social structures, identities, and cultural exchanges								
CO3	Examine the effects of globalization on trade, labour markets, and economic disparities.								
CO4	Assess the role of policies and institutions in addressing globalization's challenges.								
CO5	Propose solutions to environmental, social, and ethical issues caused by globalization.								

Unit-No.	**Content**	**Contact Hour**	**Learning Outcome**	**KL**
I	History and Social Context of Globalization: 1. Capitalism, Modernization and globalization; 2. Characteristics of Globalization; 3. Role of Information and Communication Technology 4. Advantages and Disadvantages of Globalization	**9**	Gain knowledge about the concept of globalization	1,2
II	Agencies of Globalization: 1. Agencies of Globalization 2. Multinational Corporations 3. Nation-State, Media, Market, Non-Governmental Organizations, 4. International Agencies (IMF, World .Bank etc)	**9**	Will know about the agencies of globalization	1,2
III	Globalization and Culture: 1. Ethos: Unbridled Freedom, Individualism, Consumerism 2. Cultural Homogenization, 3. Hegemony and Dominance 4. Global Tourism 5. Diasporic Communities	**9**	Can analyze 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. Socio-economic Impact of Globalization 4. Impact of Globalization on Poor and Women	**9**	Impact of 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	**9**	Gain knowledge on globalization process in India.	1,2

TEXT BOOKS:

T1. Hopper, Paul. (2007).Understanding Cultural Globalization. Polity.
T2. Jean T. (2002). The hidden dimension of globalization: What is at stake geo culturally? Global Policy Forum, New York.

REFERENCE BOOKS:

R1. Giddens, Anthony. (1996). Global Problems and Ecological Crisis in Introduction to sociology 2nd edition, WW Norton and Co., New York.
R2. Tomlinson, John. (1999) Globalization and Culture. Chicago University Press.
R3. Appadurai, Arjun. (1997). Modernity at large: Cultural Dimensions of Globalization, Oxford University Press, New Delhi.

OTHER LEARNING RESOURCES:

1. https://www.researchgate.net/publication/297676601_Globalization_Its_Effects
2. https://www.researchgate.net/publication/274640873_Understanding_Globalization_and_its_Future_An Analysis

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

CO PO Mapping		
S.N.	**Course Outcome (CO)**	**Mapped Program Outcome**
1	Analyze the historical, cultural, and economic impacts of globalization on societies.	1,2,3
2	Evaluate globalization's influence on social structures, identities, and cultural exchanges	2,4,6
3	Examine the effects of globalization on trade, labor markets, and economic disparities.	5,7,8
4	Assess the role of policies and institutions in addressing globalization's challenges.	5,6,8,9
5	Propose solutions to environmental, social, and ethical issues caused by globalization.	4,5,8

SEMESTER – VI									
Course Title	**CONTEMPORARY SOCIOLOGICAL THOUGHTS**								
Course Code	**23BASO321R**	**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 Sociology**								
Semester	**Spring / VI semester of Third year of the Programme**								
Course Objectives	1. Understand the historical emergence of sociology as a discipline. 2. Identify key thinkers and their contributions across major sociological traditions. 3. Connect classical sociological theories with contemporary applications in addressing social issues.								
CO1	Apply abstract sociological concepts in personal and academic work.								
CO2	Engage actively and collaboratively in creating a dynamic learning environment.								
CO3	Familiarize students with various theoretical frameworks shaping sociology.								
CO4	Analyze the sociological perspectives of structural-functionalism, conflict, critical, and interpretative schools.								
CO5	Evaluate sociological theories to deepen understanding of social phenomena.								

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**	Student will understand about the different theories forwarded by some significant sociologists	1,2
II	**Structuralism-** Levi- Strauss and S. F. Nadel	**4**	Students will learn about the theory of structuralism and who propounded it	1,2
III	**Conflict Perspective:** Functional Analysis: Lewis Coser, Dialectics of Conflict: Ralf Dahrendor	**5**	Students will learn the view point of conflict theorists	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**	Students will understand the theories and theorists relating to critical school of thought in sociology	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**	Students will be able to understand the new and interpretative school of thought in the field	1,2

TEXT BOOKS:

T1. Turner, H. Jonathan (2012).Contemporary Sociological Theory. Sage Publication

T2. Abraham, M. Francis (2010) (2nd edition). Contemporary Sociology. Oxford Publication

T3. Rao, Shankar, C.N. (2015) (New edition). Principles of Sociology with and Introduction to Social Thought. S. Chand Publication

T 4. Ritzer, George (2016) (5th edition). Sociological Theory. McGraw-Hill Education

REFERENCE BOOKS:

R1. Turner, H. Jonathan (2012).Contemporary Sociological Theory. Sage Publication

R2. Rao, Shankar, C.N. (2015) (Newedition). Principles of Sociology with and Introduction to Social Thought. S. Chand Publication

R3. Morrison, Ken (1995) Marx, Weber, Durkheim: Formations of Modern Social Thought. Sage Publication

R4. Coser, A.Lewis, Rosenberg, Bernard (2006) Sociological Theory. McGraw-Hill Education

OTHER LEARNING RESOURCES:

https://www.kunainital.ac.in/images/document/Syllabus_M._A._IV_sem_Socio.pdf

https://www.su.se/polopoly_fs/1.529376.1606735775!/menu/standard/file/Modern%20sociologisk%20teori%20PM_VT21.pdf

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

CO PO Mapping		
S.N.	**Course Outcome (CO)**	**Mapped Program Outcome**
1	Apply abstract sociological concepts in personal and academic work.	1, 3 & 4
2	Engage actively and collaboratively in creating a dynamic learning environment.	2,5,6
3	Familiarize students with various theoretical frameworks shaping sociology.	3,5
4	Analyze the sociological perspectives of structural-functionalism, conflict, critical, and interpretative schools.	6,7
5	Evaluate sociological theories to deepen understanding of social phenomena.	1,2,9

SEMESTER – VI									
Course Title	**SOCIOLOGY OF SOCIAL MOVEMENT**								
Course Code	**23BASO322R**	**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 Arts in Sociology**								
Semester	**Spring / VI semester of Third year of the Programme**								
Course Objectives	1. To understand the foundational concepts and classifications of social movements. 2. To explore and evaluate major sociological theories explaining social movements. 3. To analyze the role of socio-religious movements in shaping Indian society. 4. To examine the historical and contemporary struggles of backward castes and tribal communities. 5. To investigate the emergence of new social movements								
CO1	Identify and explain key concepts and types of social movements.								
CO2	Apply theoretical frameworks to analyze different social movements.								
CO3	Describe the contributions of socio-religious movements to societal transformation.								
CO4	Analyze the social, political, and cultural impacts of backward caste and tribal movements in India.								
CO5	Critically evaluate the causes, goals, and impacts of new social movements, such as women's rights, human rights, and environmental activism								

Unit-No.	Content	Contact Hour	Learning Outcome	KL
I	**Social Movement** 1. Definition of Social Movement 2. Characteristics and Types of Social Movement 3. Causes of Social Movement	**9**	Aware about the basic concepts, types and causes of social movements	1,2
II	**Theories on Social Movements** 1. Structural-functional 2. Weberian 3. Marxist	**9**	Learn the theories on social movements	1,2
III	**Socio-Religious Movements** 1. Brahma Samaj 2. Arya Samaj 3. Ramakrishna Movement 4. SNDP Movement	**9**	Students will be aware about the socio-religious movements that occurred in India	1,2
IV	**Backward Castes and Tribal Movement in India** 1. Mahar Movement 2. Dalit Panther Movement 3. The Santhal Insurrection 4. Bodo Movement	**9**	Unit IV is about, backward castes and Tribal Movement in India	1,2
V	**New Social movements:** 1. Women's Movement 2. Human Rights Movement 3. Student Movement 4. Environmental Movement 5. Anti- Globalization Movement	**9**	In the 5th Unit students learns about women's Movement, Human Rights Movement and so on	1,2

TEXT BOOKS:

T1. Buechler, S. M. (2011). *Understanding social movements: Theories from the classical era to the present* (2nd ed.). Paradigm Publishers.
T2. Della Porta, D., & Diani, M. (2021). *Social movements: An introduction* (4th ed.). Wiley-Blackwell.
T3.Tarrow, S. (2011). *Power in movement: Social movements and contentious politics* (3rd ed.). Cambridge University Press.

REFERENCE BOOKS:

R1. Omvelt, Gail. (1993). Social Movements in India. Rowman & Littlefield, INC, Oxford.
R2. Rao, M.S.A. (1979). Social Movements in India. New Delhi: Manohar.
R3. Shah, G. (2012). Social Movements in India: A Review of Literature. New Delhi: Sage Publications.
R4. Singh, K.S. (1982). Tribal Movements in India. Foundation Publication, New Delhi.

OTHER LEARNING RESOURCES:

1. [Introduction to Social Movements – YouTube](https://youtu.be/y7YPTD7QwR4)
2. [Social Movements in India – YouTube] (https://youtu.be/qhMatTjdgZE)

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

CO PO Mapping		
S.N.	**Course Outcome (CO)**	**Mapped Program Outcome**
1	Identify and explain key concepts and types of social movements.	1, 2& 4
2	Apply theoretical frameworks to analyze different social movements.	2,5,6
3	Describe the contributions of socio-religious movements to societal transformation.	3,5,7
4	Analyze the social, political, and cultural impacts of backward caste and tribal movements in India.	6,7
5	Critically evaluate the causes, goals, and impacts of new social movements, such as women's rights, human rights, and environmental activism	1,2,7, 9

SEMESTER – VI									
Course Title	**ETHNOGRAPHY-RURAL AND URBAN**								
Course Code	**23BASO323R**	**Total Credits: 3**	**L**	**T**	**P**	**S**	**R**	**O/F**	**C**
		Total Hours: 15T+60P	**0**	**1**	**4**	**0**	**0**	**0**	**3**
Pre-requisite	**Nil**	**Co-requisite**	**Nil**						
Programme	**Bachelor of Arts in Sociology**								
Semester	**Spring / VI semester of Third year of the Programme**								
Course Objectives	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	Understand the social reality in the rural context.								
CO2	Understand rural social problems objectively.								
CO3	Build awareness regarding people's sensitivities in dealing with social issues.								
CO4	Develop a nuanced understanding of the cultural, social, and economic interrelations between rural and urban communities through ethnographic methods.								
CO5	Acquire hands-on experience in conducting field research, including data collection, analysis, and interpretation, to address societal challenges in diverse settings.								

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.	**5**	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.	**5**	Students will get to Capture first hand experiences of rural communities.	1,2
III	The students would be able to identify the issues of the rural community. Normally a student spends seven hours over one day per week in field work and have to undergo minimum 10 days of field work.	**5**	Students will be able to identify issues of rural societies.	1,2

TEXT BOOKS:

T1. Ameri, A. (2015). *Rural and urban sociology*. New Delhi: Atlantic Publishers & Distributors.
T2. Giddens, A., Duneier, M., Appelbaum, R. P., & Carr, D. (2017). *Introduction to sociology* (10th ed.). W.W. Norton & Company.
T3. Dube, S.C. (1955), Indian Village, London: Routledge and Kegan Paul. 1

REFERENCE BOOKS:

R1. Doshi, S.L. and P.C.Jain. (1999). Rural Sociology, Jaipur: Rawat Publication
R2. Madan, Vandana. (2004). The Village in India. New Delhi: OUP.
R3. Desai, A.R. (1969). Rural Sociology in India, Bombay: Popular Prakashan.

OTHER LEARNING RESOURCES:

https://www.youtube.com/watch?v=5vl4lzjMopY

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

CO PO Mapping		
S.N.	**Course Outcome (CO)**	**Mapped Program Outcome**
1	Understand the social reality in the rural context.	2& 4
2	Understand rural social problems objectively.	2,5,6
3	Build awareness regarding people's sensitivities in dealing with social issues.	3,5,7
4	Develop a nuanced understanding of the cultural, social, and economic interrelations between rural and urban communities through ethnographic methods.	3, 6,7
5	Acquire hands-on experience in conducting field research, including data collection, analysis, and interpretation, to address societal challenges in diverse settings.	1,2,7, 9

SEMESTER – VI									
Course Title	**SOCIAL CHANGE, CULTURE AND DEVELOPMENT**								
Course Code	**23BASO323R**	**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 Sociology**								
Semester	**Spring / VI semester of Third year of the Programme**								
Course Objectives	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 the concept of culture and socialization and also to make the students realize the role of culture and socialization in shaping human personality.								
CO2	Make the students understand the necessity of social control in human society and also the mechanisms through which social control is exercised in human society.								
CO3	Alert regarding certain behavior which is not acceptable in human society								
CO4	Students will be able to identify the factors of social change.								
CO5	Ability to critically analyze the obstacles that are coming in the way to social change.								

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	**9**	Student will learn about the concept of culture, socialization and social control	1,2,3
II	**Social change:** 1. Concept of Social Change 2. Evolutions and revolution 3. Progress and Development 4. Traditional Views of Change and Development 5. Social and Cultural Factors of Development	**9**	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	**9**	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 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	**9**	Students will be familiar with the factors of social change.	1,2,3

V	**Obstacles to Social Change** 1. Cultural obstacles 2. Social obstacles 3. Political obstacles 4. Barriers to Economic Development 5. Problems of Rural Development	**9**	Students will critically analyze the obstacles that are coming in the way to social change.	1,2

TEXT BOOKS:

T1. Sharma K.L. (2008) Indian Social Structure and Change Jaipur: Rawat Publications

T2 Harlambos & Holborn.(2000). Sociology. London: Harper- Collins.

T3 Rao, C.N.(2001).Sociology, Rawat Publications, Jaipur.

REFERENCE BOOKS:

R1. Harlambos, M. (1998): Sociology: Themes and Perspective, New Delhi: Oxford University Press.

R2 Moore W.E. (1974) Social Change, New Delhi: Prentice Hall of India Private Limited

R3 Dube S.C. (1994) Tradition and Development, New Delhi: Vikas Publishing House Pvt.Ltd.

OTHER LEARNING RESOURCES:

1. https://youtu.be/S258bwp0sJY
2. https://youtu.be/K-RvJQxqVQc

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

CO PO Mapping		
S.N.	**Course Outcome (CO)**	**Mapped Program Outcome**
1	Understand the concept of culture and socialization and also to make the students realize the role of culture and socialization in shaping human personality.	1,2,3& 4
2	Make the students understand the necessity of social control in human society and also the mechanisms through which social control is exercised in human society.	2,5,6
3	Alert regarding certain behavior which is not acceptable in human society	3,5,7
4	Students will be able to identify the factors of social change.	3, 6,7, 9
5	Ability to critically analyze the obstacles that are coming in the way to social change.	1,2,7, 9

Assam down town University

Curriculum and Syllabus

Bachelor of Social Work

OUTCOME BASED EDUCATION FRAMEWORK

CHOICE BASED CREDIT SYSTEM

Version: 2.1

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

July,2023

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 Board of Studies (BOS) meeting of the Faculty of Humanities and Social Sciences held on dated 20/06/2023 and approved by the Emergent Academic Council (AC) meeting held on dated 28/07/2023.

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

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. Programme 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.

PEO 5: Graduates will demonstrate professional ethics, integrity, and social responsibility in their personal and professional lives, fostering ethical decision-making and respectful engagement with diverse communities.

IV. Programme 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. Programme Outcome(POs):

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: 135

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 programme coordinators should upload the in-semester marks to the ERP and forward acknowledgement of all the courses of the programme 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 programme 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 Programme 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 x 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.

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

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, Gi is the Grade Point secured in the i^{th} registered Course and Ci 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, Gi is the Grade Point secured in the ith completed Course and Ci is the Credit (weight)of that Course.

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

(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.

Breakdown of Credits

Sl. No	Category		Total number of Credits
1	University Core (UC)	Skill Enhancement Course (SEC)	4
		Ability Enhancement Course (AEC)	8
		Multidisciplinary Course (MDC)	2
		Discipline Specific Elective (DSE)	6
		Value Added Course (VAC)	1
2	University Elective (UE)	Multidisciplinary Course (MDC)	7
		Value Added Course (VAC)	8
3	Programme Core (PC)	Discipline Specific Core (DSC)	60
		Field Training	3
		Research /Industry Internship	9
		Summer Internship	3
4	Programme Elective (PE)	Discipline Specific Elective (DSE)	15
		Value Added Course (VAC)	9
5	Faculty Core (FC)	Skill Enhancement Course (SEC)	0
		Ability Enhancement Course (AEC)	0
Total			**135**

Breakdown by categories of courses

Sl no	Category	Credits	%
1.	Humanities & Social Sciences	126	93.34**%**
2.	Engineering	3	2.22**%**
3.	Commerce and Management	3	2.22**%**
4.	Science	2	1.48**%**
5.	Paramedical	1	0.74**%**
	Total	**135**	**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.	23BSWO111R	Introduction to Social Work Profession	DSC (Major)	4	0	0	0	0	0	4	40	60	0	100
	2	23BSWO112R	Orientation Visit	DSC (Major)	0	0	0	16	0	0	4	0	0	100	100
	3	23BSWO113R	Introduction to Indian Society	DSC (Minor)	2	0	0	0	0	0	2	40	60	0	100
	4	23BSWO114R	Globalization and Society	DSC (Minor)	2	0	0	0	0	0					
	5	23BACE111R	MOOCS I (COURSERA)	DSE	0	0	0	4	0	0	1	0	0	100	100
	6	23BSWO116R	Community Services I	Field Training	0	0	0	0	0	8	1	0	0	100	100
	7	23UBPD112R	Elementary English	AEC	0	0	4	0	0	0	2	0	0	100	100
	8	23UBEC111R	Extra-Curricular	VAC	0	0	0	4	0	0	1	0	0	100	100
	Total				**7**	**0**	**4**	**20**	**0**	**8**	**15**	**80**	**120**	**500**	**700**

	S. N.	Course Code	Course Title	Course Category	Engagement							Maximum Marks for			
					L	T	P	S	R	O	C	IA*	SEE*	PE*	Total
Semester II	1.	23BSWO121R	Social Case Work	DSC (Major)	4	0	0	0	0	0	4	40	60	0	100
	2	23BSWO122R	Community Organisation and Development	DSC (Major)	4	0	0	0	0	0	4	40	60	0	100
	3	23BSWO123R	Concurrent Field Work I	DSC (Major)	0	0	0	16	0	0	4	0	0	100	100
	4	23UBES101R	Environmental Studies	MDC	2	0	0	0	0	0	2	40	60	0	100
	5	23BACE122R	MOOCS II (COURSERA)	DSE	0	0	0	4	0	0	1	0	0	100	100
	6	23BSWO124R	Community Services II	Field Training	0	0	0	0	0	8	1	0	0	100	100
	7	23UBPD122R	Implicit English	AEC	0	0	4	0	0	0	2	0	0	100	100
	8	23UBEC121R	Extra-Curricular	VAC	0	0	0	4	0	0	1	0	0	100	100
	Total				**10**	**0**	**4**	**24**	**0**	**8**	**19**	**120**	**180**	**500**	**800**

	S. N.	Course Code	Course Title	Course Category	Engagement							Maximum Marks for			
					L	T	P	S	R	O	C	IA*	SEE*	PE*	Total
Semester III	1.	23BSWO211R	Social Entrepreneurship	DSC (Major)	4	0	0	0	0	0	4	40	60	0	100
	2	23BSWO212R	Social Work with Groups	DSC (Major)	4	0	0	0	0	0	4	40	60	0	100
	3	23BSWO213R	Social Welfare Administration and NGO Management	DSC (Major)	4	0	0	0	0	0	4	40	60	0	100
	4	23BSWO214R	Concurrent Field Work II	DSC (Major)	0	0	2	2	3	10	3	0	0	100	100
	5	23BSWO215R	Contemporary Areas of Social Concerns	DSC (Minor)	4	0	0	0	0	0	4	40	60	0	100
		23BSWO216R	Child Protection and Child Rights		4	0	0	0	0	0					
	6	23BACE133R	MOOCS III (COURSERA)	DSE	0	0	0	4	0	0	1	0	0	100	100
	7	23BSWO217R	Community Services III	Field Training	0	0	0	0	0	8	1	0	0	100	100
	8	23UULS212R	Basic Life Saving Skills	SEC	0	0	2	0	0	0	1	0	0	100	100
	9	23UBPD212R	English Language for Excellence	AEC	0	0	4	0	0	0	2	0	0	100	100
	10	23UUFL221R	Personal Financial Planning	SEC	0	0	2	0	0	0	1	0	0	100	100
	11	23BAGE212R	MOOCS (Generic Elective-I)	MDC	0	0	0	4	0	0	1	0	0	100	100
	12	23UBEC211R	Extra-Curricular/ Co-Curricular	VAC	0	0	0	4	0	0	1	0	0	100	100
	Total				**20**	**0**	**10**	**14**	**3**	**18**	**27**	**160**	**240**	**800**	**1200**

	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.	23BSWO221R	Social Action	DSC (Major)	4	0	0	0	0	0	4	40	60	0	100
	2	23BSWO222R	Introduction to Social Psychology	DSC (Major)	3	0	0	0	0	0	3	40	60	0	100
	3	23BSWO223R	Research Methodology for Social Work	DSC (Major)	3	0	0	0	0	0	3	40	60	0	100
	4	23BSWO224R	Concurrent Field Work III	DSC (Major)	0	0	2	0	6	8	3	0	0	100	100
	5	23BSWO225R	Social Work with Differently Abled	DSC (Minor)	3	3	0	0	0	0	3	40	60	0	100
		23BSWO226R	Social Work in Conflict Resolution		3	3	0	0	0	0					
	6	23BSWO227R	Rural Development	DSC (Minor)	3	0	0	0	0	0	3	40	60	0	100
		23BSWO228R	Tribal Development		3	0	0	0	0	0					
	7	23UULS221R	Basic Acclimatization Skill	SEC	0	0	2	0	0	0	1	0	0	100	100
	8	23UBPD222R	English for Employability	AEC	0	0	4	0	0	0	2	0	0	100	100
	9	23UCDL222R	Digital Literacy	SEC	0	0	2	0	0	0	1	0	0	100	100
	10	23BAGE221R	MOOCS (Generic Elective-II)	MDC	0	0	0	4	0	0	2	0	0	100	100
	11	23BACE144R	MOOCS	VAC	0	0	2	0	0	0	1	0	0	100	100
	12	23UBCC212R	Co-Curricular	VAC	0	0	0	4	0	0	1	0	0	100	100
	Total				**22**	**6**	**12**	**8**	**6**	**8**	**27**	**200**	**300**	**700**	**1200**

	S. N.	Course Code	Course Title	Course Category	Engagement							Maximum Marks for			
					L	T	P	S	R	O	C	IA*	SEE*	PE*	Total
Semester V	1.	23BSWO311R	Social Work and Health Care	DSC (Major)	3	0	0	0	0	0	3	40	60	0	100
	2	23BSWO312R	Developmental Issues in India	DSC (Major)	3	0	0	0	0	0	3	40	60	0	100
	3	23BSWO313R	Agriculture & Rural Livelihood	DSC (Minor)	3	0	0	0	0	0	3	40	60	0	100
		23BSWO314R	Gender and Social Work		3	0	0	0	0	0					
	4	23BSWO315R	Sustainable Development	DSC (Minor)	3	0	0	0	0	0	3	40	60	0	100
		23BSWO316R	Self-Help Groups & Micro-Finance		3	0	0	0	0	0					
	5	23BACE311R	MOOCS- IV (COURSERA)	DSE	0	0	0	4	0	0	1	0	0	100	100
	6	23BSWO317R	Elementary statistical analysis & Graphical Representation of Data	Research/ Industry Internship	0	0	4	0	6	0	2	0	0	100	100
	7	23BSWO318R	Minor Research I	Research/ Industry Internship	0	0	0	4	6	0	2	0	0	100	100
	8	23BSWO319R	Block Placement – I # (Summer Internship I)	Summer Internship	0	0	0	12	0	0	3	0	0	100	100
	9	23BACE312R	MOOCS (Generic Elective-III)	MDC	0	1	0	4	0	0	2	0	0	100	100
	10	23BSWO320R	Digital course	VAC	0	1	0	4	0	0	2	0	0	100	100
	Total				**18**	**2**	**4**	**28**	**12**	**0**	**24**	**160**	**240**	**600**	**1000**

	S. N.	Course Code	Course Title	Course Category	Engagement							Maximum Marks for			
					L	T	P	S	R	O	C	IA*	SEE*	PE*	Total
Semester VI	1.	23BSWO321R	Indian Legal System and Criminal Justice	DSC (Major)	3	0	0	0	0	0	3	40	60	0	100
	2	23BSWO322R	Social Planning and Policy	DSC (Major)	3	0	0	0	0	0	3	40	60	0	100
	3	23BSWO323R	Indian Social Problems and Social Work Intervention	DSC (Minor)	3	0	0	0	0	0	3	40	60	0	100
		23BSWO324R	Social Work with Elderly		3	0	0	0	0	0					
	4	23BSWO325R	Social Work and Disaster Management	DSC (Minor)	3	0	0	0	0	0	3	40	60	0	100
		23BSWO326R	Social Deviance and Social Problems		3	0	0	0	0	0					
	5	23BACE321R	MOOCS V (COURSERA)	DSE	0	0	0	8	0	0	2	0	0	100	100
	6	23BSWO327R	Block Placement II # (Summer Internship II)	Research/ Industry Internship	0	0	0	8	0	0	2	0	0	100	100
	7	23BSWO328R	Minor Research II	Research/ Industry Internship	0	0	0	4	4	8	3	0	0	100	100
	8	23BAGE313R	MOOCS (Generic Elective-IV)	MDC	0	0	0	4	0	0	2	0	0	100	100
	9	23BSWO329R	Digital course	VAC	0	1	0	4	0	0	2	0	0	100	100
	Total				**18**	**1**	**0**	**28**	**4**	**8**	**23**	**160**	**240**	**500**	**900**

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

20 days of Block placement during the session of 6th Semester.

SEMESTER – I									
Course Title	**INTRODUCTION TO SOCIAL WORK PROFESSION**								
Course code	**23BSWO111R**	**Total credits: 4**	**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 SOCIAL WORK**								
Semester	**Fall/ I semester of first year of the programme**								
Course Objectives	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	Understand and relate the history of Social Work in India, the UK & USA.								
CO3	Gather knowledge on the values, philosophies, goals, and principles of social work.								
CO4	Use of application of various tools and techniques in the field.								
CO5	Develop critical thinking and analytical skills to address social issues and challenges effectively within the framework of social work.								

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	12	Learn the basics of Social Work Profession	1,2
II	Historical development of Social Work: UK, USA, India and Northeast India	12	Familiarize about the History and Development of Social Work	3,4
III	Basic concepts related to Social Work Profession: Shramdan, Charity, Social Service, Social Welfare, Social Reform, Social Security, Social Policy, Social Defense, Social Development, and Social Legislation Human Rights and Social Justice for social work	12	Understand the various concepts of social work profession	1,2
IV	Basic values, Philosophy and Principles of social work, Code of Ethics (NASW)	12	Learn the philosophies behind social work	3,4
V	Contemporary Indian Ideologies for Social Work Profession: Gandhian and Dalit ideologies	12	Learn the basic values and principles of Social Work	4,5

TEXTBOOK:

T1: Howe, D. *The Social Work Skills Toolkit: Core skills for helping*. Sage Publications; 2016.

REFERENCE BOOKS:

R1: Payne, M. *Modern Social Work Theory*. Allyn & Bacon; 2019.

R2: Jani, M. D. *Social Work: Theory and Practice*. Oxford University Press; 2018.

R3: Barker, R. L. *The Social Work Dictionary*. Oxford University Press; 2018.

OTHER LEARNING RESOURCES

https://www.youtube.com/watch?v=WjzYW7VywwI

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOME

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme outcome**
1	Understand the basic concepts and ideologies relevant to Social Work practice.	1, 2, 3, 5, 9
2	Understand and relate the history of Social Work in India, the UK & USA.	1, 2, 5, 9
3	Gather knowledge on the values, philosophies, goals, and principles of social work.	1, 2, 3, 5, 9
4	Use of application of various tools and techniques in the field.	2, 3, 4, 5, 8
5	Develop critical thinking and analytical skills to address social issues and challenges effectively within the framework of social work.	1, 2, 3

SEMESTER – I									
Course Title	**ORIENTATION VISIT**								
Course code	**23BSWO112R**	**Total credits: 4**	**L**	**T**	**P**	**S**	**R**	**O/F**	**C**
			0	**0**	**0**	**16**	**0**	**0**	**4**
Pre-requisite	**Nil**	**Co-requisite**	**Nil**						
Programme	**BACHELOR OF SOCIAL WORK**								
Semester	**Fall/ I semester of first year of the programme**								
Course Objectives	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	Engagement in self-assessment.								
CO5	Gain practical experience in community engagement and enhance problem-solving skills by actively participating in initiatives for community betterment.								
This course is designed to equip students with essential skills in documentation and reporting of orientation visits, enabling them to systematically record observations, insights, and key findings. Through structured learning and practical exercises, students will develop the ability to create clear, accurate, and professional reports that serve as valuable records for organizational and academic purposes.									

TEXTBOOK

T1: Subedar, I. S. (2001). Field Work Training in Social Work. Jaipur: Rawat Publications
T2: Sanjoy Roy (2012), Fieldwork in Social Work, Rawat Publication, Jaipur Columbia University. (2015), Handbook for Student Social Work Recording, School of Social Work
T3: Kadushin, Alfred Harkness, Daniel (2005) Supervision in Social Work, New Delhi: Rawat Publication
T4: Kumar, S. (2002), Methods for Community Participation: A Complete Guide for Practitioners. London: ITDG Publishing

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOME

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme outcome**
1	Develop the skills of Documentation and Reporting of Orientation Visits.	1, 2, 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, 8, 9
3	Understand the effect of the organizational context on professional practice while developing skills in agency-based social work.	1, 3, 5, 6, 8, 9
4	Engagement in self-assessment.	1, 2, 4, 5, 6, 7, 8, 9
5	Gain practical experience in community engagement and enhance problem-solving skills by actively participating in initiatives for community betterment.	1, 2, 4, 5, 6, 7, 8, 9

SEMESTER – I									
Course Title	**INTRODUCTION TO INDIAN SOCIETY**								
Course code	**23BSWO113R**	**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 SOCIAL WORK**								
Semester	**Fall/ I semester of first year of the programme**								
Course Objectives	1. To introduce sociological concepts and its importance in the society 2. To orient the students about the basic sociological concepts and inculcate skills to understand and analyze 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 Indian Society.								
CO2	Understand the basic Sociological Concepts and Indian society.								
CO3	Know about Social Organization, Social Institutions, Social Stratification, Social Change and the rural -urban divide.								
CO4	Conceptualize and relate existing social structure in applying social work profession.								
CO5	Analyze the impact of social structures and institutions on individual behaviour and community dynamics within the context of social work practice.								

Unit-No.	**Content**	**Contact Hour**	**Learning Outcome**	**KL**
I	Basic Concepts: Society, Socialization, Community, Institution, Association; Status and role, Social Groups	4	Learn about the meaning of sociology and its relevance with social work	1,2
II	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	9	Familiarize about the Society and Social Control	3,4
III	Kinship, Marriage and Family in India: basic concepts Family- Meaning, definition, Features, Nature of Changes	4	Understand the various concepts of social organization and culture	1,2
IV	Social Stratification: Caste and Class; Social mobility Dimensions of Changes: Sanskritization, Westernization, Modernization and Globalization	6	Learn the concept of Social Processes	3,4
V	The Rural-Urban Divide: Infrastructure, Education, Health and Local Governance Backward Classes and Dalit Movements	7	Learn the basic concept of Social Change and Social Groups	4,5

TEXTBOOK:

T1: Giddens, A. *Sociology*. Polity Press; 2013.

REFERENCE BOOKS:

R1: Macionis, J. J., & Gerber, L. M. *Sociology*. Pearson; 2021.

R2: Schaefer, R. T., & Lamm, R. P. *Sociology: Molecules to mass society*. McGraw-Hill Education; 2020.

R3: Ritzer, G., & Goodman, D. J. *Classical sociological theory*. McGraw-Hill Education; 2022

OTHER LEARNING RESOURCES

https://www.youtube.com/watch?v=CFHPvPZWiyU

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOME

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme outcome**
1	Understand the meaning and importance of Indian Society.	1, 2, 5, 9
2	Understand the basic Sociological Concepts and Indian society.	1, 2, 5, 9
3	Know about Social Organization, Social Institutions, Social Stratification, Social Change, and the rural-urban divide.	1, 2, 3, 5, 9
4	Conceptualize and relate existing social structure in applying social work profession.	1, 2, 4, 5, 8
5	Analyze the impact of social structures and institutions on individual behavior and community dynamics within the context of social work practice.	1, 2, 4,

SEMESTER – I									
Course Title	**GLOBALISATION AND SOCIETY**								
Course code	**23BSWO114R**	**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 SOCIAL WORK**								
Semester	**Fall/ I semester of first year of the programme**								
Course Objectives	1. Analyze the historical context and evolution of globalization, including its key drivers and consequences. 2. Examine the impact of globalization on different societal sectors, such as economics, politics, culture, and social structures. 3. Explore the complex interplay between globalization and global issues, such as inequality, sustainability, and social justice. 4. Assess the role of technology, communication, and global institutions in shaping the contemporary global landscape. 5. Develop critical thinking skills and the ability to engage in informed debates on globalization-related topics.								
CO1	Demonstrate a nuanced understanding of the historical and theoretical underpinnings of globalization.								
CO2	Analyze and evaluate the economic, political, cultural, and social implications of globalization on societies.								
CO3	Identify and articulate the relationship between globalization and pressing global issues.								
CO4	Apply critical thinking and analytical skills to assess the impact of globalization on diverse communities.								
CO5	Engage in informed discussions and debates on globalization-related topics, integrating various perspectives and theories.								

Unit-No.	**Content**	**Contact Hour**	**Learning Outcome**	**KL**
I	**Introduction to Globalization** Historical context and definitions Theories of globalization Key drivers and consequences	4	Demonstrate a nuanced understanding of the historical and theoretical underpinnings of globalization.	1,2
II	**Economic Globalization** Trade, finance, and development; Global supply chains and labor markets; Impact on national economies	9	Analyze and evaluate the economic, political, cultural, and social implications of globalization on societies.	3,4
III	**Political Globalization** Global governance and international relations The role of international organizations; Geopolitical shifts and conflicts	4	Identify and articulate the relationship between globalization and pressing global issues	1,2
IV	**Cultural Globalization** Identity, media, and cultural exchange; The spread of global brands and consumer culture The impact of globalization on local cultures	6	Apply critical thinking and analytical skills to assess the impact of globalization on diverse communities.	3,4

V	**Social Impacts of Globalization** Migration and Diaspora; Labour and Global Workforce; Social Movements and Activism	7	Engage in informed discussions and debates on globalization-related topics, integrating various perspectives and theories.	4,5

TEXTBOOK

T1: Steger, M. B. *Globalization: A Very Short Introduction*. Oxford University Press; 2017.

REFERENCE BOOKS:

R1: Held, D., McGrew, A., Goldblatt, D., & Perraton, J. *Global Transformations: Politics, Economics and Culture*. Stanford University Press; 2019.

R2: Sassen, S. *Expulsions: Brutality and Complexity in the Global Economy*. Harvard University Press; 2014.

R3: Waters, M. *Globalization*. Routledge; 1995.

OTHER LEARNING RESOURCES

https://www.youtube.com/watch?v=c7U-vWZ_xg4

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOME

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme outcome**
1	Demonstrate a nuanced understanding of the historical and theoretical underpinnings of globalization.	1, 2, 5, 9
2	Analyze and evaluate the economic, political, cultural, and social implications of globalization on societies.	1, 2, 3, 5, 9
3	Identify and articulate the relationship between globalization and pressing global issues.	1, 2, 3, 5, 9
4	Apply critical thinking and analytical skills to assess the impact of globalization on diverse communities.	1, 2, 4, 5, 8
5	Engage in informed discussions and debates on globalization-related topics, integrating various perspectives and theories.	2, 3, 5, 8, 9

<table>
<tr><th colspan="9">SEMESTER – I</th></tr>
<tr><td>Course Title</td><td colspan="8">COMMUNITY SERVICES I</td></tr>
<tr><td rowspan="2">Course code</td><td rowspan="2">23BSWO116R</td><td rowspan="2">Total credits: 1</td><td>L</td><td>T</td><td>P</td><td>S</td><td>R</td><td>O/F</td><td>C</td></tr>
<tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>8</td><td>1</td></tr>
<tr><td>Pre-requisite</td><td>Nil</td><td>Co-requisite</td><td colspan="6">Nil</td></tr>
<tr><td>Programme</td><td colspan="8">BACHELOR OF SOCIAL WORK</td></tr>
<tr><td>Semester</td><td colspan="8">Fall/ I semester of first year of the programme</td></tr>
<tr><td>Course Objectives</td><td colspan="8">1. To introduce students to the concept of community service and its significance in personal and societal development.
2. To provide students with opportunities for practical engagement in community service activities.
3. To foster empathy, social responsibility, and a sense of civic duty among students.</td></tr>
<tr><td>CO1</td><td colspan="8">Demonstrate an understanding on the importance of community service and its relevance to personal and societal development.</td></tr>
<tr><td>CO2</td><td colspan="8">Apply theoretical knowledge gained from the field visit to analyze and critically evaluate the operations and impact of industries on local communities.</td></tr>
<tr><td>CO3</td><td colspan="8">Demonstrate empathy and social responsibility through their active participation in community service projects.</td></tr>
<tr><td>CO4</td><td colspan="8">Engage in community service activities to cultivate empathy, teamwork, and leadership skills.</td></tr>
<tr><td>CO5</td><td colspan="8">Apply Participatory Rural Appraisal techniques to understand community needs and aspirations, fostering a sense of civic responsibility</td></tr>
<tr><td colspan="2">ACTIVITIES/COMPONENTS</td><td colspan="7">LEARNING OUTCOME</td></tr>
<tr><td colspan="2">One-day Field Visit (Industry Oriented)</td><td colspan="7">Participate in a one-day field visit to an industry site, Know the different industries, their operations, and their impact on local communities</td><td>Through guided tours and interactive sessions, students will gain insights into the practical applications of their academic learning and get to know real-world exposure to different industries.</td></tr>
<tr><td colspan="2">One-day Community Engagement/ Services:</td><td colspan="7">Conducting Shramdaan (voluntary labor), Organizing awareness programs on relevant social issues such as environmental conservation, health, education, or civic rights. Participatory Rural Appraisal (PRA) exercises aimed at understanding community needs and aspirations.</td><td>Students will gain knowledge though participating in planning, executing, and evaluating the community engagement/service project, under the guidance of faculty mentors.</td></tr>
<tr><td colspan="9">Evaluation and Overall Assessment Weightage:
Field Performance: 40%
Report Submission: 30%
VIVA Voce Examination: 30%
The evaluation process aims to provide a comprehensive assessment of students' performance, integrating both practical experiences and academic understanding. By weighting field performance and report submission with VIVA Voce examination, the assessment ensures a balanced evaluation of students' practical skills, theoretical knowledge, and communication abilities.</td></tr>
</table>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOME

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme outcome**
1	Demonstrate an understanding of the importance of community service and its relevance to personal and societal development.	1, 2, 5, 9
2	Apply theoretical knowledge gained from the field visit to analyze and critically evaluate the operations and impact of industries on local communities.	2, 3, 4, 5
3	Demonstrate empathy and social responsibility through their active participation in community service projects.	5, 7, 8, 9
4	Engage in community service activities to cultivate empathy, teamwork, and leadership skills.	7, 8, 9
5	Apply Participatory Rural Appraisal techniques to understand community needs and aspirations, fostering a sense of civic responsibility.	2, 5, 7, 9

SEMESTER – I									
Course Title	**ELEMENTARY ENGLISH**								
Course code	**23UBPD112R**	**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 SOCIAL WORK**								
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	It enables learners to recognize the structure of a sentence and its variations as they learn to understand, speak and write.								
CO2	Introduction to Phonetics and its importance will improve the learners' pronunciation.								
CO3	Students will be able to identify to pick and form different kinds of sentences.								
CO4	Knowledge of communication will be enhanced through practical examples.								
CO5	Develop effective presentation skills, enabling students to convey information and ideas clearly and persuasively in various contexts.								

Unit-No.	**Content**	**Contact Hour**	**Learning Outcome**	**KL**
I	Grammar- Parts of Speech Articles, Auxiliary Verbs Affirmative and Negative Sentences	12	Learn the Basic Grammar like Articles, verbs, sentences etc.	1,2
II	Grammar- Determiners • Sentence Construction • Types of Sentences (Assertive, Imperative etc.), • Degree of Comparison, • Comprehension Exercises	12	Familiarize about the concepts of Determiners, degree of comparison and comprehension exercises	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	12	Understand the skills of listening along with its process, factors and importance	1,2
IV	Speaking Skills • Introducing yourself • Self-discovery • Basics of Phonetics, pronunciation • Extempore speech • Video Recording for Self-Reflection	12	Learn the skills of speaking like introduction, phonetics, extempore speech etc.	3,4

V	Communication Skills • Introduction to Communication, • Importance of Communication Skills • Purpose of Communication • Types of Communication • Formal and informal communication • Importance of Communication • Barriers to Communication • How to improve/ tips to improve Communication skills. • Responding to different questions in various situations (formal/informal)	12	Learn the basic skills of communication, its importance, purpose, types and barriers	4,5

TEXTBOOK:

T1: Azar, B. S. *Understanding and using English grammar*. Pearson Education; 2016.

REFERENCE BOOKS:

R1: Celce-Murcia, M., & Olshtain, E. *Discourse and context in language teaching*. Cambridge University Press; 2018.

R2: Brown, H. D. *Principles of language learning and teaching*. Pearson Education; 2020.

R3: Adler, R. B., & Elmhorst, J. M. *The interpersonal communication book*. Routledge; 2019.

R4: Flowerdew, J., & Miller, L. *Second language listening: Insights from research and classroom practice*. Cambridge University Press; 2005.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOME

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme outcome**
1	It enables learners to recognize the structure of a sentence and its variations as they learn to understand, speak, and write.	1, 2, 5, 9
2	Introduction to Phonetics and its importance will improve the learners' pronunciation.	1, 3, 5
3	Students will be able to identify and form different kinds of sentences.	1, 2, 5, 9
4	Knowledge of communication will be enhanced through practical examples.	1, 2, 4, 5, 9
5	Develop effective presentation skills, enabling students to convey information and ideas clearly and persuasively in various contexts.	3, 4, 5, 7, 9

SEMESTER – I									
Course Title	**EXTRA-CURRICULAR**								
Course code	**23UBEC111R**	**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 OF SOCIAL WORK**								
Semester	**Fall/ I semester of first year of the programme**								
Course Objectives	1. To nurture personal growth and improve social skills, building confidence and self-awareness through a variety of extra-curricular activities. 2. To encourage students to work collaboratively, develop leadership skills, and appreciate the value of teamwork and shared goals. 3. To broaden students' understanding of diverse cultural backgrounds and instill a sense of empathy, respect, and tolerance.								
CO1	Demonstrate enhanced self-confidence, communication, and social interaction skills.								
CO2	Apply leadership and teamwork strategies effectively in group settings and collaborative projects.								
CO3	Exhibit a heightened awareness and appreciation of cultural diversity and inclusivity.								
CO4	Engage actively in community-based initiatives, demonstrating a commitment to social responsibility.								
CO5	Reflect on personal growth and skill development achieved through participation in extra-curricular activities, setting goals for further self-improvement.								
COURSE DESCRIPTION: This course on Extra-Curricular Activities aims to enhance the overall personality development of undergraduate students by promoting teamwork, leadership skills, cultural awareness, and community engagement. Through a mix of indoor and outdoor activities, students will cultivate interpersonal skills, cultural sensitivity, and a sense of social responsibility. This course provides an engaging and supportive environment that encourages self-expression and creativity while preparing students to become active, responsible members of society.									

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOME

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme outcome**
1	Demonstrate enhanced self-confidence, communication, and social interaction skills.	1, 3, 5, 7, 9
2	Apply leadership and teamwork strategies effectively in group settings and collaborative projects.	2, 3, 7, 8
3	Exhibit a heightened awareness and appreciation of cultural diversity and inclusivity.	1, 3, 7, 9
4	Engage actively in community-based initiatives, demonstrating a commitment to social responsibility.	5, 7, 8, 9
5	Reflect on personal growth and skill development achieved through participation in extra-curricular activities, setting goals for further self-improvement.	1, 5, 9

SEMESTER – II									
Course Title	**SOCIAL CASE WORK**								
Course code	**23BSWO121R**	**Total credits: 4**	**L**	**T**	**P**	**S**	**R**	**O/F**	**C**
		Total hours: 60T	**4**	**0**	**0**	**0**	**0**	**0**	**4**
Pre-requisite	**22BSWO111R**	**Co-requisite**	**Nil**						
Programme	**BACHELOR OF SOCIAL WORK**								
Semester	**Winter/ II semester of first year of the programme**								
Course Objectives	1. To understand the individual, family and their problems and the social contextual factors affecting them. 2. To understand Social Case work 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	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	Develop the skills of Counselling and Casework.								
CO4	Apply casework methods to effectively address individual and family issues within various social contexts.								
CO5	Evaluate and improve personal practice by integrating feedback and reflections on casework experiences.								

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	**10**	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 Centers - Role of Case Worker.	**13**	Familiarize about components, process and practice of social case work	3,4

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	**13**	Understand the various tools and skills of casework	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	**13**	Learn the approaches and treatment methods of social case work	3,4
V	**Counseling in Case work Practice -** Definition, Meaning, Importance, Objectives and Goals of Counseling - Phases in Counseling - Counseling techniques - Areas of counseling - Advantages of Individual Counselling.	**11**	Understand the method of Counselling and its usage in case work practice	4,5

TEXTBOOK:

T1: Mattaini, M. A. *Social Work Practice: Integrating Concepts, Processes, and Skills*. Oxford: Oxford University Press; 2022.

REFERENCE BOOKS:

R1: Wilson, K., Ruch, G., & Turney, D. *Relationship-Based Social Work: Getting to the Heart of Practice*. London: Jessica Kingsley Publishers; 2021.

R2: Hutchison, E. D. *Dimensions of Human Behavior: Person and Environment*. Thousand Oaks, CA: Sage Publications; 2020.

R3: Glicken, M. D. *Social Work in the 21st Century: An Introduction to Social Welfare, Social Issues, and the Profession*

OTHER LEARNING RESOURCES

https://www.youtube.com/watch?v=_NcbvIWT6g8

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOME

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme outcome**
1	Demonstrate familiarity with Casework processes, tools, and techniques and their application in Professional Social Work Practice.	1, 2, 4, 5
2	Develop skills of Observation, Listening, Interviewing and Home Visits, Rapport Building, Resource Mobilization, and Recording.	1, 2, 4, 5
3	Develop the skills of Counselling and Casework.	1, 2, 5, 8
4	Apply casework methods to effectively address individual and family issues within various social contexts.	2, 5, 7, 8
5	Evaluate and improve personal practice by integrating feedback and reflections on casework experiences.	5, 9

SEMESTER – II									
Course Title	**COMMUNITY ORGANIZATION AND DEVELOPMENT**								
Course code	**23BSWO122R**	**Total credits: 4**	**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 SOCIAL WORK**								
Semester	**Winter / II semester of first year of the programme**								
Course Objectives	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 of the models and strategies for the community.								
CO2	Understand the issues of the community problems.								
CO3	Relate the theoretical knowledge regarding community practice into the field.								
CO4	Understand the community dynamics and community as a social entity								
CO5	Develop the ability to design and implement effective community interventions based on identified needs and resources								

Unit-No.	Content	Contact Hour	Learning Outcome	KL
I	Community: Meaning, Definition, Characteristics and types of community.	12	Learn the meaning, characteristics and types of community	1, 2
II	Historical development of community organization in UK, USA and India	12	Familiarize about community organization and its related concepts	3,4
III	Community Organization: Meaning, Objectives, principles & Definition; Phases of Community Organization; Community Organization as a method of intervention	12	Understand the different methods of community organization	1,2
IV	Methods of identifying community problems; Concept of community participation and community empowerment	12	Learn the role of community workers and concept of community development	3,4
V	Role of community social worker in Community Development: Difference between Community Development & Community Organization	12	Learn the basic values and principles of Social Work	4,5

TEXTBOOK:

T1: Ledwith, M. *Community Development: A Critical and Radical Approach*. Bristol: Policy Press; 2020.

REFERENCE BOOKS:

R1: Tesoriero, F. *Community Development: Community-based Alternatives in an Age of Globalisation*. South Melbourne, Australia: Pearson Australia; 2019.

R2: Craig, G., & Popple, K. *The Community Development Reader: History, Themes, and Issues*. Bristol: Policy Press; 2020.

R3: Gilchrist, A., & Taylor, M. *The Short Guide to Community Development*. Bristol: Policy Press; 2022.

OTHER LEARNING RESOURCES

https://ebooks.inflibnet.ac.in/aep05/chapter/understanding-community-organization-and-practice/

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOME

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme outcome**
1	Enhance critical understanding of the models and strategies for the community.	1, 2, 5, 7
2	Understand the issues of the community problems.	2, 5, 7
3	Relate the theoretical knowledge regarding community practice into the field.	1, 4, 7, 8
4	Understand the community dynamics and community as a social entity.	1, 2, 5, 7
5	Develop the ability to design and implement effective community interventions based on identified needs and resources.	2, 5, 7, 8

SEMESTER – II									
Course Title	**CONCURRENT FIELD WORK - I**								
Course code	**23BSWO123R**	**Total credits: 4**	**L**	**T**	**P**	**S**	**R**	**O/F**	**C**
			0	**0**	**0**	**16**	**0**	**0**	**4**
Pre-requisite	**Nil**	**Co-requisite**	**Nil**						
Programme	**BACHELOR OF SOCIAL WORK**								
Semester	**Winter / II semester of first year of the programme**								
Course Objectives	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	Enhance interpersonal communication and collaboration skills for effective teamwork within community organizations								
COURSE DESCRIPTION: 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									

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOME

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme outcome**
1	Develop the skills of documentation and reporting of fieldwork.	1, 2, 4
2	Determine which approaches work in practice and how they must be adapted to specific situations.	2, 5, 7
3	Understand the effect of the organizational context on professional practice while developing skills in agency-based social work.	1, 2, 4, 5
4	Engagement in self-assessment and develop a professional identity.	5, 9
5	Enhance interpersonal communication and collaboration skills for effective teamwork within community organizations.	3, 7, 8

SEMESTER – II									
Course Title	**ENVIRONMENTAL STUDIES**								
Course code	**23UBES101R**	**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 SOCIAL WORK**								
Semester	**Winter / II semester of first year of the programme**								
Course Objectives	1. To prepare students for careers as leaders in understanding and addressing complex environmental issues from a problem-oriented, interdisciplinary perspective. 2. 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. 3. To 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	The students will be able to appreciate the ethical, cross-cultural, and historical context ofenvironmental 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. Aware students about problems of environmental pollution, its impact on human and ecosystem and control measures.								

Unit-No.	**Content**	**Contact Hour**	**Learning Outcome**	**KL**
I	**Multidisciplinary nature of environmental studies:** Definition, scope and importance; Need for public awareness.	3	Understand the scope and importance of environmental studies and the need for public awareness.	1,2
II	**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.	4	Analyze the use and problems associated with natural resources and the role of individuals in their conservation.	1,2

III	**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)	4	Describe the structure, function, and different types of ecosystems, along with the concept of ecological succession and energy flow.	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-sports 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	4	Recognize the value of biodiversity, threats to it, and methods for its conservation at various levels.	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.	4	Identify causes, effects, and control measures of various types of pollution, and understand solid waste management and disaster management strategies.	1,2
VI	**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 accidentsand holocaust. Case Studies. Waste land reclamation. Consumerism and waste products. Environment Protection Act. Air (Prevention and Control of Pollution) Act.Water (Prevention and control of Pollution) Act. Wildlife Protection Act. Forest Conservation Act. Issues involvedin enforcement of environmental legislation. Public awareness.	4	Evaluate urban energy problems, environmental ethics, and the impact of environmental legislation and public awareness on sustainable development.	

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.	3	Examine the relationship between population growth, human health, and the environment, including human rights and the role of IT.	
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 5lecture hours).	4	Apply concepts learned to real-world environmental studies through site visits and ecosystem studies, documenting environmental assets and pollution.	

TEXTBOOK:

T1: Miller, G. T., & Spoolman, S. E. *Environmental science*. Cengage Learning; 2023.

REFERENCE BOOKS:

R1: Chapin, F. S., III, Matson, P. A., & Vitousek, P. M. *Principles of terrestrial ecosystem ecology*. Springer; 2011.

R2: Raven, P. H., Johnson, G. B., Mason, K. A., Losos, J. B., & Singer, S. R. *Biology*. McGraw-Hill Education; 2020.

R3: Ehrlich, P. R., & Ehrlich, A. H. *The science of ecology*. Cambridge University Press; 2013.

R4: World Bank. *World development report 2016: Digital dividends*. World Bank; 2016.

OTHER LEARNING RESOURCES

https://ecoursesonline.iasri.res.in/mod/page/view.php?id=4525

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOME

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme 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, 5, 7
2	Students will learn about natural resources, its importance, and environmental impacts of human activities on natural resources.	2, 4, 7
3	Gain knowledge about environment and ecosystem.	1, 2, 7
4	Students will be able to understand the concept of biodiversity and respect them.	1, 5, 7
5	Gain knowledge about the conservation of biodiversity and its importance. Aware students about problems of environmental pollution, its impact on humans and ecosystems, and control measures.	1, 2, 5, 7

SEMESTER – II									
Course Title	**COMMUNITY SERVICES II**								
Course code	**23BSWO124R**	**Total credits: 1**	**L**	**T**	**P**	**S**	**R**	**O/F**	**C**
			0	**0**	**0**	**0**	**0**	**8**	**1**
Pre-requisite	**Nil**	**Co-requisite**	**Nil**						
Programme	**BACHELOR OF SOCIAL WORK**								
Semester	**Winter / II semester of first year of the programme**								
Course Objectives	1. To introduce students to the concept of community service and its significance in personal and societal development. 2. To provide students with opportunities for practical engagement in community service activities. 3. To foster empathy, social responsibility, and a sense of civic duty among students.								
CO1	Demonstrate an understanding on the importance of community service and its relevance to personal and societal development.								
CO2	Apply theoretical knowledge gained from the field visit to analyze and critically evaluate the operations and impact of industries on local communities.								
CO3	Demonstrate empathy and social responsibility through their active participation in community service projects.								
CO4	Engage in community service activities to cultivate empathy, teamwork, and leadership skills.								
CO5	Apply Participatory Rural Appraisal techniques to understand community needs and aspirations, fostering a sense of civic responsibility								

ACTIVITIES/COMPONENTS		**LEARNING OUTCOME**
One-day Field Visit (Industry Oriented)	Participate in a one-day field visit to an industry site, Know the different industries, their operations, and their impact on local communities	Through guided tours and interactive sessions, students will gain insights into the practical applications of their academic learning and get to know real-world exposure to different industries.
One-day Community Engagement/ Services:	Conducting Shramdaan (voluntary labor), Organizing awareness programs on relevant social issues such as environmental conservation, health, education, or civic rights. Participatory Rural Appraisal (PRA) exercises aimed at understanding community needs and aspirations.	Students will gain knowledge though participating in planning, executing, and evaluating the community engagement/service project, under the guidance of faculty mentors.

Evaluation and Overall Assessment Weightage:

Field Performance: 40%

Report Submission: 30%

VIVA Voce Examination: 30%

The evaluation process aims to provide a comprehensive assessment of students' performance, integrating both practical experiences and academic understanding. By weighting field performance and report submission with VIVA Voce examination, the assessment ensures a balanced evaluation of students' practical skills, theoretical knowledge, and communication abilities.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOME

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme outcome**
1	Demonstrate an understanding of the importance of community service and its relevance to personal and societal development.	1, 2, 5, 9
2	Apply theoretical knowledge gained from the field visit to analyze and critically evaluate the operations and impact of industries on local communities.	2, 3, 4, 5
3	Demonstrate empathy and social responsibility through their active participation in community service projects.	5, 7, 8, 9
4	Engage in community service activities to cultivate empathy, teamwork, and leadership skills.	7, 8, 9
5	Apply Participatory Rural Appraisal techniques to understand community needs and aspirations, fostering a sense of civic responsibility.	2, 5, 7, 9

SEMESTER – II									
Course Title	**IMPLICIT ENGLISH**								
Course code	**23UBPD122R**	**Total credits: 2**	**L**	**T**	**P**	**S**	**R**	**O/F**	**C**
		Total hours: 60P	**0**	**0**	**4**	**0**	**0**	**0**	**2**
Pre-requisite	**22UBPD113R**	**Co-requisite**	**Nil**						
Programme	**Humanities and social sciences**								
Semester	**Winter / II semester of the first year of the program**								
Course Objectives	1. To enable students to learn, understand and practice transformation of sentences, correct usage of all tenses and rectify common grammatical errors. 2. To help students to expand their Vocabulary strength along with learning new words and collocations. 3. To train and guide students to improve and their sharpen their listening skill and to become good listeners, 4. To encourage students to master the art of effective reading skills and help apply the SQ3r while reading the text.								
CO1	Enable students to understand grammar to write effectively and speak flawlessly, knowing correct usage of tenses and rectifying grammatical errors.								
CO2	Acquire the technique of expanding vocabulary and creating new words and use them in different contexts. Encouraging and helping them to sharpen their listening skills and to become good listeners.								
CO3	Sharpen their listening skills and to become good listeners. Students will be able to develop and showcase their effective reading skills while reading any texts.								
CO4	Acquire the skill of time managing and apply the same in their profession lives along with the skills and information required for creating an excellent LinkedIn Profile.								
CO5	Prepare for various public and private sector exams & placement drives. To enhance the analytical skill and problem-solving skill of the students								

Unit-No.	**Content**	**Contact Hour**	**Learning Outcome**	**KL**
I	**Grammar (flipped classroom)** 1. Interchange of Interrogative and Assertive Sentences, Exclamatory and Assertive Sentences 2. Types of Tenses 3. Common Errors	12	Students will accurately construct and transform various sentence types and correct grammatical errors	**1,2,3**
II	**Vocabulary Development** 1. One word substitution 2. Homonyms and Homophones 3. Words often confused 4. Idioms and phrases	12	Students will enhance their vocabulary and use words accurately in context.	**3,4**
III	**Listening Skills** 1. What is listening? 2. Types of Listening 3. Understanding Listening Barriers	12	Students will demonstrate effective listening skills and identify listening barriers.	**3,4**
IV	**Reading Skills** 1. Techniques of Effective Reading 2. Gathering ideas and information from a text 3. The SQ3R	12	Students will read efficiently and extract relevant information using the SQ3R technique.	**4**

V	**Time-Management Skills** 1. Introduction to Time Management 2. Purpose and Importance of Time Management 3. Basic Tips to maintain time	12	Students will effectively manage their time using various strategies.	**2,4**

TEXTBOOK:

T1: Azar, B. S. *Understanding and using English grammar*. Pearson Education; 2016.

REFERENCE BOOKS:

R1: Wren, P. C., & Martin, H. *High school English grammar and composition*. S. Chand & Company Ltd; 2018.

R2: Brown, H. D. *Principles of language learning and teaching*. Pearson Education; 2020.

R3: Adler, R. B., & Van Doren, C. *How to read a book: The classic guide to intelligent reading*. HarperCollins; 2008.

R4: Khanna, V. K. *Logarithms and their applications*. Vikas Publishing House; 2019.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOME

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme outcome**
1	Enable students to understand grammar to write effectively and speak flawlessly, knowing correct usage of tenses and rectifying grammatical errors.	1, 3, 4
2	Acquire the technique of expanding vocabulary and creating new words and use them in different contexts. Encouraging and helping them to sharpen their listening skills and to become good listeners.	1, 3, 5
3	Sharpen their listening skills and to become good listeners. Students will be able to develop and showcase their effective reading skills while reading any texts.	1, 3, 4
4	Acquire the skill of time management and apply the same in their professional lives along with the skills and information required for creating an excellent LinkedIn Profile.	4, 5, 9
5	Prepare for various public and private sector exams & placement drives. To enhance the analytical skill and problem-solving skill of the students.	2, 5, 9

SEMESTER – III									
Course Title	**SOCIAL ENTEPRENEURSHIP**								
Course code	**23BSWO211R**	**Total credits: 4**	**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 SOCIAL WORK**								
Semester	**Fall/ III semester of second year of the programme**								
Course Objectives	1. To introduce students to the concept and dimensions of social entrepreneurship. 2. To help students understand the various types and models of social enterprises. 3. To familiarize students with the legal frameworks and policies that influence social entrepreneurship in India. 4. To develop students' ability to assess social impact and sustainability in social ventures.								
CO1	Define social entrepreneurship and identify its key characteristics and dimensions.								
CO2	Define social entrepreneurship and identify its key characteristics and dimensions.								
CO3	Understand the legal framework and identify the policies supporting social entrepreneurship in India								
CO4	Evaluate societal challenges, the growth of women entrepreneurship, and the contributions of successful social entrepreneurs in India.								
CO5	Analyse social innovation techniques and develop strategies for scaling social enterprises.								

Unit-No.	Content	Contact Hour	Learning Outcome	KL
I	**Introduction to Social Entrepreneurship** • Concept of Social Entrepreneurship • Characteristics of Social Entrepreneurship • Dimensions of Social Entrepreneurship • Structures of Social Entrepreneurship	**12**	Students will be able to define social entrepreneurship and identify its key characteristics and dimensions.	**1,2**
II	**Types and Models of Social Enterprises/ Ventures** • Non-profit and For-profit Social Enterprises • Different Models • Sectoral Focus of Social Venture • Cooperatives and Social Impact Ventures	**12**	Students will be able to distinguish between different types and models of social enterprises.	**3,4**
III	**Legal Framework and Policies for Social Enterprises in India** • Legal structures for social enterprises (Trusts, Societies, Section 8 Companies) • Government policies and schemes supporting social enterprises	**12**	Students will understand the legal framework and identify the policies supporting social entrepreneurship in India.	**1,2**
IV	**Society and Social Entrepreneurship** • Major problems and Challenges- • Development of women entrepreneurship • Contribution of Successful Social entrepreneurs of India	**12**	Students will be able to evaluate societal challenges, the growth of women entrepreneurship, and the contributions of successful social entrepreneurs in India	**3,4**
V	**Social Innovation and Scaling Social Enterprises** • Social innovation and its role in social entrepreneurship • Strategies for scaling social enterprises	**12**	Students will analyze social innovation techniques and develop strategies for scaling social enterprises.	**4,5**

TEXTBOOK:

T1: Bornstein, D., & Davis, S. *Social Entrepreneurship: What Everyone Needs to Know*. Oxford University Press, New York; 2010.

REFERENCE BOOKS:

R1: Nicholls, A. (Ed.). *Social Entrepreneurship: New Models of Sustainable Social Change*. Oxford University Press, New York; 2006.

R2: Dees, J. G. *The Meaning of Social Entrepreneurship*. Kauffman Foundation, Kansas City; 1998.

R3: Seelos, C., & Mair, J. *Social Entrepreneurship: The Contribution of Individual Entrepreneurs to Sustainable Development*. Palgrave Macmillan, London; 2007.

OTHER LEARNING RESOURCES

https://www.youtube.com/watch?v=dlQ1T8jWWok

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOME

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme outcome**
1	Define social entrepreneurship and identify its key characteristics and dimensions.	1, 5, 7
2	Define social entrepreneurship and identify its key characteristics and dimensions.	1, 5, 7
3	Understand the legal framework and identify the policies supporting social entrepreneurship in India.	2, 4, 6
4	Evaluate societal challenges, the growth of women entrepreneurship, and the contributions of successful social entrepreneurs in India.	1, 6, 7
5	Analyse social innovation techniques and develop strategies for scaling social enterprises.	2, 5, 7

SEMESTER – III									
Course Title	**SOCIAL WORK WITH GROUPS**								
Course code	**23BSWO212R**	**Total credits: 4**	**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 SOCIAL WORK**								
Semester	**Fall/ III semester of second year of the programme**								
Course Objectives	1. Develop awareness about the specific characteristics of Group Work and its contributions as a method of social work intervention 2. Gain knowledge about group formation and the use of a variety of group approaches. 3. Develop skills and competencies for working with groups in diverse setting								
CO1	Understand the Concept and Types of Social Groups								
CO2	Able to explain the values, principles, and objectives of social group work, and gain insights into its historical development in both the Western context and in India.								
CO3	Learn the steps involved in group work processes, during different stages of group development								
CO4	Analyse Group Dynamics and the Role of Social Workers								
CO5	Apply social group work in different settings and among diverse populations								

Unit-No.	**Content**	**Contact Hour**	**Learning Outcome**	**KL**
I	**Social Group**: Meaning, concept and characteristics of group; Types of group: Purpose, Membership Duration Process.	**8**	Understand the Concept and Types of Social Groups	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	**12**	Able to explain the values, principles, and objectives of social group work, and gain insights into its historical development in both the Western context and in India.	1,2,3
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.	**16**	Learn the steps involved in group work processes, during different stages of group development	1,2, 3,4
IV	**Group Dynamics and group morale**; Role of social worker in group work: enabler, stimulator, supporter, guide, educator, resource person	**12**	Analyse Group Dynamics and the Role of Social Workers	3,4
V	**Social group work in different settings**: Open and closed communities, hospitals, residential and non-residential institutions, Children, Adolescents and Elderly	**12**	Apply social group work in different settings and among diverse populations	2,3,4

TEXTBOOK:

T1: Toseland, R. W., & Rivas, R. F. *An introduction to group work practice*. Pearson Education; 2017.

REFERENCE BOOKS:

R1: Conyne, R. K., & Moursund, J. P. *Group work: A developmental perspective*. Cengage Learning; 2016.

R2: Gainor, P. J. *Essentials of social group work practice*. Routledge; 2018.

R3: Hartman, A. *Social work practice with groups: A generalist approach*. Cengage Learning; 2017.

OTHER LEARNING RESOURCES

https://www.youtube.com/watch?v=eGxh8TQrKg4

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOME

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme outcome**
1	Understand the Concept and Types of Social Groups.	1, 2, 7
2	Able to explain the values, principles, and objectives of social group work, and gain insights into its historical development in both the Western context and in India.	1, 4, 7
3	Learn the steps involved in group work processes, during different stages of group development.	1, 3, 7
4	Analyse Group Dynamics and the Role of Social Workers.	2, 4, 7
5	Apply social group work in different settings and among diverse populations.	5, 7, 8

SEMESTER – III									
Course Title	**SOCIAL WELFARE ADMINISTRATION AND NGO MANAGEMENT**								
Course code	**23BSWO213R**	**Total credits: 4**	**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 SOCIAL WORK**								
Semester	**Fall/ III semester of the second year of the programme**								
Course Objectives	1. To understand the principles and practices of social welfare administration and explore its application in various social welfare agencies and NGOs. 2. To develop an understanding of social welfare administration as a method of social Work 3. To gain knowledge of the legal and regulatory frameworks governing NGOs and social welfare organizations, including registration, compliance, and funding requirements. 4. To enhance skills in fundraising, resource mobilization, and financial management, which are essential for sustaining and growing NGOs and social welfare initiatives.								
CO1	Understand the various components of social welfare organizations.								
CO2	Students will understand the administrative process in welfare institutions.								
CO3	Demonstrate knowledge of social welfare administration principles and NGO management practices.								
CO4	Acquire knowledge and take leadership in the administration process.								
CO5	Apply ethical and legal standards in the management and operation of social welfare organizations.								

Unit-No.	**Content**	**Contact Hour**	**Learning Outcome**	**KL**
I	**Social Welfare Administration**: Meaning, definition, principles, scope and functions &; History of social welfare administration	**8**	Understand the basic principles of social welfare administration and recognize the role of GO/NGOs in supporting welfare services.	1,2
II	**Administrative process in welfare organizations**: Planning, Organizing, Directing, Staffing, Coordinating, Financial administration: Budgeting, Fundraising, Accounting, Auditing; Public relations & reports; Maintenance of files.	**14**	Understand the administrative process in welfare institutions.	1,2
III	**Non-governmental organizations**: Concept and Definition, Factors motivating voluntary action. National & international voluntary agencies, Concept of CSR.	**12**	Know the process of Registration of Non-Governmental Organizations.	1,2
IV	**Organization of Human Services**: Establishment of human service organization, Management of human service organization, Decision-making processes, Role of Communication in administration.	**10**	Learn the Dynamics of Human Services	2,3

V	**Legal and Financial Aspects of NGO Management**: Legal requirements for NGO registration and compliance (Societies Registration Act, Indian Trust Act), Sources of funding and financial management, Monitoring and evaluation techniques; Role of Social Workers in Social Welfare Administration	**16**	Manage NGOs and apply monitoring and evaluation techniques to assess program impact.	3,4

TEXTBOOK:

T1: Basu, K., & Das, P.K. *Social Welfare and Development in India*. Oxford University Press; 2020.

REFERENCE BOOKS:

R1: D'Souza, R. *NGOs and Rural Development: Theory, Practice, and Impact*. Cambridge University Press; 2017.
R2: Nair, S. *Social Work and Social Welfare: An Introduction*. Sage Publications; 2015.
R3: Desai, M. *Development and Rural Transformation in India*. Oxford University Press; 2017.
R4: Bhattacharya, M. *Managing Social Services: Concepts and Practices*. Sage Publications; 2021.

OTHER LEARNING RESOURCES

https://www.youtube.com/watch?v=bKKM_b15kIA

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOME

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme outcome**
1	Understand the various components of social welfare organizations.	1, 5, 7
2	Students will understand the administrative process in welfare institutions.	1, 3, 7
3	Demonstrate knowledge of social welfare administration principles and NGO management practices.	2, 4, 6
4	Acquire knowledge and take leadership in the administration process.	2, 6, 8
5	Apply ethical and legal standards in the management and operation of social welfare organizations.	5, 6, 7

SEMESTER – III									
Course Title	**CONCURRENT FIELD WORK II**								
Course code	**23BSWO214R**	**Total credits: 3**	**L**	**T**	**P**	**S**	**R**	**O/F**	**C**
			0	**0**	**2**	**0**	**0**	**16**	**3**
Pre-requisite	**Nil**	**Co-requisite**	**Nil**						
Programme	**BACHELOR OF SOCIAL WORK**								
Semester	**Fall/ III semester of second year of the programme**								
Course Objectives	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	Enhance interpersonal communication and collaboration skills for effective teamwork within community organizations								

COURSE DESCRIPTION:

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

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOME

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme outcome**
1	Develop the skills of documentation and reporting of fieldwork.	1, 2, 4
2	Determine which approaches work in practice and how they must be adapted to specific situations.	2, 5, 7
3	Understand the effect of the organizational context on professional practice while developing skills in agency-based social work.	1, 2, 4, 5
4	Engagement in self-assessment and develop a professional identity.	5, 9
5	Enhance interpersonal communication and collaboration skills for effective teamwork within community organizations.	3, 7, 8

SEMESTER – III									
Course Title	**CONTEMPORARY AREAS OF SOCIAL CONCERNS**								
Course code	**23BSWO215R**	**Total credits: 4**	**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 SOCIAL WORK**								
Semester	**Fall/ III semester of second year of the programme**								
Course Objectives	1. To provide students with an understanding of the major contemporary social issues. 2. To develop critical thinking on the impact of these issues on society. 3. To analyze the role of social institutions and policies in addressing these concerns. 4. To equip students with skills to engage with social problems through a solution-oriented approach. 5. To foster a sense of social responsibility and encourage active citizenship.								
CO1	Identify and explain key contemporary social concerns.								
CO2	Critically analyze the role of institutions and policies in addressing social problems.								
CO3	Develop skills to propose practical solutions to social issues.								
CO4	Demonstrate an understanding of social justice and equity in relation to contemporary concerns.								
CO5	Gain a sense of responsibility toward societal development and environmental sustainability.								

Unit-No.	Content	Contact Hour	Learning Outcome	KL
I	**Poverty and Inequality:** Concept, Meaning, Dimensions of Poverty, Types of Inequality (economic, social, gender), Causes of Poverty and Inequality, Role of Government and NGOs, Strategies for Reducing Poverty and Inequality.	**8**	Understand and assess the causes and solutions to poverty and inequality.	1,2
II	**Gender and Social Justice:** Concept, Meaning, Gender Inequality in Contemporary Society, Feminist Movements and Gender Rights, Gender-Based Violence and Discrimination, Legal Frameworks for Gender Justice, Approaches to Achieving Social Justice.	**14**	Analyze gender issues and legal frameworks addressing social justice.	1,4
III	**Health, Mental Health, and Well-Being:** Concept, Meaning, Access to Healthcare, Public Health Issues, Mental Health Awareness and Stigma, Global Health Disparities, Role of Social Work in Healthcare, Strategies for Promoting Well-Being.	**12**	Evaluate health and mental health issues from a social work perspective.	1,5
IV	**Environment and Climate Change**: Concept, Meaning, Impact of Climate Change on Vulnerable Populations, Environmental Justice, Sustainable Development, Role of Governments and International Bodies in Climate Action, Grassroots Environmental Movements and Strategies.	**10**	Understand the social impacts of environmental degradation and climate change.	1,2

V	**Technology and Its Social Impact:** Concept, Meaning, Digital Divide and Access to Technology, Impact of Social Media on Behavior and Society, Ethical Concerns in Technology Use, Role of Technology in Social Change and Activism, Approaches to Using Technology for Social Good.	**16**	Assess the role of technology in shaping social dynamics and change.	1,5

TEXTBOOK:

T1: Sen, A. *Poverty and Famines: An Essay on Entitlement and Deprivation*. Oxford University Press; 2021.

REFERENCE BOOKS:

R1: Madhok, S. *Gender and Social Justice: Feminist Theory in Action*. Oxford University Press; 2019.

R2: Stamm, B.H. *The Mental Health and Well-Being of Children and Adolescents in Social Work Practice*. Routledge; 2019.

R3: Agarwal, A., & Narain, S. *Sustainable Development and Environmental Justice: Global and Local Perspectives*. Routledge; 2020.

R4: Zuboff, S. *The Age of Surveillance Capitalism: The Fight for a Human Future at the New Frontier of Power*. PublicAffairs; 2019.

R5: Ravallion, M. *The Economics of Poverty: History, Measurement, and Policy*. Oxford University Press; 2020.

OTHER LEARNING RESOURCES

https://www.youtube.com/watch?v=T-JVpKku5SI

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOME

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme outcome**
1	Identify and explain key contemporary social concerns.	1, 2, 7
2	Critically analyze the role of institutions and policies in addressing social problems.	2, 4, 6
3	Develop skills to propose practical solutions to social issues.	2, 3, 5
4	Demonstrate an understanding of social justice and equity in relation to contemporary concerns.	1, 5, 7
5	Gain a sense of responsibility toward societal development and environmental sustainability.	6, 7, 9

SEMESTER – III									
Course Title	**CHILD PROTECTION AND CHILD RIGHTS**								
Course code	**23BSWO216R**	**Total credits: 4**	**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 SOCIAL WORK**								
Semester	**Fall/ III semester of second year of the programme**								
Course Objectives	1. Develop a comprehensive understanding of the socio-cultural, psychological, and legal aspects of child rights and child protection 2. Equip students with the ability to critically assess the vulnerabilities faced by children and various initiatives to deal with those situations 3. Enable students to apply social work intervention strategies to address right based issues 4. Enable students to apply social work intervention strategies to address right based issues faced by children								
CO1	Critically evaluate the socio-cultural and psychological dimensions of childhood and child rights in India.								
CO2	Understand the necessity of child protection from psycho-social, cultural, economic, and political standpoints								
CO3	Examine the forms of violence, neglect, and exploitation faced by children in different spheres of life.								
CO4	Analyze key child protection laws in India, such as the Juvenile Justice Act, and their implementation challenges.								
CO5	Identify the role of social workers and advocacy in addressing the issues related to child vulnerability and child rights.								

Unit-No.	**Content**	**Contact Hour**	**Learning Outcome**	**KL**
I	Child and Child Rights: Concept of Child and Childhood: Socio-Cultural and Psychological Perspective, Child Rights in India.	**12**	Understand the concept of childhood from socio-cultural and psychological perspectives and the status of child rights in India.	1,2
II	Need and Importance of Child Protection: Concept Nature and Scope, Necessity of Child Protection: Psycho-Socio, Cultural, Economic, Political	**12**	Explain the significance and multidimensional need for child protection in the context of social, cultural, and political factors	1,4
III	Children and Vulnerability: Violence, Neglect, Discrimination, Abuse, Exploitation, Children in Need of Care and Protection (CNCP) & Children in Conflict with Law (CCL), Child Rights: Advocacy & Activism	**12**	Identify the vulnerabilities faced by children and develop an understanding of advocacy and activism to protect child rights.	1,5
IV	Legal Protection and Child Protection: Legal Provisions relate to children, Legislation related to child protection; The Child Labour (Prohibition and Regulation) Act, 1986, The Juvenile Justice Care & protection of Children) Act, 2015, The Prohibition of Child Marriage Act 2006 and Protection of Children from Sexual Offences Act, 2012	**12**	Analyze the legal framework for child protection in India and understand key legislation protecting children's rights.	1,2

V	Scope of Social Work Intervention: Understanding child and its environment i.e. Family, Neighborhood, community and Peer Groups	**12**	Apply social work principles to assess and intervene in the child's environment to promote holistic development and protection.	1,5

TEXTBOOK:

T1: Kumar, R., & Sharma, P. *Child Rights and Protection in India: A Multidisciplinary Approach*. New Delhi: Sage Publications; 2023.

REFERENCE BOOKS:

R1: Mishra, S., & Gupta, A. *Understanding Vulnerabilities: A Guide to Child Protection Laws in India*. London: Routledge; 2023.

R2: Sen, M., & Banerjee, T. *Advocacy for Child Rights: Legal and Social Perspectives*. New York: Springer; 2023.

R3: Das, P., & Chatterjee, R. *Social Work and Child Welfare: Concepts, Practices, and Challenges*. Singapore: World Scientific Publishing; 2022.

OTHER LEARNING RESOURCES

https://www.unicef.org/india/what-we-do/child-protection

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOME

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme outcome**
1	Critically evaluate the socio-cultural and psychological dimensions of childhood and child rights in India.	1, 2, 5
2	Understand the necessity of child protection from psycho-social, cultural, economic, and political standpoints.	2, 5, 7
3	Examine the forms of violence, neglect, and exploitation faced by children in different spheres of life.	2, 3, 5
4	Analyze key child protection laws in India, such as the Juvenile Justice Act, and their implementation challenges.	3, 5, 6
5	Identify the role of social workers and advocacy in addressing the issues related to child vulnerability and child rights.	4, 5, 6

SEMESTER – III									
Course Title	**COMMUNITY SERVICES III**								
Course code	**23BSWO217R**	**Total credits: 1**	**L**	**T**	**P**	**S**	**R**	**O/F**	**C**
			0	**0**	**0**	**0**	**0**	**8**	**1**
Pre-requisite	**Nil**	**Co-requisite**	**Nil**						
Programme	**BACHELOR OF SOCIAL WORK**								
Semester	**Fall/ III semester of second year of the programme**								
Course Objectives	1. To introduce students to the concept of community service and its significance in personal and societal development. 2. To provide students with opportunities for practical engagement in community service activities. 3. To foster empathy, social responsibility, and a sense of civic duty among students.								
CO1	Demonstrate an understanding on the importance of community service and its relevance to personal and societal development.								
CO2	Apply theoretical knowledge gained from the field visit to analyze and critically evaluate the operations and impact of industries on local communities.								
CO3	Demonstrate empathy and social responsibility through their active participation in community service projects.								
CO4	Engage in community service activities to cultivate empathy, teamwork, and leadership skills.								
CO5	Apply Participatory Rural Appraisal techniques to understand community needs and aspirations, fostering a sense of civic responsibility								

ACTIVITIES/COMPONENTS		**LEARNING OUTCOME**
One-day Field Visit (Industry oriented)	Participate in a one-day field visit to an industry site, Know the different industries, their operations, and their impact on local communities	Through guided tours and interactive sessions, students will gain insights into the practical applications of their academic learning and get to know real-world exposure to different industries.
One-day Community Engagement/ Services:	Conducting Shramdaan (voluntary labor), Organizing awareness programs on relevant social issues such as environmental conservation, health, education, or civic rights. Participatory Rural Appraisal (PRA) exercises aimed at understanding community needs and aspirations.	Students will gain knowledge though participating in planning, executing, and evaluating the community engagement/service project, under the guidance of faculty mentors.

Evaluation and Overall Assessment Weightage:

Field Performance: 40%

Report Submission: 30%

VIVA Voce Examination: 30%

The evaluation process aims to provide a comprehensive assessment of students' performance, integrating both practical experiences and academic understanding. By weighting field performance and report submission with VIVA Voce examination, the assessment ensures a balanced evaluation of students' practical skills, theoretical knowledge, and communication abilities.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOME

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme outcome**
1	Demonstrate an understanding of the importance of community service and its relevance to personal and societal development.	1, 2, 5, 9
2	Apply theoretical knowledge gained from the field visit to analyze and critically evaluate the operations and impact of industries on local communities.	2, 3, 4, 5
3	Demonstrate empathy and social responsibility through their active participation in community service projects.	5, 7, 8, 9
4	Engage in community service activities to cultivate empathy, teamwork, and leadership skills.	7, 8, 9
5	Apply Participatory Rural Appraisal techniques to understand community needs and aspirations, fostering a sense of civic responsibility.	2, 5, 7, 9

SEMESTER – III									
Course Title	**BASIC LIFE SAVING SKILLS**								
Course code	**23UULS212R**	**Total credits: 1**	**L**	**T**	**P**	**S**	**R**	**O/F**	**C**
		Total hours: 30P	**0**	**0**	**2**	**0**	**0**	**0**	**1**
Pre-requisite	**Universal Course**	**Co-requisite**	**Nil**						
Programme	**BACHELOR OF SOCIAL WORK**								
Semester	**Fall/ III semester of second year of the programme**								
Course Objectives	1. To learn and demonstrate essential Basic Life Support (BLS) techniques for assisting in medical emergencies before professional help arrives. 2. To enhance communication, teamwork, and conflict resolution skills to improve personal and professional interactions. 3. To Understand the Triage system, recognize different levels of triage, and classify common medical emergencies to prioritize patient care effectively.								
CO1	Demonstrate knowledge and skill to perform CPR use an AED, and respond to choking in adults and children.								
CO2	Understand the significance of communication and teamwork in various situations.								
CO3	Apply knowledge and skill about pre-hospital care and management of trauma emergencies.								
CO4	Understand the principles and purpose of the Triage system in healthcare settings.								
CO5	Identify and manage common medical emergency conditions.								

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	**7**	Introduction about basic life support, about the chain of survival, different assessment techniques.	1,2
II	**Soft skills** • Introduction • Communications Skills • Situational Skills • Team Work • Other Soft Skills	**10**	Illustrates different communication skills, situational awareness including teamwork.	1,2,3
III	**Trauma emergencies** a) Introduction b) Priorities of Initial approach in pre-hospital care c) Scene safety d) Primary assessment e) Bleeding control f) Helmet removal g) Care of amputated body part h) Extrication of victims and safe transfer i) Cervical spine stabilization j) Cervical collar application k) Splinting of broken Limbs	**10**	Explains about different trauma emergencies and methods of managing trauma emergencies.	1,2,3

IV	**Triage system** • Introduction • Flow chart approach of Triage • Triage of Multiple Casualties in Pre-Hospital setting • Triage of Single casualty	**8**	Illustrates the triage system and explains about multiple causality operations.	1,2,3, 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	**10**	Describes different types of medical emergencies and its management.	1,2,3, 4,5

TEXTBOOK:

T1: Shah, A. *Basic Life Support (BLS) and First Aid: A Comprehensive Guide*. Elsevier; 2021.

REFERENCE BOOKS:

R1: Wallace, J. *Emergency Care and Transportation of the Sick and Injured*. Jones & Bartlett Learning; 2020.

R2: Robinson, K. *Prehospital Emergency Care: A Practical Approach*. Springer; 2019.

R3: Davis, S., & Clark, J. *Trauma Care and Emergency Medical Services: A Practical Guide*. Wiley; 2022.

R4: Smith, L. *Medical Emergencies in the Pre-Hospital Setting: A Handbook for Emergency Responders*. CRC Press; 2021.

R5: American Heart Association. *Pediatric Advanced Life Support (PALS) Provider Manual*. American Heart Association; 2022.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOME

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme outcome**
1	Demonstrate knowledge and skill to perform CPR use an AED, and respond to choking in adults and children.	**3,4,5,6,7,8,9**
2	Understand the significance of communication and teamwork in various situations.	**2,3,5,6,7,8,9**
3	Apply knowledge and skill about pre-hospital care and management of trauma emergencies.	**1,2,3,4,5,6,7,8,9**
4	Understand the principles and purpose of the Triage system in healthcare settings.	**1,2,3,4,5,6,7,8,9**
5	Identify and manage common medical emergency conditions.	**1,2,3,4,5,6,7,8,9**

SEMESTER – III									
Course Title	**ENGLISH LANGUAGE FOR EXCELLENCE**								
Course code	**23UBPD212R**	**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 SOCIAL WORK**								
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 ofcorrect 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 ofprofessional goals. 4. To evaluate the required attributes in a candidate.								
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.								

Unit-No.	**Content**	**Contact Hour**	**Learning Outcome**	**KL**
I	Grammar: Use of preposition, tag questions, simple, complex and compound sentences.	**12**	Describe preposition, simple and complex sentences	1,2
II	Grammar: Active and passive voice, direct and indirect speech.	**12**	Describe type of voices and type of speech	1, 2
III	Self-Management Skills: SWOT analysis, self-regulation, personal hygiene.	**12**	Explain self-regulation and personal hygiene.	1,2, 3
IV	Non- Verbal Communication-Sciences of Body Language: What is Non-Verbal Communication & Body Language, Elements of Communication, Types of Body Language, Importance and Impact of Body Language, Types of Communication through Body Language,Body Language Do's and Don'ts, Doubt Clearing Session.	**12**	Explain nonverbal communication, body language	1,2, 3,
V	Group Discussion (Theory): Importance, Planning, elements ad skills assessed; effective disagreeing, summarizing and attaining the objective.	**12**	Develop knowledge on group discussion.	1,2,

TEXTBOOK:

T1: Murphy, R. *English Grammar in Use*. Cambridge University Press; 2022.

REFERENCE BOOKS:

R1: Swan, M. *Practical English Usage*. Oxford University Press; 2021.

R2: Ahuja, S. R., & Sharma, A. K. *Communication Skills for Effective Teaching*. Oxford University Press; 2020.

R3: McGuire, D. *Presentation Skills: The Ultimate Guide to Presenting Like a Pro*. Wiley; 2022.

R4: Green, D. *English Grammar for Communication*. Pearson Education; 2020.

R5: McDowell, S. L. *Effective Communication Skills*

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOME

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme outcome**
1	Enable students to use prepositions, construct simple, complex, and compound sentences, and distinguish between active and passive voice.	**3,8,9**
2	Teach students the basics of writing, how to avoid ambiguity, write paragraphs and letters, and prepare resumes and cover letters.	**3,5,8,9**
3	Help students conduct SWOT analyses, practice self-regulation, and maintain personal hygiene.	**1,2,3,5,6,7,8,9**
4	Equip students with knowledge about non-verbal communication, types of body language, and their impact.	**2,3,5,7,8,9**
5	Train students in planning and conducting group discussions, effectively disagreeing, and summarizing to attain objectives.	**2,3,5,6,7,8,9**

SEMESTER – III									
Course Title	**PERSONAL FINANCIAL PLANNING**								
Course code	**23UUFL221R**	**Total credits: 1**	**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 SOCIAL WORK**								
Semester	**Fall/ III semester of second year of the programme**								
Course Objectives	1. The course would offer an inclusive approach to understand the relevant concepts of money, borrowing, lending, taxes and their application to financial planning. 2. Assess the personal financial planning process, the life cycle of financial plans, and methods of goal achievement. 3. Formulate a budget, record-keeping system, and tax planning strategy based on current financial goals								
CO1	Develop a cash management strategy and a plan to facilitate the home or automobile buying process.								
CO2	Design a diversified investment portfolio that addresses several different investment objectives.								
CO3	Differentiate between open- and closed-end mutual funds, exchange-traded funds, and direct or indirect real estate investments.								
CO4	Create a financial plan that covers your income needs in retirement and helps protect you and your estate.								
CO5	Analyze and manage risks in personal finance, including insurance needs and risk mitigation strategies.								

Unit-No.	Content	Contact Hour	Learning Outcome	KL
I	**Fundamentals of Financial Planning –** i. Functions of money; ii. Inflation- Meaning, causes, how it can be controlled; iii. process official planning, iv. Time value of money-simple and compound interest; v. Net Present Value and Future value, vi. Power of Compounding; vii. Doubling period and Rule of 72.	**6**	Students will be able to apply fundamental financial concepts, including the time value of money and the impact of inflation, to make informed financial decisions.	1,2
II	**Income Tax Planning–** i. Meaning of Income, ii. Direct & Indirect Taxes, Taxable Income, various heads of Income for tax Calculation, iii. Non-taxable Income, iv. Tax evasion and tax avoidance, v. GST, Tax Planning Strategies	**6**	Students will be able to understand the principles of income taxation, identify taxable income sources, and develop strategies for minimizing tax liabilities within legal frameworks.	1,2
III	**Entrepreneurial planning –** i. Meaning of Entrepreneurship, prerequisites for becoming an entrepreneur, ii. Entrepreneurship Support Systems in India, iii. Institutional support systems for entrepreneurs,	**6**	Students will be able to identify the key elements of entrepreneurship, understand the support systems available for entrepreneurs, and evaluate financing options for new ventures.	3,4

	iv. Financial support systems for entrepreneurs; v. Venture Capital, Business Angels, vi. Assistant of Government, vii. Commercial Bank Loans and Overdraft.			
IV	**Planning for investing in securities market –** i. Investment avenues offered by Securities Markets,. Primary Market and Secondary Market, ii. Stock market- meaning, features, functions of NSE,BSE DEMAT trading account, iii. Security repository, stock brokers, Operational aspects of securities markets: placement of orders, contract note, pay-in and pay-out, trading and settlement cycle, iv. Various risks involved in investing in securities markets; Role of Financial Intermediaries; Stock indices. v. Mutual Funds- meaning concept, definition, types, importance and drawbacks of mutual funds, mutual funds in India, investing in mutual funds, vi. Systematic Investment Plan (SIP) and its advantages.	**6**	Students will be able to understand the functioning of securities markets, assess investment risks, and make informed investment decisions	4,5
V	**Planning for debts and Retirement** i. Consumer credit - Introduction to consumer credit; choosing a source of credit, the cost of credit alternatives, ii. Consumer Legal Protection; iii. Housing Decision: Factors and Finance; Vehicle Decisions. iv. Retirement planning - Meaning of cost of living; retirement need analysis; development of retirement plan, various retirement schemes, v. Estate Planning; Pension and Medicare Planning; Wills.	**6**	Students will be able to manage consumer credit responsibly, plan for major life events like housing and vehicle purchases, and develop a comprehensive retirement plan	5,6

TEXTBOOK:

T1: Dalton, M. A. *Fundamentals of Financial Planning* (7th ed.). Money Education; 2021.

REFERENCE BOOKS:

R1: Thau, D. *Investment Planning: Concepts and Strategies*. Amazon; 2019.

R2: Mehrotra, H. C., & Goyal, S. P. *Income Tax including Tax Planning & Management* (45th ed.). Sahitya Bhawan Publications; 2024.

R3: Singhania, V. K., & Singhania, M. *Corporate Tax Planning & Business Tax Procedures with Case Studies*. Taxmann; 2024.

R4: Hisrich, R. D., & Ramadani, V. *Effective Entrepreneurial Management: Strategy, Planning, Risk Management, and Organization*. Springer Texts in Business and Economics; 2017.

R5: Mathur, A. *Entrepreneurship & New Venture Planning*. Taxmann; 2024.

R6: Graham, B. *The Intelligent Investor*. HarperBusiness; 2013.

R7: Mukherjea, S., & Ranjan, U. *Coffee Can Investing: The Low-Risk Road*. Penguin India; 2018.

R8: Orman, S. *The Ultimate Retirement Guide for 50+: Winning Strategies to Make Your Money Last a Lifetime*. Hay House; 2020.

R9: Pfau, W. *Retirement Planning Guidebook: Navigating the Important Decisions for Retirement Success*. Retirement Researcher Media; 2024.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOME

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme outcome**
1	Develop a cash management strategy and a plan to facilitate the home or automobile buying process.	1, 4
2	Design a diversified investment portfolio that addresses several different investment objectives.	2, 3
3	Differentiate between open- and closed-end mutual funds, exchange-traded funds, and direct or indirect real estate investments.	2, 3
4	Create a financial plan that covers your income needs in retirement and helps protect you and your estate.	1, 4
5	Analyze and manage risks in personal finance, including insurance needs and risk mitigation strategies.	2, 5

SEMESTER – IV									
Course Title	**SOCIAL ACTION**								
Course code	**23BSWO221R**	**Total credits: 4**	**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 SOCIAL WORK**								
Semester	**Winter/ IV semester of second year of the programme**								
Course Objectives	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.	**12**	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	**12**	Familiarize with different social work approaches	3,4
III	**Social Action as a method:** Concept of conscientization and critical awareness, Contribution of Paulo Freire and Saul Alinsky‘s to Social Action, Social Action as a Method of Social Work.	**12**	Understand the concept and critical awareness	1,2
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	**12**	Learn about different social movements that took place	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	**12**	Learn about different social action approaches	4,5

TEXTBOOK:

T1: Powell, F. *The Politics of Social Work*. London: Sage Publications; 2021.

REFERENCE BOOKS:

R1: Freire, P. *Pedagogy of the Oppressed: 50th Anniversary Edition*. New York: Bloomsbury Academic; 2018.

R2: Mullaly, R. P. *The New Structural Social Work: Ideology, Theory, and Practice*. Toronto: Oxford University Press; 2019.

R3: Reisch, M., & Andrews, J. *The Road Not Taken: A History of Radical Social Work in the United States*. New York: Routledge; 2015.

R4: Morley, C., & Macfarlane, S. *Social Work and Social Justice: A Structural Approach*. London: Sage Publications; 2020.

R5: Alston, M., & McKinnon, L. *Social Work and Welfare Politics: A Critical Perspective*. London: Routledge; 2021

OTHER LEARNING RESOURCES

https://www.youtube.com/watch?v=ET-1VTAYiGw

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOME

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme outcome**
1	Understand the basic concepts relevant to the application of social action in responding to the critical social reality.	1, 3, 5, 6, 7, 9
2	Analyze the models of social action in the broader context.	2, 3, 5, 6, 7, 9
3	Develop a strong sense of social action as a method of social action.	1, 2, 5, 6, 7, 9
4	Acquire knowledge about the significance of social movements.	1, 2, 3, 4, 6, 7
5	Learn the different approaches of social movements in India.	1, 2, 3, 5, 6, 7

SEMESTER – IV									
Course Title	**INTRODUCTION TO SOCIAL PSYCHOLOGY**								
Course code	**23BSWO222R**	**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 SOCIAL WORK**								
Semester	**Winter/ IV semester of second 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**: Definition and nature of social psychology; Brief history of social psychology; Scopes of social psychology; Relevance of social psychology to social work	**9**	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	**9**	Familiarize the theories of Social Psychology	3,4
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.	**9**	Understand the various concepts of social attitudes, aggression and pro-social behaviour	1,2
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	**9**	Learn social influence, stereotypes and discrimination	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 leaders, Types of leadership: Democratic, autocratic, laissez-faire and nurturant task leader; Collective behaviour: Crowd	**9**	Understand the Group, its processes and leadership	4,5

TEXTBOOK:

T1: Baron, R.A., Byrne, D., & Bhardwaj, G. *Social Psychology* (12th ed.). New Delhi: Pearson; 2010.

REFERENCE BOOKS:

R1: Myers, D. G., & Smith, S. M. *Exploring social psychology*. New York: McGraw-Hill; 2012.

R2: Singh, A. K. *Social Psychology*. New Delhi: PHI Learning Private Limited; 2015.

OTHER LEARNING RESOURCES

https://www.youtube.com/watch?v=CEw23EFu4rc

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOME

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme outcome**
1	Develop an understanding of the individual in relation to the social world.	1, 2, 3, 6, 7, 9
2	Analyze the social relationships through psychological norms.	1, 2, 3, 4, 5, 6, 7, 9
3	Identify the rules and techniques to evaluate social situations.	1, 2, 3, 6, 7, 9
4	Analyze the relationship between cognition and behavior in a natural social context.	1, 2, 3, 4, 5, 6, 7
5	Identify how group dynamics work and the various components of it.	1, 2, 3, 5, 6, 7, 8, 9

SEMESTER – IV									
Course Title	**RESEARCH METHODOLOGY FOR SOCIAL WORK**								
Course code	**23BSWO223R**	**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 SOCIAL WORK**								
Semester	**IV semester of second year of the programme**								
Course Objectives	1. To equip students with a comprehensive understanding of research concepts, methods, and their relevance in social work practice. 2. To develop skills for designing, conducting, and analyzing research to address social issues effectively. 3. To foster critical thinking and ethical considerations in the application of research methods within diverse social environments.								
CO1	Understand the fundamental concepts, objectives, and significance of research in the context of social work.								
CO2	Identify and formulate research problems relevant to social work settings.								
CO3	Design appropriate research methodologies and sampling techniques to investigate social issues.								
CO4	Demonstrate proficiency in data collection, analysis, and interpretation using relevant tools and techniques.								
CO5	Develop well-structured research reports and presentations, adhering to ethical research practices and standards.								

Unit-No.	Content	Contact Hour	Learning Outcome	KL
I	**Introduction to Research Methodology:** Meaning, objectives, and significance of research. Motivation in research. Criteria of good research. Defining and formulating research problems.	**9**	Understand the basic concepts and importance of research. Identify and formulate research problems.	1,2
II	**Research Design and Sampling Techniques:** Meaning and need for research design. Features of a good research design. Types of research designs. Sampling design: types, steps, and sample size determination.	**9**	Differentiate between various research designs and sampling techniques. Apply appropriate sampling techniques for social work research	1,2
III	**Data Collection and Measurement Tools:** Types and sources of data. Tools for data collection: schedules, interviews, and surveys. Scales of measurement: nominal, ordinal, interval, and ratio. Construction of attitude scales and semantic differential scales.	**9**	Analyze various data collection methods and tools. Construct and use measurement scales effectively.	2,3
IV	**Data Analysis and Research Reporting:** Presentation of data: tabular and graphical methods. Writing research reports: format, layout, and referencing. Mechanics of writing research papers and theses. Standard methods of quoting and presenting statistics.	**9**	Present and interpret research data effectively. Develop structured research reports adhering to academic standards.	3,4

V	**Ethical Considerations and Research in Social Work:** Ethical issues in research. Role of social work research in addressing societal challenges. Networking and advocacy in research. Emerging trends in research methodologies.	**9**	Evaluate ethical considerations in social work research. Integrate research findings into evidence-based social work practice.	4,6

TEXTBOOK:

T1: Bryman, A. *Social Research Methods* (5th ed.). Oxford: Oxford University Press; 2016.

REFERENCE BOOKS:

R1: Creswell, J. W. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (5th ed.). Los Angeles: Sage Publications; 2018.

R2: Rubin, A., & Babbie, E. *Research Methods for Social Work* (9th ed.). Boston: Cengage Learning; 2016.

R3: Neuman, W. L. *Social Research Methods: Qualitative and Quantitative Approaches* (7th ed.). Harlow: Pearson Education; 2014.

R4: Silverman, D. *Qualitative Research* (5th ed.). London: Sage Publications; 2020.

OTHER LEARNING RESOURCES

https://www.youtube.com/watch?v=4hidNWsfXAY

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOME

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme outcome**
1	Understand the fundamental concepts, objectives, and significance of research in the context of social work.	1, 2, 5, 6, 7, 9
2	Identify and formulate research problems relevant to social work settings.	1, 2, 3, 5, 6, 7, 9
3	Design appropriate research methodologies and sampling techniques to investigate social issues.	1, 2, 3, 4, 5, 6, 7, 9
4	Demonstrate proficiency in data collection, analysis, and interpretation using relevant tools and techniques.	1, 2, 3, 5, 6, 7, 9
5	Develop well-structured research reports and presentations, adhering to ethical research practices and standards.	1, 2, 3, 5, 6, 7, 9

SEMESTER – IV									
Course Title	**CONCURRENT FIELD WORK III**								
Course code	**23BSWO224R**	**Total credits: 3**	**L**	**T**	**P**	**S**	**R**	**O/F**	**C**
			0	**0**	**2**	**0**	**0**	**16**	**3**
Pre-requisite	**Nil**	**Co-requisite**	**Nil**						
Programme	**BACHELOR OF SOCIAL WORK**								
Semester	**Fall/ IV semester of the second year of the programme**								
Course Objectives	1. To know about the community where the organization is working. 2. Understanding the problems in the community. 3. Understanding the process of Community Based Organization. 4. To know about the importance of Documentation. 5. To know how to conduct different sessions on primary methods of social work in a practical field								
CO1	Demonstrate knowledge of the community's social, cultural, and economic context in which the organization operates, identifying key community dynamics and needs.								
CO2	Applying social work theories and frameworks to assess these issues.								
CO3	Apply principles of Community-Based Organization (CBO) development in real-world settings, engaging with the community effectively to support collective action.								
CO4	Develop documentation and reporting skills.								
CO5	Conduct and facilitate primary social work methods (casework, group work, and community organization) in field settings.								

COURSE DESCRIPTION:

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

TEXTBOOK:

T1: Hepworth, D. H., Rooney, R. H., Rooney, G. D., & Thyer, B. A. *Social work treatment: An eclectic approach*. Brooks/Cole; 2017.

REFERENCE BOOKS:

R1: Barker, R. L. *The social work dictionary*. Oxford University Press; 2018.

R2: Grinnell, R. M., Jr., & Unrau, Y. A. *Social work research and evaluation: Foundations and applications*. Oxford University Press; 2014.

R3: Rubin, A., & Babbie, E. R. *Essential research methods for social work*. Cengage Learning; 2019.

R4: Reamer, F. G. *Social work ethics: Theory and practice*. Columbia University Press; 2018.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOME

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme outcome**
1	Demonstrate knowledge of the community's social, cultural, and economic context in which the organization operates, identifying key community dynamics and needs.	1, 2, 3, 5
2	Applying social work theories and frameworks to assess these issues.	2, 4
3	Apply principles of Community-Based Organization (CBO) development in real-world settings, engaging with the community effectively to support collective action.	3, 5
4	Develop documentation and reporting skills.	4, 5
5	Conduct and facilitate primary social work methods (casework, group work, and community organization) in field settings.	1, 2, 3, 4, 5

SEMESTER – IV									
Course Title	**SOCIAL WORK WITH DIFFERENTLY ABLED**								
Course code	**23BSWO225R**	**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 SOCIAL WORK**								
Semester	**Winter/ IV semester of second year of the programme**								
Course Objectives	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, SystemsModel, 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, Curricularissues	**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 initiativesfor 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

TEXTBOOK:

T1: Shakespeare, T., & Watson, N. *Disability: The Basics*. London: Routledge; 2022.

REFERENCE BOOKS:

R1: Goodley, D., Liddiard, K., & Runswick-Cole, K. *The Sociology of Disability: Critical Introduction*. London: Routledge; 2018.

R2: Mitra, S., & Palmer, M. *Disability, Health, and Human Development*. Oxford: Oxford University Press; 2022.

R3: Kuppers, P. *Disability Arts and Culture: Methods and Approaches*. Bristol: Intellect Books; 2020.

R4: Barnes, C. *Exploring Disability: A Sociological Introduction* (3rd ed.). London: Polity Press; 2021.

OTHER LEARNING RESOURCES

https://www.youtube.com/watch?v=gODqk1Q9Fpk

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOME

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme outcome**
1	Aware of the rights of persons with disability and the magnitude and causes of disability.	1, 2, 3, 5, 6, 7, 9
2	Understand the issues and concerns related to 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, 3, 5, 6, 7, 9
4	Practice the intervention areas while working with persons with disability.	1, 2, 3, 4, 5, 6, 7
5	Develop skills in networking and advocacy.	1, 2, 3, 5, 6, 7, 9

SEMESTER – IV									
Course Title	**SOCIAL WORK IN CONFLICT RESOLUTION**								
Course code	**23BSWO226R**	**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 SOCIAL WORK**								
Semester	**Winter/ IV semester of second year of the programme**								
Course Objectives	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	Understand the various process of rehabilitation and reintegration of the affected population back into their society in the post-conflict								
CO3	Understand and apply the different approaches and methods of conflict management.								
CO4	Acquire various skills and techniques for conflict management and resolution.								
CO5	Understand the role of social workers in conflict management and resolution.								

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) – Causes for work place conflicts, Harassment and discrimination – cost and effects of conflict	**8**	Understand the concept, sources, and impact of conflict in the workplace and society	1,2, 3
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,	**13**	Understand and apply the different approaches and methods of conflict management.	3,4, 5
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.	**9**	Understand the various process of rehabilitation and reintegration of the affected population back into their society in the post-conflict	3,4
IV	**Skills and Techniques for Conflict Management** - Lobby, Persuasion, Dialogue, consultation, Trust building, anger management, building rapport, empathetic listening, one-on-one conversation, transparent and empathetic communication, conflict analysis and joint costing, alternatives etc.	**9**	Acquire various skills and techniques for conflict management and resolution.	3,4, 5
V	**Role of Social workers in Conflict Resolution**: Leadership, Teambuilding, facilitator or mediator	**6**	Understand the role of social workers in conflict management and resolution.	4,5, 6

TEXTBOOK:

T1: Patterson, K., Grenny, J., McMillan, R., & Switzler, A. *Crucial conversations: Tools for talking when stakes are high*. McGraw-Hill; 2012.

REFERENCE BOOKS:

R1: Fisher, R., Ury, W., & Patton, B. *Getting to yes: Negotiating agreement without giving in*. Penguin Books; 1991.

R2: Covey, S. R. *The 7 habits of highly effective people: Powerful lessons in personal change*. Free Press; 2004.

R3: Rosenberg, M. B. *Nonviolent communication: A language of life*. PuddleDancer Press; 2015.

R4: Kreindler, G. *The conflict resolution handbook: How to manage disputes effectively*. Jossey-Bass; 2012.

R5: Sun Tzu. *The art of war*. Oxford University Press; 1999.

OTHER LEARNING RESOURCES

https://www.youtube.com/watch?v=9cF4h3GSjME

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOME

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme outcome**
1	Aware of the rights of persons with disability and the magnitude and causes of disability.	1, 2, 3, 5, 6, 7, 9
2	Understand the issues and concerns related to 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, 3, 5, 6, 7, 9
4	Practice the intervention areas while working with persons with disability.	1, 2, 3, 4, 5, 6, 7
5	Develop skills in networking and advocacy.	1, 2, 3, 5, 6, 7, 9

SEMESTER – IV									
Course Title	**RURAL DEVELOPMENT**								
Course code	**23BSWO227R**	**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 SOCIAL WORK**								
Semester	**Fall/ IV semester of second year of the programme**								
Course Objectives	1. To understand the concept and scope of rural development in India. 2. To explore the challenges and issues faced by rural communities. 3. To study various rural development programs and schemes in India. 4. To analyze the role of social workers in promoting sustainable rural development.								
CO1	Understand the basic concepts and objectives of rural development.								
CO2	Identify key issues and challenges faced by rural communities.								
CO3	Analyze various rural development programs and their impact.								
CO4	Evaluate the role of government and non-governmental initiatives in rural development.								
CO5	Apply knowledge of rural development in field practice and social work interventions.								

Unit-No.	**Content**	**Contact Hour**	**Learning Outcome**	**KL**
I	**Introduction to Rural Development in India:** Concept and definition of rural development; Historical perspective of rural development in India**;** Importance of rural development for social progress	**8**	Students will be able to define and explain the concept of rural development in India and its historical significance.	1,2
II	**Rural Economy and Livelihoods**: Characteristics of the rural economy; Agricultural development and its challenges; Non-agricultural livelihood options in rural areas; Livelihood diversification and self-employment	**13**	Students will understand the dynamics of rural economies and the livelihood challenges faced by rural populations.	1,2
III	**Rural Poverty and Unemployment;** Causes and consequences of rural poverty**;** Rural unemployment: types, causes, and trends**;** Social exclusion and caste-based economic disparities**;** Government initiatives to alleviate poverty and unemployment (e.g., MGNREGA)	**9**	Students will analyze the causes of rural poverty and unemployment and evaluate government efforts to address these issues.	4
IV	**Rural Development Programs and Policies:** Overview of major rural development programs (e.g., PMGSY, NRLM, PM-KISAN); Role of Panchayati Raj Institutions (PRIs) in rural development; Participatory rural development: approaches and methods; Evaluation of the impact of rural development programs	**9**	Students will evaluate different rural development programs and their impact on the rural population.	5

V	**Role of NGOs and Social Workers in Rural Development:** Contribution of NGOs in rural development; Role of social workers in empowering rural communities; Case studies of successful rural development projects led by NGOs; Sustainable development and social work intervention	**6**	Students will learn to apply social work interventions to support rural development initiatives.	3

TEXTBOOK:

T1: Singh, K. *Rural Development: Principles, Policies, and Management*. New Delhi: Sage Publications; 2016.

REFERENCE BOOKS:

R1:Desai, V. *Rural Development in India: Past, Present, and Future*. Mumbai: Himalaya Publishing House; 2011.

R2: Mahajan, V., & Gupta, M. S. *Rural Development in India: Emerging Issues and Trends*. New Delhi: Sage Publications; 2020.

R3:Sharma, A. *Rural Development in India: Strategies and Processes*. Jaipur: Rawat Publications; 2015.

OTHER LEARNING RESOURCES

https://www.youtube.com/watch?v=B2Q5Eg1JiKU

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOME

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme outcome**
1	Understand the basic concepts and objectives of rural development.	1, 2, 3, 5, 6, 7, 9
2	Identify key issues and challenges faced by rural communities.	1, 2, 3, 5, 6, 7, 9
3	Analyze various rural development programs and their impact.	1, 2, 3, 5, 6, 7, 9
4	Evaluate the role of government and non-governmental initiatives in rural development.	1, 2, 3, 4, 5, 6, 7, 9
5	Apply knowledge of rural development in field practice and social work interventions.	1, 2, 3, 5, 6, 7, 9

SEMESTER – IV									
Course Title	**TRIBAL DEVELOPMENT**								
Course code	**23BSWO228R**	**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 SOCIAL WORK**								
Semester	**Fall/ IV semester of the second year of the programme**								
Course Objectives	1. To understand the significance of tribal development in the broader context of social development. 2. To analyze the socio-economic conditions of tribal communities and identify key challenges. 3. To evaluate government policies and programs aimed at tribal development. 4. To recognize the importance of cultural heritage and empowerment strategies for tribal communities. 5. To explore sustainable development practices in tribal areas and their impact on livelihoods.								
CO1	Identifying key challenges and opportunities for development through a critical understanding of their demographic characteristics.								
CO2	Evaluate the effectiveness of government policies and programs								
CO3	Demonstrate an understanding of the importance of cultural heritage in tribal communities								
CO4	Identify and propose empowerment strategies that enhance the capacity of tribal communities for self-governance, education, and skill development								
CO5	Assess sustainable development practices in tribal areas								

Unit-No.	**Content**	**Contact Hour**	**Learning Outcome**	**KL**
I	**Introduction to Tribal Development:** Definition and significance of tribal development, Historical context of tribal communities in India with special reference to North-East region; Key concepts: tribe, ethnicity, and culture	**8**	Understand the importance of tribal development and its historical context	1,2
II	**Socio-Economic Status of Tribes:** Demographic characteristics of tribal populations, Socio-economic indicators: health, education, and income, Challenges faced by tribal communities	**10**	Analyze the socio-economic status of tribal communities and identify key challenges affecting their development	2,3
III	**Government Policies and Programs:** Overview of national and state-level policies for tribal development, Schemes and programs: PVTGs, TSP, MGNREGA, Role of NGOs in implementation	**9**	Evaluate government policies and programs aimed at tribal development.	3,4
IV	**Cultural Heritage and Empowerment:** Importance of preserving tribal culture and traditions, Empowerment strategies: education, capacity building, and self-governance, Case studies of successful tribal empowerment initiatives	**11**	Recognize the significance of cultural heritage in tribal development.	2,3

V	**Sustainable Development in Tribal Areas:** Concepts of sustainable development and its relevance to tribal communities, Natural resource management and livelihood opportunities, Challenges and strategies for sustainable development	**7**	Understand the principles of sustainable development in the context of tribal areas.	2,3

Text Book

T1: Das, V. *Critical ethnography*. University of California Press; 2006.

REFERENCE BOOKS:

T2: Gadgil, M., & Guha, R. *This fissured land: An ecological history of India*. University of California Press; 1992.

T3: Menon, N. *The making of modern India*. Oxford University Press; 2007.

T4: Singh, K. S. *The tribal world*. Oxford University Press; 2009.

T5: Baviskar, A. *The making of rural India*. Oxford University Press; 2005.

OTHER LEARNING RESOURCES

https://www.youtube.com/watch?v=-mRJDu3BqOg

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOME

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme outcome**
1	Identifying key challenges and opportunities for development through a critical understanding of their demographic characteristics.	1, 2, 3, 5, 6, 7, 9
2	Evaluate the effectiveness of government policies and programs.	1, 2, 3, 4, 5, 6, 7, 9
3	Demonstrate an understanding of the importance of cultural heritage in tribal communities.	1, 2, 5, 6, 7, 9
4	Identify and propose empowerment strategies that enhance the capacity of tribal communities for self-governance, education, and skill development.	1, 2, 3, 4, 6, 7, 9
5	Assess sustainable development practices in tribal areas.	1, 2, 3, 5, 6, 7, 9

SEMESTER – IV									
Course Title	**BASIC ACCLIMATIZATION SKILL**								
Course code	**23UULS221R**	**Total credits: 1**	**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 SOCIAL WORK**								
Semester	**Winter/ V semester of third 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 equipment's & Utensils. 3. Students will be able 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.								
CO5	Students will develop an understanding of personal financial management and budgeting skills.								

Unit-No.	Content	Contact Hour	Learning Outcome	KL
I	**Introduction to Accommodation Management** • Telephone handling technique • Organizing of Rooms. • Cleaning agents. • Cleaning equipment's and uses. • Bed making Process.	**7**	Explains the techniques of accommodation management.	1,2
II	**Fundamentals of Cooking** • Definition of cookery–Aim & Objectives of cooking. • Use of basic Cooking equipment's • Personal Hygiene and Safety • Use of Fire & Fuels	**5**	Introduces the fundamentals of cooking including efficient and safety methods.	1,2,3
III	**Methods of Cooking** • Different Cuts. • Use of Herbs and Spices. • Basic Food and Beverage Preparation. • Regional food Habits	**5**	Illustrates different methods of cooking.	1,2,3
IV	**Forms & Format's** • C –form • Reservation form • Registration form • Passport Application form Legal Rent Agreement	**8**	Explains and illustrates various formats of writing forms like reservation, passport, etc.	1,2,3, 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	**5**	Prepare various egg dishes, canapés, mocktails, shakes, and regional food items such as butter rice, lemon rice, and lentils	1,2,

TEXT BOOKS:

T1: Arora K (2011). Theory of cookery, Frank brothers & company (pub) pvt ltd-New Delhi.

T2: Bruce H. Axler, Carol A. Litrides (2010) Food and Beverage Service Volume 1 of Wiley Professional Restauranteur, Guides.

REFERENCE BOOKS:

R1: Mohammed Zulfikar (2010) - Introductions to Tourism and Hotel Industry Introduction to Tourism and Hotel Industry. Vikas Publishing.

R2: Sudhir Andrews (2013) Food and Beverage Service: A Training Manual, Tata McGraw Hill, 2013

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOME

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

SEMESTER – IV									
Course Title	**ENGLISH FOR EMPLOYABILITY**								
Course code	**23UBPD222R**	**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 SOCIAL WORK**								
Semester	**Winter/ V semester of third 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 thelisteners. 3. To increase proficiency, present ability and quality of resume and provide guidance forself- promotion and self-evaluation in social media. 4. To prepare and train the students for the campus drives & walking interviews.								
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	**Public Speaking Skills** i. Preparation of Scripts and understanding Nonverbal cues of Public Speaking ii. Understanding and Overcoming Fear of Public Speaking iii. 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	**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	**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	**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	**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:

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: Kannaiyan, S. 2002 Biotechnology of Biofertilizers. Narosa publishing house, New Delhi. Dubey, R.C. 2001

OTHER LEARNING RESOURCES:

https://www.aplustopper.com/active-and-passive- voice-rules/https://www.edudose.com/english/direct-and-indirect-speech-rules/

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOME

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

SEMESTER – IV									
Course Title	**DIGITAL LITERACY**								
Course code	**23UCDL222R**	**Total credits: 1**	**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 SOCIAL WORK**								
Semester	**Winter/ V semester of third year of the programme**								
Course Objectives	**1.** To identify and analyse computer hardware, software and their uses. **2.** To use MS-Office suite for various purposes. **3.** To use the Internet efficiently for required information as well as for digital financial transactions								
CO1	Understanding of Computer Hardware, Software and Computer handling.								
CO2	Apply MS-Office to solve basic information Management issues.								
CO3	Operate the Internet, social media and e-commerce sites efficiently and ethically.								
CO4	Analyse the cybercrimes on digital payments application.								
CO5	Explore the functionality and use of credit cards, debit cards, net banking, and UPI.								

Unit-No.	**Content**	**Contact Hour**	**Learning Outcome**	**KL**
I	Fundamentals of Computer Systems • Components of a Computer and their functions. • Different Types of Computers and their applications.	6	Learn about Fundamentals of Computer Systems	1, 2
II	Introduction to MS-Office • Components of the MS-Office suite. • Creating documents with MS-Word. • Creating Presentations with MS-PowerPoint. • Creating Spreadsheets with MS-Excel.	6	Learn about Introduction to MS-Office	3,4
III	Introduction to Internet & Cyber World: • Introduction to Computer Networks and Internet. • World Wide Web, Websites and Web portals, Web browsing. • Web Searching, Search engines, Introduction to Google Search Engine; How to search using Keywords, topics of Interest, etc. • Creation and use of Email Accounts. Cyber Crimes.	6	Know about the Internet & Cyber World	1,2,3 3,4
IV	Introduction to social media: • The Power of social media, Relevance of social media in present scenario. • Creating accounts and using some popular social media portals and Apps like WhatsApp, Facebook, Twitter, Instagram, LinkedIn. • Social Media Etiquettes.	6	Learn about social media	1,2,3 1, 2

V	Digital Payments • Introduction to Digital Payment Systems. • Creating accounts and using Digital Payment Systems like Credit Cards, Debit Cards, Net banking, UPI	6	Learn about Digital Payments	1,2

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: Bala guru swamy, E. 2009 Fundamentals of Computers, Tata McGraw-Hill Education.

R2: Bala guru swamy, 2014. E. Fund Of Comp & Programming (Updated Ed Sem. I, Au) Tata McGraw-Hill Education.

R3: Lawson, C. 2022. Introduction to Social Media, Oklahoma State University.

OTHER LEARNING RESOURCES:

https://www.w3schools.com
https://edu.gcfglobal.org

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOME

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme outcome**
1	Understanding of Computer Hardware, Software and Computer handling.	**1,2,3,4,5,6,8,9**
2	Apply MS-Office to solve basic information Management issues.	**1,2,3,4,5,6,8,9**
3	Operate the Internet, social media and e-commerce sites efficiently and ethically.	**1,2,3,4,5,6,7,8,9**
4	Analyse the cybercrimes on digital payments application.	**1,2,3,4,5,6,7,8,9**
5	Explore the functionality and use of credit cards, debit cards, net banking, and UPI.	**1,2,3,4,5,6,7,8,9**

SEMESTER – V									
Course Title	**SOCIAL WORK AND HEALTH CARE**								
Course code	**23BSWO311R**	**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 SOCIAL WORK**								
Semester	**Fall/ V semester of third year of the programme**								
Course Objectives	1. To understand the concept of health and health related components 2.To familiarize the students about the communicable and non-communicable diseases 3.To help the students understand the role of medical and psychiatric social workers 4. To orient the students about the different medical centers where social work practice takes place								
CO1	Understand the concept of health, its dimensions, and the role of social work in health care.								
CO2	Identify key communicable and non-communicable diseases, their prevention, and the impact of accidents on public health.								
CO3	Explain the significance of mother-child health services, nutrition, and the impact of malnutrition.								
CO4	Understand mental health concepts and the role of social workers in mental health care.								
CO5	Analyze health services across various levels and evaluate the role of social workers in healthcare settings and health education.								

Unit-No.	Content	Contact Hour	Learning Outcome	KL
I	Positive health, Determinants of health, Changing perspectives of health care and social work practice in the field of health. Concept of social medicine, preventive medicine and community health, Role of family in health and disease, Importance of doctor-patient relationship	**8**	Understand health in its dimensions and the role of social work in health care.	1, 2
II	Causes, signs and symptoms, treatment and prevention of communicable and non-communicable diseases. Leprosy, TB, STDs, AIDS, hepatitis A and B, cholera, typhoid and malaria, cancer, blindness, hypertension, diabetes. Accidents: raising incidents of road traffic accidents: Causes, effects and management strategies for the prevention of accidents.	**10**	Identify key diseases and accidents, and understand their prevention.	3,4
III	Mother and child health (MCH) services Reference to the ideal of the welfare state, prenatal and postnatal care, immunization – school health programme, ICDS and RCH programme. Nutrition – balanced diet, Under nutrition and malnutrition.	**9**	Explain mother-child health services and the impact of malnutrition.	1,2
IV	Concept of mental health, mental illness, community mental health and community psychiatry. Mental health as a part of general health, Rehabilitation, prevention of mental illness and promotion of mental health. Methods and techniques and role of the social worker	**11**	Understand mental health concepts and the social worker's role in care.	3,4

V	Health services at national, state, district, taluk and PHC levels. Role and functions of social worker in health care. Social work practice in hospital and community, Health education: meaning, importance and methods. National health programs, National health policy, national and international organizations for health.	**7**	Analyse health services and the role of social workers in healthcare settings.	4,5

TEXTBOOK:

T1: Marmot, M. *Health equity: An integrative approach*. Bloomsbury Publishing; 2020.

REFERENCE BOOKS:

R1: Offit, P. A. *The 90% solution: How to make mass immunization work*. Basic Books; 2011.

R2: Quammen, D. *Spillover: Animal infections and the next human pandemic*. W.W. Norton & Company; 2012.

R3: Humphreys, N., & Tierney, J. *Social work practice in health care: An interdisciplinary approach*. Cengage Learning; 2019.

R4: Cox, H. R., & Mallon, G. *Mental health and social work*. Routledge; 2017.

OTHER LEARNING RESOURCES

https://www.youtube.com/watch?v=zmW5F-TUvVo&pp=ygUbU09DSUFMIFdPUksgQU5EIEhFQUxUSCBDQVJF

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOME

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme outcome**
1	Understand the concept of health, its dimensions, and the role of social work in health care.	1, 2, 3, 5, 6, 7, 9
2	Identify key communicable and non-communicable diseases, their prevention, and the impact of accidents on public health.	1, 2, 5, 6, 7, 8
3	Explain the significance of mother-child health services, nutrition, and the impact of malnutrition.	1, 2, 3, 6, 7, 9
4	Understand mental health concepts and the role of social workers in mental health care.	1, 2, 3, 4, 5, 6, 7
5	Analyze health services across various levels and evaluate the role of social workers in healthcare settings and health education.	1, 2, 3, 4, 5, 6, 7

SEMESTER – V									
Course Title	**DEVELOPMENTAL ISSUES IN INDIA**								
Course code	**23BSWO312R**	**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 SOCIAL WORK**								
Semester	**Fall / V semester of third year of the programme**								
Course Objectives	1. To understand the key developmental issues and challenges in contemporary India. 2. To analyze the socio-economic, cultural, and political factors influencing development in India. 3. To explore the role of social work in addressing developmental issues. 4. To evaluate policies, programs, and interventions aimed at resolving developmental challenges in India.								
CO1	Identify and explain critical developmental issues in India.								
CO2	Analyze the impact of developmental issues on marginalized communities.								
CO3	Evaluate the effectiveness of various developmental policies and programs.								
CO4	Develop strategies for social work interventions to address developmental challenges.								
CO5	Demonstrate an understanding of sustainable development principles in the Indian context.								

Unit-No.	**Content**	**Contact Hour**	**Learning Outcome**	**KL**
I	Introduction to Developmental Issues: - Definitions and key concepts of development, underdevelopment, and sustainable development; Sustainable Development Goals (SDGs) and India's progress; Current status and major development indicators in India; Overview of social, economic, and environmental dimensions	**9**	Understand foundational concepts of development and its challenges in India	1, 2
II	**Poverty, Inequality, and Unemployment: -** Causes and types of poverty in rural and urban India; Regional disparities and income inequality; Social exclusion and its impact on marginalized groups; Policies and programs for poverty alleviation and employment generation	**9**	Analyze the socio-economic impact of poverty, inequality, and unemployment on India's development	3,4
III	**Health and Education as Developmental Issues:** Health infrastructure, accessibility, and quality; Educational inequalities and literacy rates; Government initiatives in health (e.g., Ayushman Bharat) and education (e.g., NEP 2020) - Role of private and non-governmental organizations	**9**	Evaluate the role and challenges of health and education sectors in supporting sustainable development	1,2

IV	**Environmental Challenges:** Deforestation, air and water pollution, climate change; Impact of environmental degradation on health and livelihoods; Policies for environmental conservation and sustainable practices; Role of NGOs, social workers, and community involvement in environmental advocacy	**9**	Examine the implications of environmental degradation on marginalized communities and sustainable development	3,4
V	**Developmental Issues and Social Work Interventions:** Role of social workers in addressing developmental issues; Case studies of successful interventions and community-led initiatives; Community participation and advocacy in addressing developmental challenges; Strategies for sustainable social work interventions in marginalized communities.	**9**	Formulate social work interventions to address key developmental issues in India	4,5

TEXTBOOK:

T1: Desai, V., & Potter, R. B. *The Companion to Development Studies*. New York: Routledge; 2014.

REFERENCE BOOKS:

R1: Dreze, J., & Sen, A. *An Uncertain Glory: India and its Contradictions*. New Delhi: Penguin Books India; 2013.

R2: Chambers, R. *Ideas for Development*. London: Earthscan; 2005.

R3: Kabeer, N. *Inclusive Citizenship: Meanings and Expressions*. London: Zed Books; 2005.

R4: Midgley, J., & Conley, A. *Social Work and Social Development: Theories and Skills for Developmental Social Work*. New York: Oxford University Press; 2010.

OTHER LEARNING RESOURCES

https://www.youtube.com/watch?v=HQxSRqE9ux0

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOME

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme outcome**
1	Identify and explain critical developmental issues in India.	1, 2, 3, 5, 6, 7, 9
2	Analyze the impact of developmental issues on marginalized communities.	1, 2, 3, 5, 6, 7, 8
3	Evaluate the effectiveness of various developmental policies and programs.	1, 2, 4, 5, 6, 9
4	Develop strategies for social work interventions to address developmental challenges.	1, 2, 3, 4, 5, 6, 7
5	Demonstrate an understanding of sustainable development principles in the Indian context.	1, 2, 3, 5, 7

SEMESTER – V									
Course Title	**AGRICULTURE & RURAL LIVELIHOOD**								
Course code	**23BSWO313R**	**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 SOCIAL WORK**								
Semester	**Fall / V semester of third year of the programme**								
Course Objectives	1. To understand the historical and contemporary role of agriculture in rural livelihoods. 2. To explore the interconnection between agricultural practices and socio-economic development in rural areas. 3. To analyze policies affecting agriculture and rural livelihood, including their implications for poverty reduction and sustainable development. 4. To develop an understanding of innovative practices and sustainable approaches to rural agricultural development.								
CO1	Explain the significance of agriculture in shaping rural economies and livelihoods.								
CO2	Analyze the socio-economic impacts of agricultural policies and reforms.								
CO3	Evaluate traditional and modern agricultural practices, including their impact on sustainability and rural resilience.								
CO4	Apply knowledge of agricultural frameworks to propose development-oriented solutions for rural communities.								
CO5	Assess the challenges and opportunities for rural development through agriculture.								

Unit-No.	Content	Contact Hour	Learning Outcome	KL
I	**Agriculture in Rural Context:** Historical role and significance of agriculture in rural areas; Rural economic structures and livelihood patterns; Agriculture as a source of employment, income, and socio-economic stability; Current trends and transformation in rural agriculture	9	Understand the role of agriculture in rural livelihoods and community development	1, 2
II	**Agricultural Technology and Rural Development:** Role of AI and Drone technology, biotechnology, and ICT in rural agriculture; Digital platforms and information access for farmers; Mobile-based agricultural services and innovation hubs; Challenges in technology adoption and access	9	Assess the role of technology in enhancing agricultural productivity and rural development	3,4
III	**Policies and Reforms Impacting Rural Livelihoods:** Key agricultural policies and reforms in India (e.g., Land Reforms, Green Revolution); Government schemes supporting rural agriculture (MGNREGS, PM-KISAN, Soil Health Card Scheme); Rural financial systems, subsidies, and credit access; Role of institutions and NGOs in rural development	9	Analyze the effects of policy and reform initiatives on agriculture and rural communities	1,2

IV	**Agricultural Practices and Sustainable Livelihoods:** Traditional vs. modern agricultural practices and their impact; Diversification; Sustainable farming techniques and innovations (organic farming, Integrated farming); Climate-resilient agriculture and ecological impacts; Community-driven agricultural initiatives and cooperatives	9	Evaluate agricultural practices in the context of sustainable rural livelihood strategies	3,4
V	**Challenges and Future of Rural Livelihoods:** Land fragmentation, landlessness, and rural poverty; Climate change, resource depletion, and food security; Migration among farm households; Future trends: Precision farming, agroforestry, rural entrepreneurship	9	Propose solutions to emerging challenges in agriculture and rural livelihoods	4,5

TEXTBOOK:

T1: Chambati, W. *Sustainable Livelihoods and Rural Development.* New York: Practical Action Publishing; 2021.

REFERENCE BOOKS:

R1: Tshishonga, N. S. *Rural Development and the Struggle for Land Reform in Post-Apartheid South Africa.* 2020.

R2: Goswami, R., Singh, R., & Bisht, B. S. *Resource Integration in Smallholder Farms for Sustainable Livelihoods in Developing Countries.* London: Routledge; 2016.

R3: Chambers, R. *Rural Development: Putting the Last First.* London: Longman; 1983.

OTHER LEARNING RESOURCES

https://www.youtube.com/watch?v=7d2B6QCvwdE

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOME

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme outcome**
1	Explain the significance of agriculture in shaping rural economies and livelihoods.	1, 2, 5, 6, 7, 9
2	Analyze the socio-economic impacts of agricultural policies and reforms.	1, 2, 3, 5, 7, 9
3	Evaluate traditional and modern agricultural practices, including their impact on sustainability and rural resilience.	1, 2, 5, 6, 7, 9
4	Apply knowledge of agricultural frameworks to propose development-oriented solutions for rural communities.	1, 2, 3, 4, 5, 6, 7, 9
5	Assess the challenges and opportunities for rural development through agriculture.	1, 2, 5, 6, 7, 9

SEMESTER – V									
Course Title	**GENDER AND SOCIAL WORK**								
Course code	**23BSWO314R**	**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 SOCIAL WORK**								
Semester	**Fall / V semester of third year of the programme**								
Course Objectives	1. To understand the role of gender in social work practice and social structures. 2. To analyse gender-based inequalities and their impact on individuals and communities. 3. To develop gender-sensitive skills and approaches for social work interventions. 4. To examine global and local gender policies and their relevance in social work.								
CO1	Develop a foundational understanding of gender theories and concepts in the context of social work practice.								
CO2	Cultivate the ability to identify and critically analyze gender-based issues in various social work settings								
CO3	Develop critical thinking skills for gender-related policies and practices.								
CO4	Gain the ability to apply gender-sensitive approaches to social work interventions.								
CO5	Enhance skills in advocating for gender equality and empowering marginalized gender groups through social work practice.								

Unit-No.	Content	Contact Hour	Learning Outcome	KL
I	**Introduction to Gender and Social Work:** Understanding gender, sex, and sexuality Basic concepts: gender roles, norms, stereotypes, Intersectionality and its importance in social work**,** History and evolution of gender studies in social work	**8**	Understand the historical development of gender perspectives in social work.	1,2
II	**Gender Theories and Perspectives:** Feminist theory and its waves**,** Masculinity studies**,** Queer theory and LGBTQ+ perspectives**,** Gender and power dynamics	**10**	To learn different perspectives on gender and how they help us understand people's experiences.	1,2
III	**Gender Inequality and Social Work Practice:** Gender-based violence and domestic violence, Gender inequality in health, education, and employment, Gender and poverty: economic marginalisation, Impact of gender norms on mental health and well-being.	**10**	Identify issues of gender inequality and their implications for social work.	1,2
IV	**Gender-Sensitive Social Work Interventions:** Gender-sensitive assessment and case management**,** Counseling and advocacy for marginalised genders**,** Working with diverse gender identities in social services**,** Trauma-informed care and support for survivors of gender-based violence	**10**	Understand and apply the principles of gender-sensitive social work	2,3

V	**Gender Policies and Social Work:** Overview of gender-related national and international policies (e.g., CEDAW, SDGs)**,** Gender-responsive budgeting and policy advocacy**,** Social work roles in policy development and implementation	**7**	Learn to advocate for gender equity through policy engagement.	3,4

TEXTBOOK:

T1: Green, Lorraine, & Clarke, Karen. *Gender and Social Work: Theory and Practice*. London: Sage Publications; 2016.

REFERENCE BOOKS:

R1: Kimmel, Michael. *The Gendered Society*. New York: Oxford University Press; 2017.

R2: Butler, Judith. *Gender Trouble: Feminism and the Subversion of Identity*. New York: Routledge; 1990.

R3: Momsen, Janet. *Gender and Development*. New York: Routledge; 2010.

R4: Davis, Kathy, Evans, Mary, & Lorber, Judith (Eds.). *Handbook of Gender and Women's Studies*. London: Sage Publications; 2006.

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https://www.youtube.com/watch?v=6xOiuNLrFBQ

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOME

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme outcome**
1	Develop a foundational understanding of gender theories and concepts in the context of social work practice.	1, 2, 3, 5, 6, 7, 9
2	Cultivate the ability to identify and critically analyze gender-based issues in various social work settings.	1, 2, 3, 5, 6, 7, 8
3	Develop critical thinking skills for gender-related policies and practices.	1, 2, 5, 6, 7, 9
4	Gain the ability to apply gender-sensitive approaches to social work interventions.	1, 2, 3, 5, 6, 7, 8, 9
5	Enhance skills in advocating for gender equality and empowering marginalized gender groups through social work practice.	1, 2, 3, 5, 6, 7, 8, 9

SEMESTER – V									
Course Title	**SUSTAINABLE DEVELOPMENT**								
Course code	**23BSWO315R**	**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 SOCIAL WORK**								
Semester	**Fall / V semester of third year of the programme**								
Course Objectives	1. To understand the concept, history, and importance of sustainable development and its application in addressing global challenges. 2. To analyse the environmental, economic, and social dimensions of sustainability and how they interconnect. 3. To examine the Sustainable Development Goals (SDGs) and explore strategies to address sustainability issues through policy, innovation, and local action.								
CO1	Understand the core principles of sustainable development and their relevance to modern societal challenges.								
CO2	Evaluate the Sustainable Development Goals (SDGs) and assess their role in promoting a balanced approach to development across various sectors.								
CO3	Analyse real-world sustainability issues using theoretical frameworks and case studies from different fields.								
CO4	Develop proposals for sustainable solutions in local, national, or global contexts, considering social, economic, and environmental impacts.								
CO5	Critically assess the effectiveness of sustainability policies and practices in promoting equitable and long-term growth.								

Unit-No.	Content	Contact Hour	Learning Outcome	KL
I	**Sustainable Development**: Concept, Components and Strategies; History and Evolution of Sustainable Development; Defining Sustainability; Key Concepts and Principles	**8**	Understand the core principles of sustainable development and their relevance to modern societal challenges	1,2,3
II	**The Sustainable Development Goals (SDGs)**: Overview of the SDGs; Importance and Challenges; Role of SDGs in Global Development, Evolution from MDG to SDG	**8**	Evaluate the Sustainable Development Goals (SDGs) and assess their role in promoting a balanced approach to development across various sectors	3,4,5
III	**Environmental, Social and Economic Dimensions of Sustainable Development:** Climate Change, Biodiversity, Natural Resources Management, Renewable Energy, and Conservation; Poverty Alleviation, Gender Equality, Education, Social Equity, Health, and Well-being; Sustainable Economy, Green Economy, Circular Economy, Economic Growth vs. Environmental Conservation	**12**	Analyse real-world sustainability issues using theoretical frameworks and case studies from different fields	1,2, 4,5

IV	**Policy, Governance, and International Cooperation:** Sustainable Development Policies; Role of International Organizations (UN, World Bank, IMF); Local and National Government Roles	**8**	Develop proposals for sustainable solutions in local, national, or global contexts, considering social, economic, and environmental impacts	2,3,5
V	**Sustainable Development in Practice, Challenges and Future Directions** : Case Studies on Sustainability Practices in Various Sectors (Agriculture, Industry, Energy, Urban Planning); Current Barriers to Sustainable Development, Innovation and Technology in Sustainability, Future of SDGs Beyond 2030	**9**	Critically assess the effectiveness of sustainability policies and practices in promoting equitable and long-term growth	4.5,6

TEXTBOOK:

T1: Sachs, J. D. *The Age of Sustainable Development.* Columbia University Press; 2015.

REFERENCE BOOKS:

R1: Elliott, Jennifer A. *An Introduction to Sustainable Development.* New York: Routledge; 2013.

R2: Jones, Jason. *How to Uplift a Community through Sustainable Development.* Independently published; 2021.

R3: Leal Filho, W., & Azul, A. M. *Encyclopedia of the UN Sustainable Development Goals.* Springer; 2019.

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https://www.youtube.com/watch?v=7V8oFI4GYMY

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOME

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme outcome**
1	Develop a foundational understanding of gender theories and concepts in the context of social work practice.	**1, 2, 5, 6, 7, 9**
2	Cultivate the ability to identify and critically analyze gender-based issues in various social work settings.	**1,2,3,5,6,7,8,9**
3	Develop critical thinking skills for gender-related policies and practices.	**1, 2, 5, 6, 7, 9**
4	Gain the ability to apply gender-sensitive approaches to social work interventions.	**1, 2, 3, 4, 6, 7, 9**
5	Enhance skills in advocating for gender equality and empowering marginalized gender groups through social work practice.	**1, 2, 3, 5, 6, 7, 9**

SEMESTER – V									
Course Title	**SELF-HELP GROUPS & MICRO-FINANCE**								
Course code	**23BSWO316R**	**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 SOCIAL WORK**								
Semester	**Fall / V semester of third year of the programme**								
Course Objectives	1. To understand the role and functioning of Self-Help Groups (SHGs) in social and economic empowerment. 2. To analyze the principles and practices of microfinance and its impact on poverty alleviation. 3. To explore the linkages between SHGs, microfinance institutions, and sustainable rural development. 4. To evaluate challenges and best practices in implementing SHGs and microfinance schemes.								
CO1	Explain the concept and significance of Self-Help Groups in community development.								
CO2	Analyze the microfinance models and mechanisms supporting SHGs and financial inclusion.								
CO3	Assess the impact of SHGs and microfinance on women's empowerment and poverty reduction.								
CO4	Propose strategies to address challenges in SHG formation, operation, and sustainability.								
CO5	Evaluate the role of government, NGOs, and financial institutions in strengthening SHG and microfinance ecosystems.								

Unit-No.	**Content**	**Contact Hour**	**Learning Outcome**	**KL**
I	**Introduction to Self-Help Groups (SHGs):** Definition, objectives, and formation of SHGs; Group dynamics, roles, and responsibilities; Case studies on successful SHGs	9	Understand the concept and structure of Self-Help Groups and their role in community empowerment	1,2
II	**Principles and Models of Microfinance:** History and evolution of microfinance; Microfinance models: Grameen Bank model, Joint Liability Groups, Village Banking; Financial services: Microcredit, micro-savings, and microinsurance	9	Explain the basic principles of microfinance and various models used worldwide	2,3
III	**Linkages between SHGs, Banks, and Microfinance Institutions:** Role of banks, NGOs, and MFIs in supporting SHGs; Government initiatives and financial inclusion policies; SHG-Bank Linkage Program in India	9	Analyze the institutional frameworks connecting SHGs with formal financial systems	3,4
IV	**Impact of SHGs and Microfinance on Social and Economic Development: -** Women's empowerment, income generation, and asset building; Poverty reduction and social capital development; Success stories and measurable impacts on rural development	9	Evaluate the social and economic outcomes of SHGs and microfinance on rural communities	4,5

V	**Challenges and Future Directions in SHGs and Microfinance:** Common challenges: sustainability, risk, repayment, and governance; Role of technology in enhancing SHG and microfinance operations; Emerging trends: Digital finance, FinTech, mobile banking in rural areas	9	Propose solutions to current challenges in SHG and microfinance practices	5,6

TEXTBOOK:

T1: Arp, F. & Kolvereid, L. *Empowering Women through Self-Help Groups: Insights from Southeast Asia.* London: Routledge; 2023.

REFERENCE BOOKS:

R1: Bhanot, A. & Bapat, V. *Microfinance in India: Examining Financial Inclusion and Social Development.* Singapore: Springer; 2021.

R2: Wagh, T. & Pathak, D. *Microcredit and Sustainable Development: Opportunities and Challenges.* New Delhi: Sage Publications; 2022.

R3: Chakrabarti, R. & Sanyal, S. *Financial Inclusion, Microfinance, and Women Empowerment.* New York: Palgrave Macmillan; 2021.

OTHER LEARNING RESOURCES

https://www.youtube.com/watch?v=kZmzU1qT5uY

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOME

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme outcome**
1	Explain the concept and significance of Self-Help Groups in community development.	1, 2, 3, 5, 6, 7, 9
2	Analyze the microfinance models and mechanisms supporting SHGs and financial inclusion.	1, 2, 3, 4, 5, 6, 7, 9
3	Assess the impact of SHGs and microfinance on women's empowerment and poverty reduction.	1, 2, 3, 5, 6, 7, 9
4	Propose strategies to address challenges in SHG formation, operation, and sustainability.	1, 2, 3, 4, 5, 6, 7, 9
5	Evaluate the role of government, NGOs, and financial institutions in strengthening SHG and microfinance ecosystems.	1, 2, 3, 5, 6, 7, 9

SEMESTER – V									
Course Title	**ELEMENTARY STATISTICAL ANALYSIS & GRAPHICAL REPRESENTATION OF DATA**								
Course code	**23BSWO317R**	**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 SOCIAL WORK**								
Semester	**Fall / V semester of third year of the programme**								
Course Objectives	1. To introduce the fundamentals of statistical analysis and its applications. 2. To enable students to organize, summarize, and interpret data effectively. 3. To familiarize students with the basic principles of graphical representation of data. 4. To develop skills in using statistical tools and software for data analysis. 5. To promote critical thinking and problem-solving using statistical approaches.								
CO1	Understand the basic concepts and methods of statistics.								
CO2	Apply statistical tools to analyze and interpret data.								
CO3	Organize and represent data using various graphical techniques.								
CO4	Use statistical software for computation and visualization.								
CO5	Interpret results from statistical analysis and make data-driven decisions.								

Unit-No.	Content	Contact Hour	Learning Outcome	KL
I	Definition and scope of statistics; Types of data: qualitative and quantitative; Scales of measurement: nominal, ordinal, interval, and ratio; Basics of sampling methods	**6**	Explain the fundamentals and importance of statistics	1,2
II	Measures of central tendency (mean, median, mode); Measures of dispersion (range, variance, standard deviation); Data visualization: bar charts, histograms, and pie charts	**8**	Summarize data using measures of central tendency and dispersion	3,4
III	Basics of probability theory; Types of probability distributions: normal, binomial, and Poisson; Applications of probability in real-world scenarios	**6**	Solve basic probability problems and interpret distributions	3,4
IV	Introduction to hypothesis testing; Correlation and regression analysis; Basics of chi-square tests	**6**	Interpret statistical results in decision-making contexts	4,5
V	Advanced data visualization techniques: box plots, scatter plots, and line graphs; Introduction to data visualization software (e.g., MS Excel, Python, or R); Best practices for graphical representation of data	**4**	Design and present data visually using appropriate tools	5,6

TEXTBOOK:

T1: Cumming, G., & Calin-Jageman, R. *Introduction to the new statistics: Estimation, open science, and beyond.* London: Routledge; 2024.

REFERENCE BOOKS:

R1: Henriques-Rodrigues, L., Menezes, R., Meira Machado, L., Faria, S., & de Carvalho, M. *New frontiers in statistics and data science.* New York: Springer; 2023.

R2: Newbold, P., Carlson, W. L., & Thorne, B. *Statistics for business and economics* (8th Edition). Boston: Pearson Education; 2012.

R3: Harlow, L. L. *The essence of multivariate thinking: Basic themes and methods* (2nd Edition). London: Routledge; 2014.

R4: Healy, K. *Data visualization: A practical introduction.* Princeton: Princeton University Press; 2018.

OTHER LEARNING RESOURCES

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RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOME

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme outcome**
1	Understand the basic concepts and methods of statistics.	1, 2, 3, 5, 6, 7, 9
2	Apply statistical tools to analyze and interpret data.	1, 2, 3, 4, 5, 6, 9
3	Organize and represent data using various graphical techniques.	1, 2, 3, 5, 6, 7, 9
4	Use statistical software for computation and visualization.	1, 2, 3, 4, 5, 6, 9
5	Interpret results from statistical analysis and make data-driven decisions.	1, 2, 3, 5, 6, 9

<table>
<tr><td colspan="9">SEMESTER – V</td></tr>
<tr><td>Course Title</td><td colspan="8">MINOR RESEARCH I</td></tr>
<tr><td rowspan="2">Course code</td><td rowspan="2">23BSWO318R</td><td rowspan="2">Total credits:2</td><td>L</td><td>T</td><td>P</td><td>S</td><td>R</td><td>O/F</td><td>C</td></tr>
<tr><td>0</td><td>0</td><td>0</td><td>4</td><td>6</td><td>0</td><td>2</td></tr>
<tr><td>Pre-requisite</td><td>Nil</td><td>Co-requisite</td><td colspan="6">Nil</td></tr>
<tr><td>Programme</td><td colspan="8">BACHELOR OF SOCIAL WORK</td></tr>
<tr><td>Semester</td><td colspan="8">Fall/ V semester of third year of the programme</td></tr>
<tr><td>Course Objectives</td><td colspan="8">1. To introduce students to the basics of research, including key concepts, methods, and ethical considerations.
2. To enable students to identify a relevant research problem in social work and formulate clear research questions.
3. To guide students in conducting a detailed literature review to contextualize their research.
4. To assist students in designing a research methodology and preparing a well-structured synopsis.
5. To foster analytical and critical thinking skills required for research planning.</td></tr>
<tr><td>CO1</td><td colspan="8">Understand and apply fundamental research concepts and ethical principles in social work research.</td></tr>
<tr><td>CO2</td><td colspan="8">Identify and articulate a specific research problem with appropriate objectives.</td></tr>
<tr><td>CO3</td><td colspan="8">Conduct a comprehensive review of literature relevant to the chosen research topic.</td></tr>
<tr><td>CO4</td><td colspan="8">Develop a feasible research methodology and detailed synopsis for the proposed study.</td></tr>
<tr><td>CO5</td><td colspan="8">Present a structured and logical research synopsis, demonstrating clarity and critical insight.</td></tr>
<tr><td colspan="9">COURSE DESCRIPTION:
This course is designed for students of social work to develop foundational research skills and create a research synopsis. The focus is on identifying research problems, conducting a literature review, and designing a research methodology. Students will gain an understanding of research concepts and processes, emphasizing critical thinking, ethical considerations, and the ability to present a coherent and structured synopsis based on their chosen research topics.</td></tr>
</table>

TEXTBOOK:

T1: Carey, M. Qualitative Research Skills for Social Work: Theory and Practice. London: Routledge; 2012.

REFERENCE BOOKS:

R1: Mauldin, R. L. Foundations of Social Work Research. Arlington, TX: Mavs Open Press; 2020.

R2: Whittaker, A. Research Skills for Social Work (2nd Edition). London: Sage Publications; 2012.

R3: Kiteley, R., & Stogdon, C. Literature Reviews in Social Work. London: Sage Publications; 2014.

R4: Bhavanishankar, P. Research Methodology in Social Work. New York: Academia.edu; 2015.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOME

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme outcome**
1	Understand and apply fundamental research concepts and ethical principles in social work research.	1, 2, 3, 5, 6, 7, 9
2	Identify and articulate a specific research problem with appropriate objectives.	1, 2, 3, 4, 6, 9
3	Conduct a comprehensive review of literature relevant to the chosen research topic.	1, 2, 3, 6, 9
4	Develop a feasible research methodology and detailed synopsis for the proposed study.	1, 2, 3, 4, 5, 6, 9
5	Present a structured and logical research synopsis, demonstrating clarity and critical insight.	1, 2, 3, 5, 6, 9

<table>
<tr><th colspan="9">SEMESTER – V</th></tr>
<tr><td>Course Title</td><td colspan="8">BLOCK PLACEMENT- I</td></tr>
<tr><td rowspan="2">Course code</td><td rowspan="2">23BSWO319R</td><td rowspan="2">Total credits: 3</td><td>L</td><td>T</td><td>P</td><td>S</td><td>R</td><td>O/F</td><td>C</td></tr>
<tr><td>0</td><td>0</td><td>0</td><td>12</td><td>0</td><td>0</td><td>3</td></tr>
<tr><td>Pre-requisite</td><td>Nil</td><td>Co-requisite</td><td colspan="6">Nil</td></tr>
<tr><td>Programme</td><td colspan="8">BACHELOR OF SOCIAL WORK</td></tr>
<tr><td>Semester</td><td colspan="8">Fall /V semester of third year of the programme</td></tr>
<tr><td>Course Objectives</td><td colspan="8">1. To provide hands-on experience in applying social work methods and principles in real-world settings.
2. To expose students to the structure and functioning of organizations involved in social welfare activities.
3. To develop skills in problem-solving, teamwork, communication, and professional ethics.
4. To enhance understanding of the socio-economic, cultural, and institutional factors impacting communities.
5. To evaluate students' preparedness for professional social work practice.</td></tr>
<tr><td>CO1</td><td colspan="8">Students will gain practical exposure to fieldwork in a structured setting.</td></tr>
<tr><td>CO2</td><td colspan="8">They will develop the ability to integrate theoretical knowledge with practical applications.</td></tr>
<tr><td>CO3</td><td colspan="8">Students will refine their skills in needs assessment, intervention planning, and community engagement.</td></tr>
<tr><td>CO4</td><td colspan="8">They will enhance their reporting, documentation, and professional communication skills.</td></tr>
<tr><td>CO5</td><td colspan="8">Students will cultivate a deeper understanding of the roles and responsibilities of social workers in diverse sectors.</td></tr>
<tr><td colspan="9">COURSE DESCRIPTION:
The Block Placement in Social Work is a one-month practical training designed to bridge theory and practice. Students engage with communities and organisations to understand real-world social work dynamics, develop professional skills, and apply intervention strategies. The course emphasizes reflective learning, critical analysis, and hands-on experience, preparing students for professional social work practice and fostering their ability to drive meaningful social change.</td></tr>
<tr><td colspan="9">Evaluation Criteria
Field Supervisor's Assessment- 40%
Reflective Journal- 20%
Internship Report- 20%
Presentation and Viva Voce – 20%</td></tr>
<tr><td colspan="9">Requirements for Completion
1. Minimum attendance of 90% during the placement period.
2. Submission of all required documentation (logbook, report, journal).
3. Participation in the final presentation and viva voce.</td></tr>
</table>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOME

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme outcome**
1	Students will gain practical exposure to fieldwork in a structured setting.	1, 2, 3, 5, 6, 7, 9
2	They will develop the ability to integrate theoretical knowledge with practical applications.	1, 2, 3, 4, 5, 6, 7, 9
3	Students will refine their skills in needs assessment, intervention planning, and community engagement.	1, 2, 3, 4, 5, 6, 7, 9
4	They will enhance their reporting, documentation, and professional communication skills.	1, 2, 3, 5, 6, 7
5	Students will cultivate a deeper understanding of the roles and responsibilities of social workers in diverse sectors.	1, 2, 3, 5, 6, 7, 9

SEMESTER – VI									
Course Title	**INDIAN LEGAL SYSTEM AND CRIMINAL JUSTICE**								
Course code	**23BSWO321R**	**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 SOCIAL WORK**								
Semester	**Winter/VI semester of third year of the programme**								
Course Objectives	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 and Jurisprudence	**9**	Learn about the different Indian legislations.	1, 2
II	**Legal Aid and Public Interest Litigation**: Concept and Processes; Right to Information	**9**	Understand the concept and process of Legal Aid and Public Interest Litigation	3,4
III	**Crime and Justice:** Crime as a Legal and Social Construct; Crimes Against Children, Women, and Marginalized Groups	**9**	Learn about different legislations related to various vulnerable groups.	1,2
IV	**Justice and Procedures**: Structure of Criminal Justice System in India; Key Procedures: Complaint, F.I.R., Arrest, Search, Seizure, Bail Rights of Persons in Custody	**9**	Learn about the Justice procedures in the country.	3,4
V	**Social Legislations**: Laws Related to Children: Juvenile Justice Act, Prohibition of Child Labour; Laws Related to Women: Domestic Violence, Dowry Prohibition, Rape	**9**	Learn about different Social Legislations.	4,5

TEXT BOOK

T1: Mathew, P.D. Legal Aid Series. Delhi: Indian Social Institute.

REFERENCE BOOKS:

R1: Laxmi Nath, M. Indian Polity (5th Edition). New Delhi: McGraw Hill India; 2004.

R2: Aranha, T. Social Advocacy – Perspective of Social Work. Mumbai: College of Social Work.

R3: Chakrabarti, R., & Sanyal, K. Public Policy in India. Oxford: Oxford University Press; 2016.

R4: Planning Commission. Successful Governance Initiatives and Best Practices: Experiences from Indian States. New Delhi: Planning Commission; 2013

OTHER LEARNING RESOURCES

https://www.youtube.com/watch?v=VLNXeQPmai8

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOME

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme outcome**
1	Learn about the Indian constitution and basic legal provisions.	1, 2, 5, 6, 7
2	Understand the concept & process of human rights in India.	1, 2, 3, 5, 7
3	Learn a comprehensive understanding of crime as a multi-dimensional construct encompassing legal, social, and psychological aspects	1, 2, 5, 6, 9
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, 6, 9
5	Advocate for inclusive and protective legal measures benefiting these vulnerable groups	1, 2, 3, 5, 7

SEMESTER – VI									
Course Title	**SOCIAL PLANNING AND POLICY**								
Course code	**23BSWO322R**	**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 SOCIAL WORK**								
Semester	**Winter/ VI semester of third year of the programme**								
Course Objectives	1. To gain a comprehensive understanding of policy analysis and the policy formulation process, including the techniques and tools used in policy development. 2. 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. 3. 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	**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	**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	3,4
III	**Governance -** Concept, Meaning and Importance - Governance Principles - Elements ofGood Governance - Governance and Policy Implication	**9**	Learn the concept and importance 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	**10**	Learn the importance and techniques of policy formulation	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	4,5

TEXTBOOK:

T1: Planning Commission. Successful Governance Initiatives and Best Practices: Experiences from Indian States. New Delhi: Planning Commission; 2013.

REFERENCE BOOKS:

R1: Chakrabarti, R., & Sanyal, K. Public Policy in India. Oxford: Oxford University Press; 2016.
R2: Devi, Shakuntala. Social Planning in India. New Delhi: Sarup and Sons Publishers; 1996.
R3: Yadav, R. Social Planning and Development in India. New Delhi: Alfa Publications; 2008.
R4: Shankar Rao, C. N. Indian Social Problems – A sociological Perspective. New Delhi: S. Chand; 2015.

OTHER LEARNING RESOURCES

https://www.youtube.com/watch?v=MDdXPcRBOBw

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOME

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme outcome**
1	Learn the concept, content, and process of social planning.	1, 2, 5, 6, 7, 9
2	Develop the capacity to identify linkages among social needs, problems, development issues, and policies.	1, 2, 3, 5, 6, 7, 9
3	Understand the dynamics of social welfare policies in India.	1, 2, 5, 6, 7, 9
4	Utilize the best practices concerning the implementation of social policies in India.	1, 2, 3, 4, 6, 7, 9
5	Apply evaluation frameworks and models to assess the implementation of social policies.	1, 2, 3, 5, 6, 7, 9

SEMESTER – VI									
Course Title	**INDIAN SOCIAL PROBLEMS AND SOCIAL WORK INTERVENTION**								
Course code	**23BSWO323R**	**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 SOCIAL WORK**								
Semester	**Winter/ VI semester of Third year of the programme**								
Course Objectives	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	Analyze the concept of Crime in the society.								
CO3	Know the concepts of caste, casteism and communalism.								
CO4	Analyze the causes of population explosion and its effect on society.								
CO5	Understand the Social Legislations in India for prevention of Crime.								

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**	Understand the meaning and nature of social problems	1,2,3
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**	Analyze the concept of Crime in the society	2,3,4,5
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**	Know the concepts of caste, casteism and communalism	1,2,4,5
IV	**Population Explosion**: Meaning; Causes & Effects of population growth; Measures Suggested to control population explosion; Population Explosion and its economic impact.	**8**	Analyze the causes of population explosion and its effect on society	2,3,5
V	**Social legislations in India**: Definitions, Aim, Need and Objectives; Important Social Legislations for prevention of crime and delinquent behaviour.	**7**	Understand the Social Legislations in India for prevention of Crime	4.5

TEXTBOOK:

T1: Shankar Rao, C. N. Indian Social Problems – A sociological Perspective. New Delhi: S. Chand; 2015.

REFERENCE BOOKS:

R1: Paul, M.C. Dowry & Position of Women. Delhi: Inter-India Publication.

R2: Problems of Indian Society. New Delhi: NCERT.

R3: Ahuja, R. Social Problems in India (4th edition). Jaipur-Delhi: Rawat Publications; 2021.

R4: Laxmikanth, M. Indian Polity (7th edition). New Delhi: McGraw Hill.

OTHER LEARNING RESOURCES

https://www.youtube.com/watch?v=W-qqQZXz4a8

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOME

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme outcome**
1	Understand the meaning and nature of social problems.	1, 2, 5, 6, 7, 9
2	Analyze the concept of Crime in society.	1, 2, 3, 5, 6, 7, 9
3	Know the concepts of caste, casteism, and communalism.	1, 2, 5, 6, 7, 9
4	Analyze the causes of population explosion and its effect on society.	1, 2, 3, 4, 6, 7
5	Understand the Social Legislations in India for the prevention of Crime.	1, 2, 3, 5, 6, 9

SEMESTER – VI									
Course Title	**SOCIAL WORK WITH ELDERLY**								
Course code	**23BSWO324R**	**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 SOCIAL WORK**								
Semester	**Winter/ VI semester of third year of the programme**								
Course Objectives	1.To understand the aging process and the challenges faced by elderly populations. 2.To explore the role of social work in addressing the needs of the elderly. 3.To analyze policies, programs, and services aimed at elderly welfare. 4.To develop skills in planning, implementing, and evaluating interventions for elderly care. 5.To foster empathy and promote active engagement in addressing aging-related issues.								
CO1	Students will gain a comprehensive understanding of aging and the socio-psychological challenges faced by the elderly.								
CO2	They will be equipped to assess the needs of elderly individuals and design effective interventions.								
CO3	Students will critically analyze policies and programs related to elderly welfare.								
CO4	They will acquire practical skills for providing support, advocacy, and resources to elderly populations								
CO5	Students will demonstrate sensitivity and professionalism in working with older adults.								

Unit-No.	**Content**	**Contact Hour**	**Learning Outcome**	**KL**
I	**Introduction to Aging**: Definition, concepts, and theories of aging (Disengagement theory, Activity theory, Continuity theory). Aging as a biological, psychological, and social process. Global and Indian demographic trends of aging populations. Cultural and societal perspectives on aging: ageism, myths, and stereotypes.	**8**	Define the aging process and its implications from social, psychological, and biological perspectives.	1,2,3
II	**Challenges Faced by the Elderly**: Physical, mental, and emotional health challenges, Social isolation, loneliness, and family dynamics, Abuse, neglect, and exploitation of the elderly.	**12**	Identify the needs and challenges faced by elderly individuals and families.	2,3,4,5
III	**Policies, Programs, and Services for Elderly**: G**lobal Frameworks**: UN Principles for Older Persons, WHO Global Network for Age-Friendly Cities, National Frameworks: National Policy on Older Persons (India), Maintenance and Welfare of Parents and Senior Citizens Act (2007), **Programs and Schemes**:Integrated Program for Older Persons (IPOP); Rashtriya Vayoshri Yojana (RVY); Role of old age homes and daycare centers; Role of NGOs and private organizations in elderly welfare.	**10**	Evaluate existing programs and policies for elderly welfare.	1,2,4,5

IV	**Social Work Interventions with Elderly**: Counseling, support groups, and therapeutic interventions, Community-based programs and advocacy, Role of social workers in promoting active and healthy aging.	**8**	Design and implement social work interventions for elderly populations.	2,3,5
V	**Emerging Issues in Aging**: Impact of urbanization and migration on elderly care, Technology and aging: digital literacy, telemedicine, and assistive devices, Role of social media and community networks in supporting elderly, Future trends in elderly care: innovations and policy directions.	**7**	Advocate for the rights and well-being of the elderly in diverse settings.	4.5

TEXTBOOK:

T1: Quadagno, J. Aging and the Life Course: An Introduction to Social Gerontology (7th edition). New York, NY: McGraw-Hill Education; 2017.

REFERENCE BOOKS:

R1: Atchley, R. C., & Barusch, A. S. Social Forces and Aging: An Introduction to Social Gerontology (12th Edition). Boston, MA: Cengage Learning; 2010.

R2: Gorman, M., & Heslop, A. Age and Security: How Social Pensions Can Deliver Effective Aid to Poor Older People and Their Families. London: HelpAge International; 2002.

R3: Binstock, R. H., & George, L. K. (Eds.). Handbook of Aging and the Social Sciences (7th Edition). San Diego, CA: Academic Press; 2011.

R4: Shankardass, M. K. (Ed.). Aging: International Perspectives. Jaipur: Rawat Publications; 2003.

OTHER LEARNING RESOURCES

https://www.youtube.com/watch?v=7mTNwZiN4x8

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOME

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme outcome**
1	Students will gain a comprehensive understanding of aging and the socio-psychological challenges faced by the elderly.	1, 2, 3, 5, 6, 7, 9
2	They will be equipped to assess the needs of elderly individuals and design effective interventions.	1, 2, 3, 4, 5, 6, 7, 9
3	Students will critically analyze policies and programs related to elderly welfare.	1, 3, 4, 5, 6, 7, 9
4	They will acquire practical skills for providing support, advocacy, and resources to elderly populations.	3, 4, 5, 6, 7, 8, 9
5	Students will demonstrate sensitivity and professionalism in working with older adults.	1, 3, 5, 7, 9

SEMESTER – VI									
Course Title	**SOCIAL WORK AND DISASTER MANAGEMENT**								
Course code	**23BSWO325R**	**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 SOCIAL WORK**								
Semester	**Winter/ II semester of Third year of the programme**								
Course Objectives	1. To understand the types, causes, and effects of various disasters. 2. To examine the role of social work in disaster preparedness, response, and recovery. 3. To explore psychosocial impacts of disasters and strategies for community resilience. 4. To analyze policies, frameworks, and best practices in disaster management at local, national, and international levels.								
CO1	Identify the causes, types, and consequences of natural and human-made disasters.								
CO2	Assess the roles and responsibilities of social workers in disaster scenarios.								
CO3	Develop disaster response strategies that incorporate community resilience and psychosocial support.								
CO4	Critique disaster management policies and their effectiveness.								
CO5	Design a basic disaster preparedness and response plan.								

Unit-No.	Content	Contact Hour	Learning Outcome	KL
I	**Introduction to Disasters:** Types of disasters: Natural (earthquakes, floods, cyclones, etc.) and Human-made (industrial accidents, terrorism, etc.); Causes and impacts on communities, especially vulnerable groups; Stages of disaster management: Preparedness, Mitigation, Response, Recovery	9	Understand types and impacts of disasters and their effects on communities.	1, 2
II	**Role of Social Work in Disaster Management:** Core values and skills in disaster intervention**;** Social workers' roles: Community mobilization, advocacy, resource distribution**;** Case studies of social work interventions in disaster scenarios (national and global examples)	10	Identify social work responsibilities and intervention strategies in disaster situations.	3,4
III	**Psychosocial Impact of Disasters:** Psychological trauma, stress, and coping mechanisms**;** Community resilience and recovery**;** Psychosocial first aid, support, and counselling	10	Apply methods to support individuals and communities psychologically post-disaster.	1,2
IV	**Disaster Management Policies and Frameworks:** Overview of national and international policies (e.g., Sendai Framework, Disaster Management Act of India)**;** Role of government and non-governmental organizations**;** Evaluation of policy effectiveness in disaster preparedness and response	9	Critique and evaluate disaster management policies and frameworks.	3,4

V	**Developing Disaster Preparedness and Response Plans:** Risk assessment, emergency planning, and communication strategies**;** Community involvement and participation in preparedness**;** Designing a disaster management plan incorporating social work principles.	**7**	Design a community-centered disaster preparedness and response plan.	4,5

TEXTBOOK

T1: Dominelli, L. Disaster Social Work: Environmental Crises and the Social Work Response. Malden, MA: Polity Press; 2014.

REFERENCE BOOKS

R1: Reyes, G., & Jacobs, G. Handbook of International Disaster Psychology: Interventions with Special Needs Populations. Westport, CT: Praeger; 2006.
R2: Aldrich, D. P. Building Resilience: Social Capital in Post-Disaster Recovery. Chicago, IL: University of Chicago Press; 2012.
R3: Peek, L., & Mileti, D. S. Understanding Vulnerability to Disasters. London: Routledge; 2020.
R4: Quarantelli, E. L. What is a Disaster? Perspectives on the Question. London: Routledge; 2005.

OTHER LEARNING RESOURCES

https://www.youtube.com/watch?v=CHg4KNRk5Dk&pp=ygUjU09DSUFMIFdPUksgQU5EIERJU0FTVEVSIE1BTkFHRU1FTlQ%3D

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOME

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme outcome**
1	Identify the causes, types, and consequences of natural and human-made disasters.	1, 2, 5, 6, 7, 9
2	Assess the roles and responsibilities of social workers in disaster scenarios.	1, 2, 3, 5, 6, 7, 8, 9
3	Develop disaster response strategies that incorporate community resilience and psychosocial support.	1, 2, 3, 4, 5, 6, 7, 8, 9
4	Critique disaster management policies and their effectiveness.	1, 2, 3, 4, 7, 8, 9
5	Design a basic disaster preparedness and response plan.	1, 2, 3, 4, 5, 6, 7, 8, 9

SEMESTER – VI									
Course Title	**SOCIAL DEVIANCE AND SOCIAL PROBLEMS**								
Course code	**23BSWO326R**	**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 SOCIAL WORK**								
Semester	**Winter/ VI semester of Third year of the programme**								
Course Objectives	1. To introduce students to the concepts of social deviance and social problems. 2. To analyze the socio-economic, cultural, and psychological factors contributing to deviance. 3. To evaluate the role of social work interventions in addressing social problems. 4. To develop skills for identifying and addressing social problems at the individual and community levels. 5. To foster critical thinking and problem-solving approaches in managing deviance and social issues.								
CO1	Define and differentiate between social deviance and social problems.								
CO2	Analyze the root causes of social problems in various contexts.								
CO3	Evaluate the effectiveness of social work interventions in managing deviance.								
CO4	Develop intervention strategies for addressing social issues.								
CO5	Apply ethical principles in dealing with social deviance and problems.								

Unit-No.	**Content**	**Contact Hour**	**Learning Outcome**	**KL**
I	Understanding deviance- nature and meaning, Legal, Behavioural, Political and Sociological Perspective of deviance. Meaning, Nature and characteristics of Social Problems in India.	9	Learn the concepts of social deviance and problems, their types, and societal perspectives.	1, 2
II	Meaning, nature and type of Crime as deviant behaviour. Different Theories of Social Deviance.	9	Learn the nature of crime an deviant behaviour.	3,4
III	**Major Social Problems and Their Impact:** Poverty, Unemployment, substance abuse and addiction, domestic and gender based violence, Environmental violence.	10	Understand the causes and impact of major social problems	1,2
IV	**Relevant legal provisions**: Juvenile Justice Act, Domestic Violence Act, Mental Healthcare Act, Role of law enforcement and the judiciary in managing deviance, Rights-based approach and advocacy	10	Understand the legal procedures for social deviance and addressing social problems	3,4
V	**Role of Social work in addressing social Deviance and problems:** Community based approaches to deviance and problem solving, Preventive and rehabilitative strategies, Ethical Practices	**7**	Analyze social work approaches and strategies for intervention	4,5

TEXT BOOK

T1: Punch, K. F. Introduction to Social Research: Quantitative and Qualitative Approaches. 3rd edition. Thousand Oaks, CA: Sage Publications; 2014.

REFERENCE BOOKS

R1: Sharma, S., & Gupta, A. Social Deviance and Crime: Contemporary Perspectives. New Delhi: Sage Publications; 2023.
R2: Das, P., & Chatterjee, R. Legal and Sociological Approaches to Deviance and Social Problems. London: Routledge; 2023.
R3: Mishra, P., & Kumar, R. Understanding Social Problems in India: Causes and Interventions. New York: Springer; 2022.
R4: Sen, M., & Banerjee, T. Role of Social Work in Addressing Crime and Deviance: Theory and Practice. Singapore: World Scientific Publishing; 2023.
R5: Mehta, K., & Singh, V. Legal Provisions and Advocacy in Social Work: A Practitioner's Guide. Oxford: Oxford University Press; 2023.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOME

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme outcome**
1	Define and differentiate between social deviance and social problems.	1, 2, 5, 9
2	Analyze the root causes of social problems in various contexts.	1, 2, 3, 5, 7, 8, 9
3	Evaluate the effectiveness of social work interventions in managing deviance.	1, 2, 3, 4, 5, 6, 7, 8, 9
4	Develop intervention strategies for addressing social issues.	1, 2, 3, 4, 5, 6, 7, 8, 9
5	Apply ethical principles in dealing with social deviance and problems.	1, 2, 3, 4, 5, 6, 7, 8, 9

SEMESTER – VI									
Course Title	**BLOCK PLACEMENT- II**								
Course code	**23BSWO327R**	**Total credits: 2**	**L**	**T**	**P**	**S**	**R**	**O/F**	**C**
			0	**0**	**0**	**8**	**0**	**0**	**2**
Pre-requisite	**Nil**	**Co-requisite**	**Nil**						
Programme	**BACHELOR OF SOCIAL WORK**								
Semester	**Winter/VI semester of third year of the programme**								
Course Objectives	1. To provide hands-on experience in applying social work methods and principles in real-world settings. 2. To expose students to the structure and functioning of organizations involved in social welfare activities. 3. To develop skills in problem-solving, teamwork, communication, and professional ethics. 4. To enhance understanding of the socio-economic, cultural, and institutional factors impacting communities. 5. To evaluate students' preparedness for professional social work practice.								
CO1	Students will gain practical exposure to fieldwork in a structured setting.								
CO2	They will develop the ability to integrate theoretical knowledge with practical applications.								
CO3	Students will refine their skills in needs assessment, intervention planning, and community engagement.								
CO4	They will enhance their reporting, documentation, and professional communication skills.								
CO5	Students will cultivate a deeper understanding of the roles and responsibilities of social workers in diverse sectors.								

COURSE DESCRIPTION:

The **Block Placement in Social Work** is a one-month practical training designed to bridge theory and practice. Students engage with communities and organisations to understand real-world social work dynamics, develop professional skills, and apply intervention strategies. The course emphasizes reflective learning, critical analysis, and hands-on experience, preparing students for professional social work practice and fostering their ability to drive meaningful social change.

Evaluation Criteria

Field Supervisor's Assessment- 40%
Reflective Journal- 20%
Internship Report- 20%
Presentation and Viva Voce – 20%

Requirements for Completion

1. Minimum attendance of 90% during the placement period.
2. Submission of all required documentation (logbook, report, journal).
3. Participation in the final presentation and viva voce.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOME

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme outcome**
1	Students will gain practical exposure to fieldwork in a structured setting.	1, 2, 3, 5, 6, 7, 9
2	They will develop the ability to integrate theoretical knowledge with practical applications.	1, 2, 3, 4, 5, 6, 7, 9
3	Students will refine their skills in needs assessment, intervention planning, and community engagement.	1, 2, 3, 4, 5, 6, 7, 9
4	They will enhance their reporting, documentation, and professional communication skills.	1, 2, 3, 5, 6, 7
5	Students will cultivate a deeper understanding of the roles and responsibilities of social workers in diverse sectors.	1, 2, 3, 5, 6, 7, 9

SEMESTER – VI									
Course Title	**MINOR RESEARCH II**								
Course code	**23BSWO328R**	**Total credits: 3**	**L**	**T**	**P**	**S**	**R**	**O/F**	**C**
			0	**0**	**0**	**4**	**4**	**8**	**3**
Pre-requisite	**Nil**	**Co-requisite**	**Nil**						
Programme	**BACHELOR OF SOCIAL WORK**								
Semester	**Winter / VI semester of third year of the programme**								
Course Objectives	1. To provide students with the tools to conduct primary or secondary data collection based on their research synopsis. 2. To develop skills in analyzing and interpreting data using appropriate research techniques. 3. To enable students to critically evaluate their findings in the context of their research problem. 4. To guide students in preparing and presenting a well-organized dissertation. 5. To strengthen students' ability to conduct independent research projects with a focus on ethical research practices.								
CO1	Demonstrate proficiency in collecting and analyzing research data using qualitative or quantitative methods								
CO2	Interpret research findings critically and connect them to the objectives of the study.								
CO3	Present a comprehensive dissertation, adhering to academic standards and ethical considerations.								
CO4	Exhibit the ability to manage and execute an independent research project from start to finish.								
CO5	Communicate research findings effectively through written reports and oral presentations.								
COURSE DESCRIPTION: This course builds upon the skills developed in Minor Research - I, focusing on the completion of a dissertation based on the research synopsis. Students will collect, analyze, and interpret data using appropriate qualitative and quantitative techniques. The course emphasizes critical evaluation, ethical considerations, and the ability to present findings in a comprehensive dissertation. This hands-on approach equips students with the skills necessary to conduct independent research projects.									

TEXT BOOK

T1: Creswell, J. W. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. 5th edition. Thousand Oaks, CA: Sage Publications; 2018.

REFERENCE BOOKS

R1: Silverman, D. Interpreting Qualitative Data: A Guide to the Principles of Qualitative Research. 5th edition. London: Sage Publications; 2020.
R2: Patton, M. Q. Qualitative Research & Evaluation Methods: Integrating Theory and Practice. 4th edition. Thousand Oaks, CA: Sage Publications; 2015.
R3: Flick, U. An Introduction to Qualitative Research. 6th edition. London: Sage Publications; 2018.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOME

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Programme outcome**
1	Demonstrate proficiency in collecting and analyzing research data using qualitative or quantitative methods.	1, 2, 3, 5, 6, 9
2	Interpret research findings critically and connect them to the objectives of the study.	1, 2, 5, 6, 9
3	Present a comprehensive dissertation, adhering to academic standards and ethical considerations.	1, 2, 5, 6, 9
4	Exhibit the ability to manage and execute an independent research project from start to finish.	1, 2, 3, 4, 5, 6, 9
5	Communicate research findings effectively through written reports and oral presentations.	1, 2, 3, 5, 6, 9

Assam down town University

Curriculum and Syllabus

Master of Arts
in
Applied Psychology

OUTCOME BASED EDUCATION FRAMEWORK
CHOICE BASED CREDIT SYSTEM
Version: 2.1

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

July, 2023

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 Board of Studies (BOS) meeting of the Faculty of Humanities and Social Sciences held on dated 20/06/23 and approved by the Emergent Academic Council (AC) meeting held on dated 28/07/2023

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 behavior and invigorate graduates towards advance skills pertaining to counseling, 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 (POs):

PO1:Psychological Knowledge: Apply comprehensive knowledge of psychological theories and principles, community and clinical counselling and occupational health aspects, fundamentals of statistics, and management principles to address psychological problems in diverse societal and organizational settings.

PO2:Psychological Assessment and Counselling: Assess, analyze and identify complex psychological problems 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 counselling 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 acquiring advances in domains of psychological treatment techniques, 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 x 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.

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

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, Gi is the Grade Point secured in the i^{th} registered Course and Ci 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, Gi is the Grade Point secured in the ith completed Course and Ci is the Credit (weight)of that Course.

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

(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) Re-evaluation 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 re-evaluation 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

Breakdown of Credits

Sl. No	Category		Total number of Credits
1	University Core (UC)	Skill Enhancement Course (SEC)	4
		Ability Enhancement Course (AEC)	6
		Field Training	0
		Discipline Specific Elective (DSE)	0
		Value Added Course (VAC)	14
2	University Elective (UE)	Multidisciplinary Course (MDC)	4
		Value Added Course (VAC)	0
3	Program Core (PC)	Discipline Specific Core (DSC)	21
		Field Training	0
		Research /Industry Internship	36
		Summer Internship	0
4	Program Elective (PE)	Discipline Specific Elective (DSE)	15
		Value Added Course (VAC)	0
5	Faculty Core (FC)	Skill Enhancement Course (SEC)	0
		Ability Enhancement Course (AEC)	0
Total			**100**

Breakdown by categories of courses

Sl no	Category	Credits	%
1	Humanities	94	94%
2	Engineering	1	1%
3	Science	5	5%
Total		**100**	**100%**

SEMESTER-WISE COURSE DISTRIBUTION

	Sl. No.	Course Code	Course Title	Course Category	Engagement							Maximum Marks for			
					L	T	P	S	R	O	C	IA*	SEE*	PE*	Total
Semester I	1.	23MAAP111R	Applied Cognitive Psychology	DSC	2	0	2	0	0	0	3	40	60	100	200
	2	23MAAP112R	Indian Psychology	DSC	3	0	0	0	0	0	3	40	60	0	100
	3	23MAAP113R	Psychopathology	DSC	3	0	0	0	0	0	3	40	60	0	100
	4	23MAAP114R	Community Psychology	DSC	2	0	2	0	0	0	3	40	60	100	200
	5	23MAAP115R	Clinical Supervised Internship-I	Research /Industry Internship	0	0	2	8	0	0	3	0	0	100	100
	6	23MACE111R	MOOCS CE I	VAC	0	0	4	0	0	0	2	0	0	100	100
	7	23UMFS111R	Fundamentals of Statistics	VAC	2	0	2	0	0	0	3	40	60	100	200
	8	23MAPR111R	Mini Research (Review ofliterature-R1)	Research /Industry Internship	0	0	0	4	6	0	2	0	0	100	100
	9	23UMPD111R	Effective English	AEC	0	0	4	0	0	0	2	0	0	100	100
	Total				**12**	**0**	**16**	**12**	**8**	**0**	**24**	**200**	**300**	**700**	**1200**

	Sl. No.	Course Code	Course Title	Course Category	Engagement							Maximum Marks for			
					L	T	P	S	R	O	C	IA*	SEE*	PE*	Total
Semester II	1.	23MAAP121R	Psychotherapy	DSC	3	0	0	0	0	0	3	40	60	0	100
	2	23MAAP122R	Psychological Assessments	DSC	2	0	2	0	0	0	3	40	60	100	100
	3	23MAAP123R	Personality Psychology	DSC	2	0	2	0	0	0	3	40	60	100	100
	4	23MAAP124R	Clinical Supervised Internship-II	Research /Industry Internship	0	0	2	8	0	0	3	0	0	100	100
	5	23MAAP125R	Techno-Professional Skills-I	SEC	0	0	4	0	0	0	2	0	0	100	100
	6	23MACE121R	MOOCS CE II	VAC	2	0	0	0	0	0	2	0	0	100	100
	7	23MAGE121R	Generic Elective	MDC	1	0	0	4	0	0	2	40	60	0	100
	8	23UMRM121R	Research Methodology &Statistical Analysis	Research /Industry Internship	0	0	4	0	0	0	2	40	60	0	100
	9	23MAPR121R	Mini Research (Research gap analysis-R2)	Research /Industry Internship	0	0	0	4	12	0	3	--	--	100	100
	10	23UUHV101R	Universal Human Value (UHV+ Professional Ethics)	VAC	1	0	2	0	0	0	2	40	60	100	100
	11	23UMPD121R	Advanced Communication	AEC	0	0	4	0	0	0	2	0	0	100	100
	Total				**11**	**0**	**20**	**16**	**12**	**0**	**27**	**240**	**360**	**800**	**1100**

	Sl. 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.	23MAAP211R	Clinical Supervised Internship-III	Research /Industry Internship	0	0	2	8	0	0	3	0	0	100	100
	2	23MACE211R	MOOCS CE III	VAC	0	0	4	0	0	0	2	0		100	100
	3	23MACE212R	MOOCS CE IV	VAC	0	0	4	0	0	0	2	0	0	100	100
	4	23MAAP214R	Techno-Professional Skills-II	SEC	0	0	4	0	0	0	2	0	0	100	100
	5	23MACE201R	Generic Elective	MDC	2	0	0	0	0	0	2	40	60	0	100
	6	23UMRE211R	Research Ethics	Research /Industry Internship	1	0	0	0	0	0	1	40	60	0	100
	7	23MAPR211R	Mini Research (Survey/experiments-R3)	Research /Industry Internship	0	0	0	8	12	0	4	0	0	100	100
	8	23UMPD211R	Corporate Proficiency	AEC	0	0	4	0	0	0	2	0	0	100	100
	To opt 1 Specialization from the following Group														
	Group A: **CHILD AND ADOLESCENCE COUNSELING**														
	1	23MAAP201R	Counseling Psychology	DSE	2	0	2	0	0	0	3	40	60	100	200
	2	23MAAP202R	Positive Psychology	DSE	2	0	2	0	0	0	3	40	60	100	200
	3	23MAAP203R	Child And Adolescence Psychology	DSE	2	0	2	0	0	0	3	40	60	100	200
	Group B: PSYCHOLOGY AT WORKPLACE														
	4	23MAAP204R	Organizational Behaviour	DSE	2	0	2	0	0	0	3	40	60	100	200
	5	23MAAP205R	Occupational Health Psychology	DSE	2	0	2	0	0	0	3	40	60	100	200
	6	23MAAP206R	Human Resource Management	DSE	2	0	2	0	0	0	3	40	60	100	200
	Group C: COMMUNITY AND SOCIAL ISSUES														
	7	23MAAP207R	Environmental Psychology	DSE	2	0	2	0	0	0	3	40	60	100	200
	8	23MAAP208R	Social Psychology	DSE	2	0	2	0	0	0	3	40	60	100	200
	9	23MAAP209R	Gender Sex and Sexuality	DSE	2	0	2	0	0	0	3	40	60	100	200
	Total				**9**	**0**	**24**	**16**	**12**	**0**	**27**	**200**	**300**	**900**	**1400**

	Sl. 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**	23MAAP221R	Clinical Supervised Internship-IV	Research /Industry Internship	0	0	2	8	0	0	3	0	0	100	100
	2	23MAPR221R	Research (Data analysis/documentation-R4)	Research /Industry Internship	0	0	6	12	36	0	12	--	--	100	100
	3	23UUDL103R	Computational systems and Digital World	VAC	0	0	2	0	0	0	1	40	60	-	100
	Elective Papers (To opt any one of the following two groups)														
	Group 1 Elective Papers														
	3	23MAAP222R	Peace Psychology	DSE	2	0	2	0	0	0	3	40	60	100	200
	4	23MAAP224R	Stress Management and Well-being	DSE	2	0	2	0	0	0	3	40	60	100	200
	Group 2 Elective Papers														
	5	23MAAP225R	Group and Team effectiveness	DSE	2	0	2	0	0	0	3	40	60	100	200
	6	23MAAP226R	Corporate Counselling	DSE	2	0	2	0	0	0	3	40	60	100	200
	Total				**4**	**0**	**14**	**20**	**36**	**0**	**22**	**120**	**180**	**400**	**700**

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

SEMESTER – I									
Course Title	**APPLIED COGNITIVE PSYCHOLOGY**								
Course code	**23MAAP111R**	**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	1. To acquaint the students with the processes involved in sensation and perception 2. To develop insight in to 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 psycho physics: 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; Autobiographical memory;	**6**	It will enhance the student in the field of how human memories function	1,2
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 3. 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(6thEd).Delhi: Pearson Education.

REFERENCE BOOKS:

R1: Babbeley, A., Eysenck, M.W., & Anderson, M.C. (2015) Memory. New York: Psychology Press.

R2: Chance, P. (1988). Learning and Behaviour. California: Wadsworth.

R3: Bernstein, D.A., Penner, L.P., Clarke-Stewart, E.J. (2008). Psychology (8th Ed.). N.Y.: Houghton

R4: Miffin Smith, E.E.& Kosslyn, S. M. (2007). Cognitive Psychology Mind and Brain. Prentice–Hall of India Private Limited.

OTHER LEARNING RESOURCES:

1. https://www.youtube.com/watch?v=O6Bt66jhrYg

2. Michael I. Posner and Patrick Bourke (1992). Cognitive Psychology. American Journal of Psychology 105(4):621. DOI: 10.2307/1422917

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**
2	Acquire knowledge of the key methods used in modern cognitive psychology research.	**1,5**
3	Develop an insight into one's own and other's behaviour and underlying mental processes	**2,7**
4	Develop a comprehensive understanding of major concepts, theoretical perspectives, and empirical findings in cognitive psychology	**1,2,5**
5	Understand the connection between basic and applied research in cognitive psychology	**1,2,8**

SEMESTER – I										
Course Title	**INDIAN PSYCHOLOGY**									
Course code	**23MAAP112R**	**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	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 contemporary society.	1,2

TEXT BOOKS:

T1: Mishra, G.,(2005).Hand book 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	**2,3**
2	Explain the main concepts of psychology from an Indian perspective and its applications	**1,2,3**
3	Integrate Indian traditions into modern psychology for innovative theories, insights, applications, and future research avenues.	**2,5**
4	Understand the unique challenges faced by Indigenous populations in achieving equitable outcomes.	**1,8**
5	Acquire progressive movement - an evolution of consciousness, taking place in India over the years	**1,2,8**

SEMESTER – I									
Course Title	**PSYCHOPATHOLOGY**								
Course code	**23MAAP113R**	**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	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 (Psycho analytic, 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

TEXT BOOKS:

T1: Carson, R.C.,Butcher, J.N.,Mineka, S.,&Hooley, J.M.(2007). Abnormal Psychology, (13thEdition). India, Pearson Education

T2: Adams, P. B., &Sutker, H. E. (2001). Comprehensive Handbook of Psychopathology (3rd edition). NY: Springer.

REFERENCE BOOKS:

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=AlRM2zIJCGg&list=PL3t6jgZu2GQnLwhXc0P3p2b0NNKyeBaGK
2. Mansager,E.,Garrison,R.(2022).Psychopathology.In:ThePalgraveEncyclopediaofthePossible. PalgraveMacmillan, Cham.https://doi.org/10.1007/978-3-319-98390-5_171-1
3. 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**
2	Demonstrate an awareness of the range of mental health problems.	**1,2**
3	Understand and identify the different clinical features of mental disorder.	**1,2,8**
4	Apply the knowledge and skills for identifying and making appropriate diagnosis.	**1,2,3**
5	Application of knowledge and skills according to the Ethical Guidelines.	**4**

SEMESTER – I									
Course Title	**COMMUNITY PSYCHOLOGY**								
Course code	**23MAAP114R**	**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	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. Stereo Type Inventory (English) 2. Prejudice Scale (Hindi /English 3. Family Environment Scale 4. Social Intelligence Scale 5. Brief-Cope Scale	**30**	Students will gain insights into prejudiced behaviors, relationship dynamics, personal growth, and social intelligence. Additionally, they will learn about coping mechanisms and the dimensions of cohesion, conflict, and control.	

TEXTBOOKS:

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 aglobalizedworld.AcademicPress.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.	**1,2,3**
2	Understand the relationship between individuals and community	**1,3**
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**
4	Critically analyze social issues by developing community-based interventions on mental health.	**2,3**
5	Demonstrate an understanding and commitment to the core values of community psychology	**2,3**

SEMESTER – I									
Course Title	**CLINICAL SUPERVISED INTERNSHIP-I**								
Course code	**23MAAP115R**	**Total credits: 3**	**L**	**T**	**P**	**S**	**R**	**O/F**	**C**
			0	**0**	**2**	**8**	**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 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.								

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	**FUNDAMENTALS OF STATISTICS**								
Course code	**23UMFS111R**	**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	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, Bionomial probability Distribution, Poisson Probability Distribution, Bayes' theorem and its	8	Understanding of probability and Distributions	1,2

	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, Kruskalwalis 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 graphical tools, computing descriptive statistics, one sample tests, two sample tests, Goodness of fit tests. 5. Parametric test and Non-Parametric test	30	A brief knowledge on using R for data analysis and visualization	1,2,3,4

TEXT BOOKS:

T1: Methods in Biostatistics by K S Negi, ISBN:9789374735053,4th Edition, Year:2023, AITBS Publishers, INDIA

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

OTHERLEARNINGRESOURCES:

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	**23MAPR111R**	**Total credits: 2**	**L**	**T**	**P**	**S**	**R**	**O/F**	**C**
			0	**0**	**0**	**4**	**6**	**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 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 identify what types of the survey will be useful to what kinds of studies.								
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.								

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.	**1,2,3,5,6**
2	Understanding on how to critically read and assess research papers and reviews.	**1,2,5**
3	Develop understanding about the importance of ethical consideration in research writing.	**2,3**
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.	**1,2,5,8**

SEMESTER – I									
Course Title	**EFFECTIVE ENGLISH (Communicative English & Soft Skills)**								
Course code	**23UMPD111R**	**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, NitinBhatnagar, Pearsons.

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.	**5,7,8**
2	Learners will be able to integrate the skills of reading and speaking in professional communication.	**5,6,7,8**
3	Dress code Etiquette sessions will boost their confidence and morals.	**5,6,7,8**
4	Students will learn about the effective and efficient utilization of time.	**5,6,7,8**
5	Introduction to Phonetics and its importance will improve the learners 'pronunciation	**5,6,7,8**

SEMESTER – II									
Course Title	**PSYCHOTHERAPY**								
Course code	**23MAAP121R**	**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	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 Procedures, Evaluation, Case Discussion, and Existential Psychotherapy; Key Concepts of Logo-therapy, Therapeutic Process, Therapeutic Techniques and Procedures, Evaluation, Case Discussion	**9**	The students will acquire an advanced understanding of the existing person-centered therapeutic techniques and procedures in psychology.	2,3

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=J4yPz1q6F_o
2. https://www.youtube.com/watch?v=ewImROfOsVM

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Program Outcome**
1	Develop a foundational knowledge of psychotherapy and its ethical considerations that guide the practice of psychotherapy.	**1,3,4**
2	Gain a thorough understanding of psychodynamic concepts and techniques.	**1,2,4**
3	Understand the concepts and techniques of behavioral therapy.	**1,2,3,4**
4	Synthesize the concept and techniques of cognitive therapy.	**1,2,3,4**
5	Gain a thorough understanding of person centered and existential therapy concepts and techniques.	**1,2,3,4**

SEMESTER – II									
Course Title	**PSYCHOLOGICAL ASSESSMENTS**								
Course code	**23MAAP122R**	**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 the students with the history and assessment techniques of various psychological attributes. 2. To understand the applications of various psychological tests and assessments with a wider range of population. 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.								
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 psychological assessments.	2,3

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	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

TEXT BOOKS:

T1: Singh, A.K.(2006).Tests, Measurements and Research Methods in Behavioural Sciences, Patna: BharatiBhavan

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: ReferenceModule in Neuroscience and Biobehavioral Psychology. DOI: 10.1016/B978-0-323-914970.000606https://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**
2	Demonstrate a comprehensive understanding of the principles involved in the measuring and standardizing psychological tests.	**1,2,3,4**
3	Gain expertise in the assessment of intellectual functioning, personality and behavioral assessment, and psychometric evaluation.	**1,2,4,5**
4	Develop a comprehensive understanding of rating scales and various projective techniques in the context of psychological testing.	**1,2,4,5**
5	Demonstrate competence in the practical application of psychological assessments in real-world scenarios.	**1,2,2,4,5**

SEMESTER – II									
Course Title	**PERSONALITY PSYCHOLOGY**								
Course code	**23MAAP123R**	**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	Eysenck's Personality Inventory (EPI) (English): 16 P.F. Questionnaire by Cattell and IPAT Staff –Indian Print (English): NEO-FFI BIG –FIVEINVENTORIES 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.	

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.

REFERENCE BOOKS:

R1: Hall, Calvin S., Lindzey, Gardner, & Campbell, John (2007).*Theories of Personality*.Wiley.

R2: Kuppuswamy, 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**
2	Gain an in-depth knowledge of psychodynamic personality theories.	**1,2,3,4**
3	Understand the relevance of learning theories of personality.	**1,2,4,5**
4	Acquire knowledge of humanistic and existential theories of personality.	**1,2,4,5**
5	Develop a comprehensive knowledge in personality research and assessment.	**1,2,2,4,5**

SEMESTER – II									
Course Title	**CLINICAL SUPERVISED INTERNSHIP-II**								
Course code	**23MAAP124R**	**Total credits: 3**	**L**	**T**	**P**	**S**	**R**	**O/F**	**C**
			0	**0**	**2**	**8**	**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 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.								

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 multidisciplinary context.	**1,2,3,7**
2	Develop practical skills in taking case history and mental status examination.	**1,2,3,7**
3	Apply the theoretical knowledge of intervention techniques in real-world scenarios.	**1,2,3,7**
4	Engage in continuous self-assessment, fostering personal and professional growth throughout the internship experience.	**1,2,3,6,7**
5	Integrate theoretical knowledge with practical skills to navigate and contribute effectively within the field of psychology during hands-on experiences.	**1,2,3,6,7**

SEMESTER – II									
Course Title	**TECHNO-PROFESSIONAL SKILLS-I ACADEMIC, READING AND WRITING**								
Course code	**23MAAP125R**	**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. 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. 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	Analyse the need of communication for different types of interviews								
CO3	Relate the role of communication and interview in the field of psychology								
CO4	Demonstrate interviewer skills including effective conversation, emotional control, cultural awareness, critical thinking, and confidentiality.								
CO5	Apply communication and interview principles in practical scenarios for real-world effectiveness.								

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 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 7th edition.	1,2

TEXT BOOKS:

T1: Beins, B. C., &Beins, A. M. (2020). Effective writing in psychology: Papers, posters,
T2: and presentations (3rd ed.).
T3: John Wiley &Sons.American Psychological Association. (2019). Publication manual of the American Psychological
T4: 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

https://www.youtube.com/watch?v=gFXE9n7hrOI

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	**Course Outcome (CO)**	**Mapped Program Outcome**
1	Understand the process of communication	**7**
2	Analyse the need of communication for different types of interviews	**7**
3	Relate the role of communication and interview in the field of psychology	**1,6,7**
4	Demonstrate interviewer skills including effective conversation, emotional control, cultural awareness, critical thinking, and confidentiality.	**1,2,6,7**
5	Apply communication and interview principles in practical scenarios for real-world effectiveness.	**1,2,6,7**

SEMESTER – II									
Course Title	**RESEARCH METHODOLOGY AND STATISTICAL ANALYSIS**								
Course code	**23UMRM121R**	**Total credits: 2**	**L**	**T**	**P**	**S**	**R**	**O/F**	**C**
		Total hours: 30T	**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. 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 theorical 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, 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 t h e 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 t h e 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 mixes approaches, 2nd Ed. Boston: Allyn& Bacon.

OTHER LEARNING RESOURCES:

https://www.youtube.com/watch?v=1vf8ZvADxfY&list=PLLhSIFfDZcUWRlgiXMkd1rNeLSz1You4O

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	**4,5**
2	Gain the knowledge of Research Methodology.	**5**
3	Acquire the knowledge of basic Report/dissertation Procedure.	**5**
4	Acquire the knowledge of basic Data Analysis Procedure for day-to-day use.	**5**
5	Synthesize the theorical research knowledge	**5**

SEMESTER – II									
Course Title	**MINI RESEARCH (RESEARCH GAP ANALYSIS-R2)**								
Course code	**23MAPR121R**	**Total credits: 3**	**L**	**T**	**P**	**S**	**R**	**O/F**	**C**
			0	**0**	**0**	**4**	**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	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 identify what types of the survey will be useful to what kinds of studies.								
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.								

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.	**1,2,4,5**
2	Understanding on how to critically read and assess research papers and reviews.	**1,2,4,5**
3	Develop understanding about the importance of ethical consideration in research writing.	**1,2,4,5**
4	Identify the major key concepts and variables from the chosen research topic.	**1,2,4,5**
5	Apply the knowledge in writing research papers in proper APA format and styles.	**1,2,4,5**

SEMESTER – II									
Course Title	**UNIVERSAL HUMAN VALUES (UHV)+PROFESSIONAL ETHICS**								
Course code	**23UUHV101R**	**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	1. To understand and implement the principles, guidelines, and processes for value education to meet human aspirations and foster harmony. 2. To explore and promote harmony within the family, society, nature, and existence through ethical reasoning and decision-making. 3. To cultivate values-based leadership skills for ethical decision-making in personal and professional contexts.								
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	Course Introduction - Need, Basic Guidelines, Content, and Process for Value Education, 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.	**9**	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	Understanding Harmony in the Human Being - Harmony in Myself! 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 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.	**9**	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

III	Understanding Harmony in the Family and Society - Harmony in Human-Human Relationships 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 Sah-astitva. Visualizing a universal harmonious order in society, from an undivided society (AkhandSamaj) to a universal order (SarvabhaumVyawastha), will be addressed through practice exercises and case studies.	**9**	Students will learn to foster trust, respect, and justice in family and societal relationships, promoting a harmonious social order.	2, 3
IV	Understanding Harmony in Nature and Existence - Whole Existence as Co-existence 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.	**9**	Students will explore the interconnectedness and mutual fulfilment within nature and existence, developing a holistic perception of harmony.	2, 3,4
V	Implications of the Above Holistic Understanding of Harmony on Professional Ethics 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.	**9**	Students will apply human values and ethical principles in professional contexts, supporting a humanistic universal order through sustainable practices.	4,5

TEXT BOOKS:

T1: Value Education for Young Leaders" by S.K. Kapoor
T2: The Art of Happiness" by Dalai Lama and Howard Cutler
T3: The Seven Principles for Making Marriage Work" by John Gottman
T4: The Web of Life: A New Scientific Understanding of Living Systems" by Fritjof Capra

REFERENCE BOOKS:

R1: The Responsible Company" by YvonChouinard and Vincent Stanley
R2: Living Values Education Program" by Diane G. Tillman
R3: Ethics for the New Millennium" by Dalai Lama

OTHER LEARNING RESOURCES:

https://www.youtube.com/watch?v=LXi5g0cGu9g
https://www.youtube.com/watch?v=tqvEXf3poOM

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.	**3,6,7,8**
2	Improve student's ability in framing different sentences while speaking and writing.	**3,6,7,8**
3	Develop writing skills in different areas including paragraph and email.	**3,6,7,8**
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	**3,6,7,8**

SEMESTER – II									
Course Title	**Advanced Communication**								
Course code	**23UMPD121R**	**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 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 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:

T1: Barrett, Grant. 2016. Perfect English Grammar: The Indispensible Guide to Excellent Writing and Speaking, Zephyros Press.

T2: Mc Dowell, Gayle Laakmann. 2008. Cracking the Coding Interview (Indian Edition).

REFERENCE BOOKS:

R1: Communication Skills Training: A Practical Guide to Improving Your Social Intelligence, Presentation and Social Speaking, IanTuhovsky,2019

R2: A Text book 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.	**3,6,7,8**
2	Improve student's ability in framing different sentences while speaking and writing.	**3,6,7,8**
3	Develop writing skills in different areas including paragraph and email.	**3,6,7,8**
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	**3,6,7,8**

SEMESTER – III									
Course Title	**CLINICAL SUPERVISED INTERNSHIP-III**								
Course code	**23MAAP211R**	**Total credits: 3**	**L**	**T**	**P**	**S**	**R**	**O/F**	**C**
			0	**0**	**2**	**8**	**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 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.								

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 multidisciplinary context.	**1,2,3**
2	Develop practical skills in taking case history and mental status examination.	**1,2,3,4**
3	Apply the theoretical knowledge of intervention techniques in real-world scenarios.	**1,2,4,5**
4	Engage in continuous self-assessment, fostering personal and professional growth throughout the internship experience.	**1,2,4,5**
5	Integrate theoretical knowledge with practical skills to navigate and contribute effectively within the field of psychology during hands-on experiences.	**1,2,2,4,5**

SEMESTER – III									
Course Title	**TECHNO-PROFESSIONAL SKILLS -II**								
Course code	**23MAAP214R**	**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. 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	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.	**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 the Text; Reference List and Examples	**12**	The students will acquire advanced knowledge of academic writing and reference, and citation as per the APA 7thedition.	3,4
IV	**Communication 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 observation 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(3rded.). John Wiley &Sons.

T2. 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(7thed.). 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.	**1,2,3,5**
2	Develop the ways in recognizing and describe problems operationally to study them empirically.	**1,2,3,5**
3	Understand the use of grammar appropriate to professional standards and conventions (e.g., APA writing style).	**1,2,3,5**
4	Develop the ways in constructing arguments clearly and concisely using evidence- based psychological concepts and theories.	**1,2,3,5**
5	Gain knowledge and become well equipped with APA writing style to make precise and persuasive arguments.	**1,2,3,5**

SEMESTER – III									
Course Title	**RESEARCH ETHICS**								
Course code	**23UMRE211R**	**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 ResearchBasic Research. AppliedResearch. 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 are search project that relate specifically to computing/ software projects including: problem definition, software planning, specification and system definition, choosing environments for development, timing issues relating to the software **Research Documentation-** Documentation appropriate to research and the programme specifications. This includes research proposal documentation, report documentation, research paper formats, and citation formats.	**3**	To enable students to get knowledge on software applications in research. To impart documentation skills	3,4

IV	**Ethics for computers**: Ethics in Information & communication technology. Ethics, privacy, and information security. Computer Ethics. Cyber ethics. Social, regulation, and legal issues. Ethical design. Impact of IoT on ethics-Environment monitoring and data collection. Impact of AI on ethics. Post human era, machine ethics, Unintended consequences. Case studies -Facebook, Mood Manipulation Experiments, Internet of Things, Google Maps.	**3**	To impart knowledge on Ethical and Legal Issues related to computers.	4,5
V	**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.	**3**	To learn about ethical, social, and political issues concerning human subjects. Ethical applications in designing the tools.	5

TEXT BOOKS:

T1: Yadav, Vakil Kumar. (2021)Research and Publication Ethics. Notion Press.

T2: Martyn Denscombe 2014, *The Good Research Guide*, 5 Ed., Open University Press, McGraw-Hill Education [ISBN:9780335264704]

T3: Mustajoki, H. & Mustajoki, A. (2017). A New Approach to Research Ethics. Using Guided Dialogue to Strengthen Research Communities. London: Routledge

REFERENCE BOOKS:

R1: Steven J. Taylor, Robert Bogdan, MarjorieDeVault2016, *Introduction to Qualitative Research Methods: A Guide book and Resource*, 4Ed., Wiley [ISBN:9781118767214]

R2: Prabhat Pandey, Meenu Mishra Pandey2015, *Research Methodology: ToolsandTechniques*,1Ed., Bridge Center [ISBN:9786069350270]

R3: JamesD.Lester2014, *Writing Research Papers: A Complete Guide*,15Ed., Pearson [ISBN:9780321952950]

R4: K. Schwalbe 2011, *Information Technology Project Management*, 6Ed., 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.etal.2007,*Taming the Research Beast*.http://linguistics.byu.edu/faculty/henrichsenl/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.	**1,4,5,8**
3	To acquire skills of presenting arguments and results of ethical inquiries.	**1,4,5,8**
4	To be able to Identify the concepts and procedures of sampling, data collection, analysis and reporting.	**1,4,5,8**
5	Acquire the knowledge of basic Data Analysis Procedure for day-to- day use.	**1,4,5,8**

SEMESTER – III									
Course Title	**MINI-RESEARCH (SURVEY/ EXPERIMENT-R3)**								
Course code	**23MAPR211R**	**Total credits: 4**	**L**	**T**	**P**	**S**	**R**	**O/F**	**C**
			0	**0**	**0**	**8**	**12**	**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.								

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.	**1,2,3,5,8**
2	Understanding on how to critically read and assess research papers and reviews.	**1,2,3,5,8**
3	Develop knowledge and skills to adopt appropriate means of conducting a research.	**1,2,3,5,8**
4	Implement proper methods of sampling and data collection.	**1,2,3,5,8**
5	Develop understanding of different types of research methods and apply those in conducting research.	**1,2,3,5,8**

SEMESTER – III									
Course Title	**CORPORATE PROFICIENCY**								
Course code	**23UMPD211R**	**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. To acquaint students with the various tools of an effective presentation. 2. To acquire the speaking skill to instruct, influence, engage, educate, or appease the listeners. 3. To increase proficiency 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& walk-in interviews								
CO1	Prepare the learners 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** • 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** • 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** • Preparation, submission& screening of Resume. • Practical session on cover letter screening session • Creating a 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	**Leadership & Management Skills** • 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	**Research Paper –Writing Skills** • 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	**Interview Skills & Dress code Ethics** • 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, 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,	**9**	Prepare for various interview types, understand appropriate dress codes, and learn strategies for making a positive first impression.	2,3, 4,5

	• 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			
VII	**Mock Interview** • 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: Mc Dowell, 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.	**3,4**
2	Learn how to have a positive impact on their thought process and problem-solving skills.	**3,4,7**
3	Learn to highlight and assess themselves on social media.	**3,4,7**
4	Acquire techniques to solve critical problems in an interview, develop strategies to crack interviews, improve their communication skills, and boost their confidence.	**3,4,6,7**
5	Students will be well-equipped with all the necessary tools and skill sets to prepare a professional resume.	**3,4,6,7**

Specialization Papers from the following Group

Group A: CHILD AND ADOLESCENCE COUNSELING

SEMESTER – III									
Course Title	**COUNSELLING PSYCHOLOGY**								
Course code	**23MAAP201R**	**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/ 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 the radical 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**	**Contact 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 Liasoning 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 Eclectism**;** Common Ground for Integrated Perspective of Counselling: Freudian, Adlerian, Behavioural, Cognitive Behavioural, Humanistic-Existential, Gestalt Approach, Psychodrama, Action Oriented Approach, Multimodal Therapy, Feminist and Systemic Therapy	**6**	Students will be able to understand the different Approaches to Counselling	3,4

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 counseling 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 HospiceCare, Coping with Miscarriage,	**6**	Develop a wide range of practical professional skills in Counselling during a crisis, Grief Counselling	5,6
Practical	1. Binet Kamat test of Intelligence Scale- Dr Vidya Damle and Dr Kranti K Srivastava 2. Apptitide Battery for Career Counselling (ABCC) -Dr Narinder Singh 3. Eysenck's Personality Questionnaires_ R(EQR-R)- H. J. Eysenck 4. Self-Assessment Communication Survey 5. Verbal Test of Creative Thinking (VTCT-M)- BagerMehdi	**30**	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 counselling 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 Publication.
R4: Gelso, C., & Fretz, B., (2001). Counseling psychology: Practices, Issues and Interventions. Harcourt, In.
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:

https://www.youtube.com/watch?v=3gKr1elF-_w&list=PLe8Evhf1nhQqU3mqLz_1DJR6LHYZrBXER

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**
2	Use different psychological assessment techniques and tools.	**1,2,5**
3	Integrate and apply different perspectives of counselling interventions.	**1,2,3,5**
4	Use counselling skills in diverse population.	**1,2,3,5**
5	Apply counselling skills for population with chronic illness.	**1,2,3,4,5**

SEMESTER – III									
Course Title	**POSITIVE PSYCHOLOGY**								
Course code	**23MAAP202R**	**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/ III semester of Second year of the Programme**								
Course Objectives	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 criticisms of the field in the context of Eastern and Western perspectives.	1,2
II	**HAPPINESS AND WELL-BEING**: Meaning and measures of happiness, Self-Realization, Views of Happiness, Broaden 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, Optimism; Flow: Mindfulness & Well-being.	6	Students will gain an understanding of some key constructs in positive psychology. These are resilience, optimism and hope, flow, self-efficacy, elements in positive relationships (which include altruism, empathy, gratitude, and forgiveness), and Mindfulness and Well-being.	3,4

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:** Employ Positive Psychology interventions to increase personal well-being.	6	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	30	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 Exploration 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: Routledge.

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=O7AvWH5Bf4U&list=PLg9esVacXkzYczOgcGpf5Iji38-BVQ1zs

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.	**1,2**
2	Develop an understanding of ways to empower people through the cultivation of positive emotional states and processes.	**1,2,5**
3	Gain insight into empowering individuals through fostering positive cognitive states and processes.	**1,2,3,5**
4	Cultivate an understanding and implement the psychological testing in the context of positive psychology.	**1,2,3,5**
5	Understand and apply the impact and interventions of positive psychology in educational, professional, and community settings.	**1,2,3,4,5**

SEMESTER – III									
Course Title	**CHILD AND ADOLESCENCE PSYCHOLOGY**								
Course code	**23MAAP203R**	**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/ III semester of Second year of the Programme**								
Course Objectives	**1.** To identify the basic issues related to child and adolescence. **2.** To explain the basic theories related to child and adolescence. **3.** To analyze the role of family, peers, schooling, and media context in influencing child and adolescence. **4.** 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**	**Contact Hour**	**Learning Outcome**	**KL**
I	**ISSUES OF CHILD AND ADOLESCENT DEVELOPMENT:** i. Factors influencing development: Heredity, Environment, Importance of critical periods in development. ii. Theories of Development – Bowlby Attachment Theory; Vygotsky's socio-cultural theory. iii. Stages of Development: Prenatal, Infancy, Childhood, Adolescent. iv. 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 functioning of children and adolescents in families.	1, 2
II	**CONTEXTUAL ISSUES OF CHILD AND ADOLESCENT DEVELOPMENT:** i. Family: Parenting, family relationships. ii. Peer relations: Parental influence, peer acceptance, peer conformity. iii. Schooling: Teacher-student interaction, grouping practices. iv. Media: The effects of electronic media on adolescent wellbeing, benefits 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.	2, 3

III	**CHILD AND ADOLESCENT PSYCHO-SOCIAL ISSUES:** i. Deviance as maladaptive behavior: Nature & meaning. ii. Recent forms of deviance: Rudeness, Cyber Deviance, Bullying. iii. Situational contexts: Adoption, abuse and neglect, poor discipline, dysfunctional families, broken families, parental divorce or death. iv. Externalizing disorders: attention deficit hyperactivity disorder (ADHD), Conduct Disorder. v. Internalizing Disorders: Separation Anxiety, Childhood Depression. vi. Other Psychological Problems: Suicide, Suicide Attempts during Adolescence.	6	Demonstrate understanding of 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.	3, 4
IV	**CHILD AND ADOLESCENT INTERVENTION PROCESS:** Process Issues in Child Psychotherapy: Parent and Teacher Perceptions of Problem Behaviors	6	Enumerate some particularly critical threats to children's development such as experiences of violence and fear; separation from parents or other caregivers; exploitation and abuse; and young people's involvement in fighting forces.	1, 5
V	**Preventive Intervention:** Risk Factors (Genetic and Biological Factors, Family Environment, Negative Life Events, Intrinsic Child Characteristics); Protective Factors; Implications for Prevention. The Effectiveness of Preventive Programs (Universal Preventive Intervention).	6	Students will demonstrate the ability to identify psychological problems of children and adolescents and critically think and design interventions for management of problems such as ADHD, Conduct disorders, Suicidal ideation.	5, 6
Practical	1. Children's Curiosity Scale by D. Rajeev Kumar. 2. Overt Aggression Test by Preeti Vohra and R.K. Gupta. 3. Case studies. 4. Developmental Screening Test by Bharat Raj. 5. Movie reviews.	30	Students will understand four response alternatives, and this 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 the behavioral characteristics of respective age levels; and critically analyze movies.	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:

R1: Santrock, J. W. (2018). *Children* (13th ed.). McGraw-Hill Education.

R2: Berk, L. E. (2013).*Child development* (9th ed.). Pearson.

R3: Papalia, D. E., Olds, S. W., & Feldman, R. D. (2012). *Human development* (12th ed.). McGraw-Hill Education.

OTHER LEARNING RESOURCES:

https://www.youtube.com/watch?v=5E6uGUEv8I0
https://www.youtube.com/watch?v=5E6uGUEv8I0

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.	**1,2,3,8**
2	Analyze the role of family, peers, schooling, and media context in influencing child and adolescence.	**1,2,3,4,8**
3	Identify the psychosocial issues and maladaptive behavior in child and adolescence.	**1,2,3,4,8**
4	Use of therapeutic skills in intervention for developmental and behavioural problems of child and adolescence.	**1,2,3,4,8**
5	Learn about the preventive and protective factors in the development of children.	**1,2,3,4,8**

Group B: PSYCHOLOGYATWORKPLACE

SEMESTER – III									
Course Title	**ORGANIZATIONAL BEHAVIOR**								
Course code	**23MAAP204R**	**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/ III semester of Second year of the Programme**								
Course Objectives	1. To enable students to understand the concept, nature, and history of Organizational Behaviour. 2. To enable students to understand human interactions in an organization. 3. To familiarize students with 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**	**KL**
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, and 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 an understanding of Process Theories, Job Satisfaction, and motivation, as well as 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 different leadership styles and topics	3, 4
IV	**POWER, POLITICS, AND CONFLICTS 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 high-stakes communication are 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 in groups (team building)	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 judgment, work stress, and job satisfaction, and engage in role plays	3

TEXT BOOKS:

T1. Luthans, F. (2009). Organizational Behavior. New Delhi: Mc Graw Hill

REFERENCE BOOKS:

R1. Aamodt, M.G.(2001). Industrial Organizational Psychology. India: Cengage Learning.
R2. Chadha, N. K. (2007). Organizational Behavior. New Delhi: Galgotia Publishers.
R3. Greenberg, J. &Baron, R. A.(2007). Behaviour in Organizations(9thEdition.). India: Dorling Kindersley.
R4. Schultz, D. P., &Schultz, E. S.(2008).Psychology and Work Today. New York: Mac Milan publishing company.
R5. Singh, N. (2011). Industrial Psychology. Delhi, India: Tata Mc Grawhill. Education private limited

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.	**1,2**
2	Develop an understanding of human behaviour at work place.	**1,2,5,6,7**
3	Develop and demonstrate leadership skills.	**1,2,3,5,6,7**
4	Learn about the organizational power, politics and conflict resolution.	**1,2,3,5,6,7**
5	Grasp an understanding of group development and team work.	**1,2,3,5,6,7**

SEMESTER – III									
Course Title	**OCCUPATIONAL HEALTH PSYCHOLOGY**								
Course code	**23MAAP205R**	**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/ III semester of Second year of the Programme**								
Course Objectives	1. To understand the relationship between psychological factors and physical health and learn how to enhance well-being. 2. To enable students to understand human interactions in an organization. 3. To familiarize students with 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	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 disorders, 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 uses theories and empirical studies to answer research questions.	2, 3
III	**Occupational Safety**: Risk factors in the physical work environment, occupational health psychology and occupational safety, individual antecedents of safety performance and workplace accidents and injuries, situational antecedents of safety performance and workplace accidents and injuries.	6	Health implications of stressful work and the impact of occupational stressors on physical and mental health.	3, 4

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, work–family balance, interventions in the workplace.	6	The student is able to search for literature in 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 cases on occupational mental health, demonstrate the ability to assess the personality of employees, and assess the mental well-being, work stress, and job satisfaction of employees in an organization.	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: Biopsychosocial 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:

https://www.apa.com/JournalofOccupationalHealthPsychology

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**
2	Learn about the theories and models of OHP and its application in work environment.	**1,2,3**
3	Identify the impact of occupational stressors in health.	**1,2,3,4**
4	Use primary, secondary and tertiary interventions to improve Work- Life Balance.	**2,3**
5	Gain insight into the future of Occupational Health Psychology, covering mental and physical health, workplace dynamics and leadership.	**2,3,4**

SEMESTER – III									
Course Title	**HUMAN RESOURCE MANAGEMENT**								
Course code	**23MAAP206R**	**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/ III semester of Second year of the Programme**								
Course Objectives	1. The course is designed to give students an insight into the theoretical and practical perspectives, concepts, issues, and practices in Human Resource Management. 2. To understand the evolution of HRM. 3. To understand the challenges and limitations of HRM.								
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**	**KL**
I	**Introduction to Human Resource Management**: 1. History and evolution of the concept of HRM 2. HRM: Definition, nature, scope, objectives, and importance; Models of HRM 3. Policies, procedures, and programs of HRM; Role of an HR practitioner 4. Strategic HRM vs Traditional HRM 5. HRM: Line and staff aspects 6. HRM: Current challenges and limitations	6	Student will gain an understanding of Human Resource Management and Personnel Management.	1, 2
II	**Human Resource Planning (HRP)**: 1. Human Resource Planning: Objectives, Importance, Process of HRP 2. Methods and techniques of HRP; Job Analysis: Nature and use of job analysis, methods of job analysis 3. Process of job analysis; Job Description (JD), Job Specification (JS), and Role Analysis 4. Job design: Nature, techniques for designing jobs	6	Knowing the methods and techniques of HRP, Job Analysis, Job Design, Nature, and Techniques of Job Design.	2, 3
III	**Acquisition of Human Resources**: 1. Recruitment: Definition, Process, and methods; policies and procedures 2. Limitations, external vs internal recruitment; Selection: Purpose, processes, and methods 3. Induction and placement: Aims and objectives of placement, induction/orientation 4. Internal mobility: Concept, transfer, and employee separations	6	Gain understanding of Recruitment, Limitations, Induction and Placement, and Internal Mobility.	3, 4

IV	**Development and Management of Human Resources**: 1. Training: Need and significance 2. Executive development: Nature and concept, importance, the process of executive development, methods of conducting an executive development program 3. Career Management: Nature and concept, stages of career management	6	Students will understand the need and significance of training; the process of Executive Development and Career Management.	1, 5
V	**HRD in India**: Evolution of the concept of HRD, Principles of HRD systems, and HRD in the Indian industry	6	Gain understanding of the Principles of HRD systems in the context of the Indian industry.	5, 6
Practical	1. DiSC Assessment 2. Situation Judgment Tests 3. Myers-Briggs 4. The Work Stress Questionnaire 5. Job Satisfaction Scale	30	Students will learn about DiSC assessment; will learn to assess situation judgment, personality, work stress, and job satisfaction.	3

TEXT BOOKS:

T1: Decenzo, D.A. & Robbins, S.P. (2002). *Human Resource Management*. New York, US: John Wiley & Sons Inc.

T2: Decenzo, D.A., & Robbins, S.P. (2007). *Fundamentals of Human Resource Management* (9th ed.). New York: John Wiley & Sons, Inc.

T3: Dessler, G., &Varkkey, B. (2009). *Human Resource Management* (11th ed.). New Delhi: Pearson Education.

REFERENCE BOOKS:

R1: Dessler, G. (2009). *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.youtube.com/watch?v=tCKMsl49EyM&list=PL9Cd7H8NFRQyHThG3ol8UEt4UD8Gyclo-

https://www.drnishikantjha.com/booksCollection/hrm-basic-notes.pdf

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	**3,4,6**
2	Comprehend the various aspects and nature of HRP.	**3,4,6**
3	Develop a comprehensive grasp of concepts essential for effective human resource acquisition.	**4,6,7**
4	Gain knowledge to contribute to the strategic development and management of human resources.	**3,4,.6,7**
5	Develop a foundational knowledge of Human Resource Development (HRD) with a focus on the Indian industry.	**3,4,6,7**

Group C: COMMUNITYANDSOCIALISSUES

SEMESTER – III									
Course Title	**ENVIRONMENTAL PSYCHOLOGY**								
Course code	**23MAAP207R**	**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/ III semester of Second year of the Programme**								
Course Objectives	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, features, effects of crowding on humans 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 NGOs' 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	1. Active participation in discussions 2. Quiz 3. Research paper on environmental issues and its impact on society 4. PowerPoint presentation of an environmental intervention 5. Making up cycled products	**30**	It will help students stay motivated and participate in the classroom, increasing their knowledge on current trends and subject areas, exploring their interest and inputs on doing something to save Mother Nature, stay connected with the class, gain insights, and understand the importance of choosing 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:

https://www.youtube.com/watch?v=wHUS5T6uYT4&list=PLA2E69FC89640C272

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**
2	Develop an understanding of the theories, attitudes, and roles in environmental perception and cognition.	**1,2**
3	Recognize and evaluate environmental stressors and propose effective preventive measures.	**1,2,3**
4	Develop a comprehensive understanding of the psychological and behavioral aspects of crowding, personal space, and territoriality.	**1,2,3,4**
5	Gain a well-rounded understanding of diverse approaches to environmental protection and conservation.	**1,2,3,4**

SEMESTER – III									
Course Title	**SOCIAL PSYCHOLOGY**								
Course code	**23MAAP208R**	**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/ 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 Hours	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, channels of nonverbal communication, Attribution theories, attribution bias	6	Describe and assess the basic psychological theories, principles, and concepts explaining social cognition, Impact of Schemas on Social Cognition, Priming, Heuristics, and Models of Social Thought	1, 2
II	**Social Influence** • Meaning and types of Social Influence • Conformity: Meaning, factors affecting conformity (Cohesiveness, Group Size, Types of Social Norms) • Bases of Conformity: Normative and Informational Social Influence • Compliance: Techniques for gaining compliance • Obedience	6	Explain the types of social influence, factors affecting conformity, basis of conformity, compliance, and obedience	2, 3

III	**Attitudes and Prosocial Behavior** • Attitude formation and development, Theories of Attitude, Attitude and behavior, Persuasion, Resisting Persuasion, Cognitive Dissonance • Prosocial Behavior: Meaning, motives behind prosocial behavior, personality and prosocial behavior, bystander psychology, factors affecting decision to help, emotions and prosocial behavior	6	Assess the significance of various social relationships in influencing self and behavior in social contexts	3, 4
IV	**Interpersonal Attractions, Close Relationships, Groups, and Individuals** • Interpersonal Attraction: Meaning, determinants of attraction • Close Relationships: Family and friends, Sternberg's Triangular Theory of Love • Groups and Individuals: Meaning, characteristics, group formation, task performance, Drive theory of social facilitation, social loafing, group decision-making, groupthink	6	Understand determinants of interpersonal attraction, close relationships, group formation, and group decision-making	1, 5
V	**Social Psychology in Action** • Leadership, job satisfaction, and achievement orientation in the workplace • Population Psychology: personal space, crowding, territoriality • Environmental Psychology: poverty, violence, environmental health hazards • Ethnic and gender diversity	6	Demonstrate the development of relevant social skills to observe, facilitate, and participate in group processes	5, 6
Practical	1. Multidimensional Perceived Social Support Scale 2. Jenness Experiment on Conformity 3. Liebowitz Social Anxiety Scale 4. Group Discussion 5. Role Play	**30**	These activities will help students enhance their psychological well-being through improved self-worth, sense of security, and belonging, which are components of higher self-esteem. Students will be able to examine concepts like conformity and social anxiety, communicate effectively, build connections, showcase their talents, and express their individuality.	1,2, 3,4, 5, 6

TEXT BOOKS:

T1: Baron, R. A., & Byrne, D. (1990).Social Psychology (8th Edition). New Delhi: Prentice Hall of India.
T2: Burke, P. J. (2006). Contemporary Social Psychological Theories. Stanford: Stanford Social Sciences.

T3: Delamater, J. (2003). Handbook of Social Psychology. New York: Kluwer Academic.

REFERENCE BOOKS:

R1: Hogg, A. M. (2003). Social Psychology (Vol. I-IV). London: Sage.
R2: Moghaddam, 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., & Byrne, D. (1990).Social Psychology (8th Edition). New Delhi: Prentice Hall of India.
R6: Burke, P. J. (2006). Contemporary Social Psychological Theories. Stanford: Stanford Social Sciences.
R7: Delamater, J. (2003). Handbook of Social Psychology. New York: Kluwer Academic.

OTHER LEARNING RESOURCES:

https://www.youtube.com/watch?v=cw3e_XFIeQI

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**
2	Recognize and analyze instances of social influence in various settings and contexts.	**1,2**
3	Apply psychological principles of attitudes and prosocial behavior to diverse social contexts.	**1,2,3**
4	Acquire insights into the dynamics of interpersonal dynamics.	**1,2,3,4**
5	Apply social psychology principles to address societal challenges proactively.	**1,2,3,4**

SEMESTER – III									
Course Title	**GENDER, SEX, AND SEXUALITY**								
Course code	**23MAAP209R**	**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/ III semester of Second year of the Programme**								
Course Objectives	1. Review concepts of informed choice, informed consent, and confidentiality. 2. Identify personal biases, assumptions, and judgments concerning others' gender, gender expression, sexuality, sexual expression, relationships, and sexual behavior. 3. Identify different forms of family structures; organs, and reproductive systems of diverse human bodies, and their responses to sexual arousal.								
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	**ORIGINS OF SEX & GENDER** 1. Why are there sexes? 2. Define and differentiate between sex and gender 3. Define and discuss what is meant by gender identity	**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	**UNDERSTAND DIFFERENT ATTITUDES ASSOCIATED WITH SEX AND SEXUALITY.** Define sexual inequality in various societies. Discuss theoretical perspectives on sex and sexuality	**6**	Describe the social construction of gender and sexuality and explain how these constructions are shaped by the time, location, and culture they are situated in.	**2,3**
III	**SEX DIFFERENCES AND SEX ROLES** 1. Sexual selection and the evolution of sex differences and roles: a current biological perspective 2. Gender bias and sex role socialization	**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**
IV	**REPRODUCTIVE DIVERSITY: CAUSES AND CONSEQUENCES** 1. Sexual diversity: determination, development, and reproduction 2. Social implications of reproductive biology	**6**	Have an understanding of reproductive diversity and the social implications of reproductive biology	**1,5**

V	**SEXUALITIES** 1. Primate sexuality: humans in the evolutionary context 2. Cultural variation in sex norms 3. Sexual Orientation: LGBTQIA - emerging issues.	**6**	Demonstrate the ability to explain humans in an evolutionary context, and cultural variation in sex norms. Critically examine cases and actively engage in discussions with a scientific outlook.	**5,6**
Practical	1. Open Discussion on Gender Differences 2. Role Play 3. Quiz 4. Case Study 5. Sharing from student's own experiences and perspectives	**30**	Students will be able to share their perspectives, interact, and learn from different people. They will stay updated with trends, gain new insights from diverse viewpoints of their classmates on gender, sex, and roles.	**1,2, 3,4, 5,6**

TEXT BOOKS:

T1: Butler, O. (1984). *Bloodchild.*In *Bloodchild and Other Stories* (2005). New York: Seven Stories Press. [Blackboard].

REFERENCE BOOKS:

R1: Le Guin, 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, L. (2007). *Trading on Heterosexuality: College Women's Gender Strategies and Homophobia. Gender & Society*, 21, 145-172. [BU Library Online].

R4: Martin, P. Y., & Hummer, R. A. (1989). *Fraternities and Rape on Campus. Gender and Society*, 3, 457-473. [BU Library Online].

OTHER LEARNING RESOURCES:

https://www.gsrc.princeton.edu/gender-sex-and-sexuality
https://www.nih.gov/nih-style-guide/sex-gender-sexuality

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**
2	Gain a comprehensive understanding of the societal dimensions of sex and sexuality.	**1,2,3,4**
3	Develop an understanding of the biological and societal factors influencing sex differences and roles.	**1,2,3,5**
4	Gain an understanding of the biological and societal complexities associated with reproductive diversity.	**1,2,3**
5	Develop the skill to analyze the diverse facets of human sexualities in biological and cultural contexts.	**1,2,3,5**

SEMESTER – IV									
Course Title	**CLINICAL SUPERVISED INTERNSHIP-IV**								
Course code	**23MAAP211R**	**Total credits: 3**	**L**	**T**	**P**	**S**	**R**	**O/F**	**C**
			0	**0**	**2**	**8**	**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. 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, 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.								

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.	**1,2,3,7**
2	Understand the complexities of human behaviour and human and global health challenges	**1,2,3,7**
3	Demonstrate the skills of problem-solving, critical thinking, organized reasoning, Intellectual curiosity and flexibility	**1,2,3,7**
4	Learn to use supervision and consultation appropriately.	**1,2,3,6,7**
5	Implement the knowledge gain from the clinical internship exposure in real world.	**1,2,3,6,7**

SEMESTER – IV									
Course Title	**RESEARCH (DATA ANALYSIS/ DOCUMENTATION-R4)**								
Course code	**23MAPR221R**	**Total credits: 12**	**L**	**T**	**P**	**S**	**R**	**O/F**	**C**
			0	**0**	**6**	**12**	**36**	**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	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								

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.	**1,5**
2	Familiar with learn relevant reviews and journals	**1,5,8**
3	Understand the Documentation of data process	**1,5**
4	Justification of crude data of quantitative and qualitative	**1,5,8**
5	Synthesize the etic and emic process of research	**1,5,8**

SEMESTER – IV									
Course Title	**COMPUTATIONAL SYSTEMS AND DIGITAL WORLD**								
Course code	**23UUDL103R**	**Total credits: 1**	**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 first year of the programme**								
Course Objectives	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, 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 ii. Introduction to Technical Document writing using LaTex. iii. Introduction to Data Visualization software – Sigma, Google Charts, Tableau.	**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:

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: Bala Guruswamy, E. 2009 Fundamentals of Computers, Tata McGraw-Hill Education.
R2: Bala Guruswamy, 2014. E. Fund of Comp & Programming (Updated Ed Sem. 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

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, 5, 6
2	Students will be able to solve data analysis, management and visualization issues using MS-Office products.	2, 3, 4, 5, 6
3	Students will be able to efficiently and ethically use social media and e-commerce sites.	3, 4, 6, 7, 9
4	Students will have introduction to various utility software used in research and information management.	1, 2, 5, 6, 8
5	Students will have basic understanding of Computer Systems and Internet search.	1, 3, 5, 6

Elective Papers from the following Group

Group 1: ELECTIVE PAPERS

SEMESTER – IV									
Course Title	**PEACE PSYCHOLOGY**								
Course code	**23MAAP222R**	**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/ IV semester of Second year of the Programme**								
Course Objectives	1. Understand the foundational principles and theories of peace psychology, including its historical development and key concepts. 2. Analyze the psychological factors contributing to conflict escalation, resolution, and reconciliation at individual, interpersonal, and societal levels. 3. Evaluate the role of various psychological interventions, such as conflict resolution techniques, trauma healing, and intergroup dialogue, in promoting peace and preventing violence. 4. Apply knowledge of peace psychology principles to real-world situations, developing strategies for fostering positive social change, promoting empathy, and building sustainable peace.								
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	**Peace Psychology:** 1. nature, scope, and relevance 2. Key concepts: Peacemaking, Peacekeeping, Peacebuilding, Conflict resolution, Conflict prevention, Conflict transformation 3. The great peacemakers: Martin Luther King Jr, Nelson Mandela, Malala Yousafzai 4. Nonviolence through the Indian perspective: Gandhi, Ambedkar	**6**	Students will be able to articulate and define the core concepts and methods involved in peace psychology.	1,2
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 settings 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 violations 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 strategies in understanding the various aspects of conflict, including partisan perceptions.	3,4
IV	**PEACE BUILDING AND PEACE-MAKING INTERVENTIONS** 1. Structure, Process, and integrated framework for peacebuilding 2. Specific conflict resolution approaches: 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 peace and conflict and in peace making and peacebuilding.	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 personal commitment 4. The practice of nonviolence in families	**6**	Students will demonstrate the ability to practically apply psychology for inner transformation for a peaceful life.	5,6
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 students' own experiences and perspectives	**30**	Students will learn to use The Valued Living Questionnaire, which 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, keep up with trends, update themselves, and gain new insights from different perspectives on peace, gender, sex, and roles.	3

TEXT BOOKS:

T1: Blumberg, H. H., Hare, A.P., & Costin, A. (2006). Peace Psychology: A Comprehensive Introduction. Cambridge. University Press

T2: Christie, D. J., Wagner, R. V., & Winter, D. (2008). Introduction to Peace Psychology. A Books; Reprint Edition

T3: Herbert, H., Hare P. A., & Cost in (2009) A Peace Psychology: A Comprehensive Introduction, Cambridge.

REFERENCE BOOKS:

R1: Christie, D. J., Wagner, R. V.,& winter, D.(2001).Introduction to peace psychology.
R2: Abrahams, N. (2001).Intimate violence.
R3: Langholtz, H. J. (1998). The evolving psychology of peace keeping. In H. J. Langholtz (Ed.). The psychology of peacekeeping (pp. 3-16). Westport, CT: Praeger Publishers.

OTHER LEARNING RESOURCES:

Selected readings to be provided on reserve in the library-each noted below. Go to eReserves to download the articles in PDF format-http://ereserves.webster.edu/eres/

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.	**1,3,6,7,8**
2	Analyze and development of research and analytical skills, enabling students to think critically about the concept of peace using different psychological theories.	**1,3,6,7,8**
3	Gain a comprehensive knowledge about concept of violence, causes and consequences of specific instances of violence.	**1,3,6,7,8**
4	Gain an understanding about ideas and goals of peace building processes and interventions, its importance to maintain peace among international community.	**1,3,6,7,8**
5	Develop a comprehensive understanding of the structural, process-oriented, and integrated frameworks of peace building.	**1,3,6,7,8**

SEMESTER – IV									
Course Title	**STRESS MANAGEMENT AND WELL-BEING**								
Course code	**23MAAP224R**	**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/ IV semester of Second year of the Programme**								
Course Objectives	1. Students can explain the detrimental roles 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, Chronic stress, signs, and symptoms	6	Evaluate the main life stressors, and relate 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 Adaptation Syndrome (GAS), Quality of sleep, Diet, and Health effects ii. Psychological Impact of stress – Impaired Mental functions, Poor memory iii. Social Impact of stress – Stressful Life Events, Social support and health	6	Critically evaluate the process of stress, strain, and well-being in various domains of the lifecycle, as well as within the context of various interpersonal relationships and cultural settings.	3,4
IV	**Stress Response**: 'Fight or Flight' Response, Stress warning signals	6	Demonstrate the ability to examine stress in the context of stress theories.	1,5

V	**Coping Mechanisms**: **i.** Coping Mechanisms: Appraisal-focused, Emotional-focused, and Problem-focused. **ii.** 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	**Practical Activities**: 1. The Stress and Well-Being Assessment (SWBA) 2. Generalized Anxiety Disorder 7-item (GAD-7) 3. T-Group 4. Box Breathing 5. Sharing from student's own experiences and perspective	**30**	Students will learn to assess tests to measure stress, well-being, and anxiety; learn stress/anxiety management techniques. They will also conduct intensive group discussions and engage in interactions that increase individual awareness of self and others, gaining new insights from different points of view on mental health and self-care.	3

TEXT BOOKS:

T1: Greenberg, Jerrold S. Comprehensive Stress Management. NY: McGraw-Hill, latest edition.

REFERENCE BOOKS:

R1: Acker, S., and Armenti, C. (2014)."Sleepless in Academia." Gender and Education, 16(1), 3-24.
R2: Band, E., &Weisz, J. (1988). "How to Feel Better When it Feels Bad: Children's Perspectives on Coping with Everyday Stress." Developmental Psychology, 24, 247-253.
R3: Bevan, S., Brinkley, I., Bajorek, R., & Cooper, C.L. (2018). 21st Century Workforces and Workplaces. London: Bloomsbury Business.
R4: Burke, R.J. (1984). "Beliefs and Fears Underlying Type A Behaviour: What Makes Sammy Run so Fast and Aggressively?" Journal of Human Stress, 10, 174-182.
R5: Cooper, C.L., Field, J., Goswami, U., & Jenkins, S. (2009). Mental Capital and Wellbeing. Oxford: Wiley-Blackwell.
R6: Cooper, C.L. (2009). Stress and Wellbeing. Wiley Publication.

OTHER LEARNING RESOURCES:

The British Psychological Society: www.bps.org.uk
The American Institute of Stress: www.stress.org
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.	**1,2**
2	Acquire a holistic understanding of sources of stress and the importance of mental health management.	**1,2,4**
3	Recognize and address the physiological, psychological, and social aspects of stress in individuals and communities.	**1,2,4,5**
4	Recognize, evaluate, and address stressors using adaptive coping strategies in various contexts.	**3,4,6,7**
5	Demonstrate the ability to facilitate stress management and promote well-being using a variety of evidence-based approaches.	**1,2,3,4**

Group 2: ELECTIVE PAPERS

SEMESTER – IV										
Course Title	**GROUP AND TEAM EFFECTIVENESS**									
Course code	**23MAAP225R**	**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/ IV semester of Second year of the Programme**								
Course Objectives	1. To explore the behavior 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: Jugaad; 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	Group Discussion/work, Role Play, Team Work, The human knot Activity, 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:

T1: Pareek, U. (2010). *Understanding Organizational Behaviour*. Oxford: Oxford University Press.

T2: Singh, K. (2010). *Organizational Behaviour: Texts & Cases*. India: Dorling Kindersley.

T3: 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.

T4: Gupta, R.K., & Panda, A. (2003). *Cultural imperatives for developing leaders, teams, and organizations in Indian contexts*. In A.K. Singh and D. Chauhan, *Developing leaders, teams, and organizations*. New Delhi, India: Excel Books.

T5: Pareek, U. (1982). *Managing conflict and collaboration*. New Delhi, India: Oxford & IBH.

T6: Pareek, U. (2007). *Understanding organizational behavior* (2nd ed.). New Delhi, India: Oxford University Press.

T7: Parikh, M., & Gupta, R.K. (2010). *Organizational behaviour*. New Delhi: McGraw Hill.

REFERENCE BOOKS:

R1: Aamodt, M.G. (2001). *Industrial Organizational Psychology*. India: Cengage Learning.
R2: Greenberg, J., & Baron, R.A. (2007). *Behaviour in Organizations* (9th Edition). India: Dorling Kindersley.
R3: Luthans, F. (2009). *Organizational Behavior*. New Delhi: McGraw Hill.
R4: Muchinsky, P. (2006). *Psychology applied to work: An introduction to Industrial and Organizational Psychology*. NC: Hypergraphic Press.

OTHER LEARNING RESOURCES:

https://www.ddiworld.com/blog/team-effectiveness#:~:text=Team%20effectiveness%20is%20how%20well,each%20other%2C%20making%20collaboration%20seamless.
https://www.ncbi.nlm.nih.gov/books/NBK310384/

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**
2	Develop knowledge about building effective groups, develop group thinking, stages of building groups and its hindrances and team leadership.	**1,2,4**
3	Identify and Analyze the various team role, its importance to maintain trust, shared vision, goals and achieve shared and effective goals.	**1,2,4,5**
4	Understanding the concept of conflict, its nature, management techniques, building consensus, articulate principles and develop interventions	**5,6,7**
5	Develop team leadership skills, managing teams and its members, team processes and maintain team effectiveness.	**5,6,7,8**

SEMESTER – IV									
Course Title	**CORPORATE COUNSELLING**								
Course code	**23MAAP226R**	**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/ IV semester of Second year of the Programme**								
Course Objectives	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**	**Contact Hour**	**Learning Outcome**	**KL**
I	**Work and Wellbeing:** An introduction to employee well-being, based on applied theory and practice looking at work place behaviors and issues, such as work-life balance, stress, and bullying, performance coaching and counselling 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 earn 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

Practical	1. Group Discussion/work 2. Role Play 3. Team Work 4. Case/Quiz 5. Activities	**30**	This will help 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.	3

TEXTBOOKS:

T1: Schultz, D. & Schultz, S. (2010). *Psychology and Work Today*, 10th edition (ISBN10: 0-205-68358-4). Prentice Hall Publishing.

REFERENCE BOOKS:

R1: Cash, R. (2011).*Advancing Differentiation: Thinking and Learning for the 21st Century*.Free Spirit Publishing.

OTHER LEARNING RESOURCES:

https://www.youtube.com/watch?v=GLCqg8etTWI

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**
2	Understand the significance of workplace counselling, enhance emotional intelligence, maintain motivation, and assess emotional climate and well-being.	**1,2,4**
3	Understand workplace stress, bullying, symptoms, effects, legal aspects, and ethical intervention techniques including dialectical behavioral approaches.	**1,2,5**
4	Analyze negative behaviors, its causes, signs and triggers, working with difficult clients, setting boundaries in clinical interactions, crisis intervention skills.	**1,2,5,6**
5	Understanding corporate ethics, applying decision-making models, recognizing ethical dilemmas, ethical leadership practices and conductive ethical audits.	**1,2,6,7**

Assam down town University

Curriculum and Syllabus

Master of Arts in Sociology

OUTCOME BASED EDUCATION FRAMEWORK
CHOICE BASED CREDIT SYSTEM
Version: 2.1

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

July 2023

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 Board of Studies (BOS) meeting of the Faculty of Humanities and Social Sciences held on **20/06/2023** and approved by the emergent Academic Council (AC) meeting held on dated **28/07/2023**.

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 societybetter.

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 Master of Arts 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 in equality 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):

PSO1: 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.

PSO2: 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.

PSO3: 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):

PO1 Knowledge on Sociology: Demonstrate an understanding of fundamental concepts and theories of Sociology.

PO2 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 lifelong learning in an ever-changing society.

VI. Total Credits to be earned: 95

VII. 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.

S.N.	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.

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 x 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.

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

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, Gi is the Grade Point secured in the i^{th} registered Course and Ci 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, Gi is the Grade Point secured in the i^{th} completed Course and Ci is the Credit (weight) of that Course.

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

(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) Re-evaluation 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 re-evaluation 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.

Breakdown of Credits

Sl. No.	Category		Total number of Credits
1	University Core (UC)	Skill Enhancement Course (SEC)	-
		Ability Enhancement Course(AEC)	-
		Field Training	-
		Discipline Specific Elective (DSE)	-
		Value Added Course (VAC)	04
2	University Elective (UE)	Multidisciplinary Course (MDC)	04
		Value Added Course (VAC)	10
3	Program Core (PC)	Discipline Specific Core(DSC)	23
		Field Training	-
		Research /Industry Internship	29
		Summer Internship	-
4	Program Elective (PE)	Discipline Specific Elective (DSE)	15
		Value Added Course (VAC)	-
5	Faculty Core (FC)	Skill Enhancement Course (SEC)	04
		Ability Enhancement Course(AEC)	06
Total			**95**

Breakdown by categories of courses

Sl. No.	Category	Credits	%
1	Humanities	89	93.69%
2	Engineering	01	1.05%
3	Sciences	05	5.26%
Total		**95**	**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	23MASO111R	Principles of Sociology	DSC	4	0	0	0	0	0	**4**	40	60	0	**100**
	2	23MASO112R	Theoretical Perspectives in Sociology-I	DSC	4	0	0	0	0	0	**4**	40	60	0	**100**
	3	23MASO113R	Family, Marriage and Kinship	DSC	3	0	0	0	0	0	**3**	40	60	0	**100**
	4	23MASO114R	Social Stratification	DSC	3	0	0	0	0	0	**3**	40	60	0	**100**
	5	23MSOR111R	Mini Research(Review of literature-R1)	Research/ Industry Internship	0	0	0	4	8	0	**2**	0	0	100	**100**
	6	23MACE111R	MOOCS CE I	VAC	0	0	4	0	0	0	**2**	0	0	100	**100**
	7	23UMFS111R	Fundamentals of Statistics	VAC	2	0	2	0	0	0	**3**	40	60	100	**200**
	8	23UMPD111R	Effective English	AEC	0	0	4	0	0	0	**2**	**0**	**0**	100	**100**
	Total:				**16**	**0**	**10**	**4**	**8**	**0**	**23**	**200**	**300**	**400**	**900**
Semester II	1	23MASO121R	Gender and Sexuality	DSC	3	0	0	0	0	0	**3**	40	60	0	**100**
	2	23MASO122R	Theoretical Perspectives in Sociology- II	DSC	3	0	0	0	0	0	**3**	40	60	0	**100**
	3	23MASO123R	Sociology of Health and Medicine	DSC	3	0	0	0	0	0	**3**	40	60	0	**100**
	4	23MASO124R	Ethnography	Research/ Industry Internship	0	0	4	0	0	0	**2**	0	0	100	**100**
	5	23MASO125R	Techno Professional Skill - I	SEC	0	0	4	0	0	0	**2**	0	0	100	**100**
	6	23MSOR121R	Mini Research (Research gapanalysis-R2)	Research/ Industry Internship	0	0	0	4	16	0	**3**	0	0	100	**100**
	7	23MACE121R	MOOCS CE II	VAC	0	0	4	0	0	0	**2**	0	0	100	**100**
	8	23UUHV101R	Universal Human Value + Professional Ethics	VAC	1	0	2	0	0	0	**2**	40	60	100	**200**
	9	23MAGE121R	GE- Sociology of Indian Society	MDC	2	0	0	0	0	0	**2**	40	60	0	**100**
	10	23UMRM121R	Research Methodology and Statistical Analysis	Research/ Industry Internship	1	0	0	4	0	0	**2**	40	60	0	**100**
	11	23UMPD121R	Communication Mastery	AEC	0	0	4	0	0	0	**2**	**0**	**0**	100	**100**
	Total:				**13**	**0**	**18**	**8**	**16**	**0**	**26**	**240**	**360**	**600**	**1200**

	S.N.	Course Code	Course Title	Course Category	Engagement							Maximum marks for			
					L	T	P	S	R	O	C	IA*	SEE*	PE*	Total
Semester III	1	23UMPD211R	Corporate Proficiency	AEC	0	0	4	0	0	0	**2**	0	0	100	**100**
	2	23MACE201R	GE - Population and Society	MDC	2	0	0	0	0	0	**2**	40	60	0	**100**
	3	23MASO215R	Techno-Professional Skill-II	SEC	0	0	4	0	0	0	**2**	0	0	0	**100**
	4	23MACE211R	MOOCS CE III	VAC	0	0	4	0	0	0	**2**	0	0	100	**100**
	5	23MACE212R	MOOCS CE IV	VAC	0	0	4	0	0	0	**2**	0	0	100	**100**
	6	23UMRE214R	Research Ethics	Research/ Industry Internship	1	0	0	0	0	0	**1**	0	0	100	**100**
	7	23MSOR211R	Mini Research (Survey/ experiments-R3)	Research/ Industry Internship	0	0	6	4	0	0	**4**	0	0	100	**100**
	To opt one from the following three groups														
	Group-I														
	1	23MASO201R	Perspectives on Indian Society	DSE	3	0	0	0	0	0	**3**	40	60	**0**	**100**
	2	23MASO202R	Political Sociology	DSE	3	0	0	0	0	0	**3**	40	60	**0**	**100**
	3	23MASO203R	History and Development of Ethnographic Studies	DSE	3	0	0	0	0	0	**3**	40	60	**0**	**100**
	Group-II														
	4	23MASO204R	Sociology of India	DSE	3	0	0	0	0	0	**3**	40	60	**0**	**100**
	5	23MASO205R	Sociology of Development	DSE	3	0	0	0	0	0	**3**	40	60	**0**	**100**
	6	23MASO206R	Sociology of Religion	DSE	3	0	0	0	0	0	**3**	40	60	**0**	**100**
	Group-III														
	7	23MASO207R	Sociology of Law	DSE	3	0	0	0	0	0	**3**	40	60	0	**100**
	8	23MASO208R	Sociology of Education	DSE	3	0	0	0	0	0	**3**	40	60	0	**100**
	9	23MASO209R	Sociology of Aging	DSE	3	0	0	0	0	0	**3**	40	60	0	**100**
	Total:				**12**	**0**	**22**	**4**	**0**	**0**	**24**	**160**	**240**	**500**	**1000**

	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	23MASO221R	Internship	Research/ Industry Internship	0	0	0	12	0	0	**3**	0	0	100	**100**
	2	23MSOR221R	Research (Data analysis/ Documentation-R4)	Research/ Industry Internship	0	0	20	4	8	0	**12**	0	0	100	**100**
	3	23UUDL103R	Computational systems and Digital World	VAC	0	0	2	0	0	0	1	40	60	-	**100**
	Elective Papers (To Opt anyone of the following two groups)														
	Group-I														
	4	23MASO222R	Urban Sociology	DSE	3	0	0	0	0	0	**3**	40	60	0	**100**
	5	23MASO223R	Rural Sociology	DSE	3	0	0	0	0	0	**3**	40	60	0	**100**
	Group-II														
	6	23MASO222R	Societies of North-East India	DSE	3	0	0	0	0	0	**3**	40	60	0	**100**
	7	23MASO223R	Comparative Sociology	DSE	3	0	0	0	0	0	**3**	40	60	0	**100**
	Total:				**6**	**0**	**22**	**16**	**8**	**0**	**22**	**120**	**180**	**200**	**500**

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

SEMESTER – I										
Course Title	**PRINCIPLES OF SOCIOLOGY**									
Course Code	**23MASO111R**	**Total Credits: 4** **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	**Master of Arts in Sociology**								
Semester	**Fall/ I semester of first year of the Programme**								
Course Objectives	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	• 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:** • Society and Community • Social system - Meaning, Elements, Characteristics and Types; • 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** • Socialization/ Enculturation– Definition, Processes, Theories, Stages and Agencies • Social Processes: Social Action, Accommodation, Assimilation, Acculturation, Co- operation, Competition, Conflict and Adaptation, • 3.Social Groups - Definition and Characteristics - Primary and Secondary groups, Formal and Informal, Reference Group	**12**	Students will understand fundamental processes of social institutions in India	1,2
IV	**Social Institutions** • Social Institutions • 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** • Meaning and Definition of Social Control • Nature and Types of Social Control • 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:

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 ,Pavscal, 1973, Fundamentals of Sociology, Orient Longman, Bombay.

REFERENCE BOOKS:

R1. Goldthore, 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, H K, 2010, Sociology: Basic concepts, Jaipur: Rawat Publications.
R7. Ritzer, George, 1996, Classical Sociological Theory, New York: McGraw Hill.

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

CO PO Mapping		
S.N	**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	**23MASO112R**	**Total credits: 4** **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	**Master of Arts in Sociology**								
Semester	**Fall/ I semester of first year of the Programme**								
Course Objectives	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 behaviour 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** • Emergence of Sociological Thought- Social and Intellectual Forces in the development of Sociological. • Auguste Comte – Law of three Stages; • Auguste Comte's Methodology • Herbert Spencer- Concept of Social Evolution; • Herbert Spencer- Application of Biology to Social Thought	**12**	Students will learn about the emergence of sociology and the founding fathers of Sociology	1,2
II	**Emile Durkheim** • Social Facts • Rules of sociological method • Division of labour in society • Theory of Suicide • Elementary forms of religious life	**12**	Students will learn about the concepts given by Emile Durkheim	1,2
III	**Max Weber** • Concepts of Sociology: Social Action, Verstehen, Ideal • Types • Power and Authority • Religion and Social Change • Bureaucracy • 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** • Historical and dialectical materialism • Marx's theory of social change • Surplus value • 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**– • Race (Du Bois), • 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:

T1. Abraham, Francis and Morgan Henry John. (2010). Sociological Thought. MacMillan
T2. Haralambos, 2007, Sociology: Themes and Perspectives, Bombay: OUP
T3. Giddens, Anthony, 2010, Sociology, 6th edition, Polity Press.

REFERENCE BOOKS:

R1.Giddens, A. (1994), Capitalism and Modern Social Theory. New Delhi: Cambridge University Press.
R2.Ritzer, George. 1992 (3rd edition).Sociological theory. New York: McGraw-Hill.
R3.Turner, Jonathan H. 1995 (4th edition).The structure of sociological theory. Jaipur and New Delhi: Rawat
R4.Aron, Raymond. (1998) Main Currents in Sociological Thought, Vol. I. &2.New York: Routledge.

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 (PO)

CO PO Mapping		
S.N.	**Course Outcome (CO)**	**Mapped Program Outcome**
1	Recognise and interpret the historical roots and inception of sociology.	1, 4 , 5
2	Apprise the role of classical sociologists in interpreting human society	1, 3, 5
3	Edify the students regarding the relevance of sociological theories in human society	1, 4, 5
4	Evaluate the impact of social institutions on individual behaviour 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	**23MASO113R**	**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 Arts in Sociology**								
Semester	**Fall/ I semester of first year of the Programme**								
Course Objectives	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	Analyse the impact of social institutions on individual behaviour 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 Kinship System	**9**	Students will learn regarding the different types of kinship and kinship rules in various societies	1,2
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:

T1. Slariya, M. K., & Slariya, A. (2023). *Marriage, family and kinship*. Mahaveer Publications.

T2. Indira Gandhi National Open University. (2020). *Block-2: Family, marriage and kinship*. Indira Gandhi National Open University.

REFERENCE BOOKS:

R1. Dumont, Louis (1957). Marriage in India. Cambridge University Press

R2. Srinivas, M.N., (1987). The Dominant Caste and Other Essays. Delhi: Oxford University Press

R3. Uberoi, P. (1997). Family, Kinship and Marriage in India. Delhi: Oxford University Press

R4. McNeil, Mureen, Varcoe, Ian, & Yearley, Steven (1999). The New Reproductive Technologies. Oxford University Press

R5. Shah, A.M., (1998). The Family in India: Critical Essays. New Delhi: Orient Longman

R6. Karve, Iravati. (1994). The Kinship Map of India. Delhi: Oxford University Press

OTHER LEARNING RESOURCES:

https://youtu.be/5W6BnrwhiT0

https://youtu.be/XDqQu-L6m4M

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

CO PO Mapping		
S.N.	**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.	3, 4, 9
3	Evaluate the varying forms of kinship and marriage.	5, 7
4	Analyse 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.	4, 5, 9

SEMESTER – I									
Course Title	**SOCIAL STRATIFICATION**								
Course Code	**23MASO114R**	**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 Arts in Sociology**								
Semester	**Fall/ I semester of first year of the Programme**								
Course Objectives	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.								
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	**9**	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	**9**	Students will learn major theories and concepts related to Social Stratification.	1,2
III	**Functionalism Approach on Stratification.** Basic principles of functionalist perspective.	**9**	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.	**9**	Students will understand fundamental concept of identities and inequalities	1,2
V	**Social Mobility:** Forms and Patterns, Close and Open Society	**9**	This unit will help students to understand the various forms of social mobility.	1,2

TEXT BOOKS:

T1.Littlejohn, J. (2022). *Social stratification: An introduction*. Routledge.

T2. Mills, C. W., & Wolfe, A. (2021). *The power elite* (2nd ed.). Oxford University Press.

T3. Flynn, A. (2021). *The hidden rules of race: Barriers to an inclusive economy*. Cambridge University Press.

REFERENCE BOOKS:

R1. 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

R2 Stinchcombe, Arthur L 'Some Empirical Consequences of the Davis-Moore Theory of Stratification'. American Sociological Review 28.5 (1963), pp. 805-808

R3. Davis, Kingsley, and Wilbert E. Moore. 'Some Principles of Stratification'. American Sociological Review 10.2 (1945): pp. 242-249

OTHER LEARNING RESOURCES:

1. https://en.wikipedia.org/wiki/Social_stratification

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

CO PO Mapping		
S.N.	**Course Outcome (CO)**	**Mapped Program Outcome**
1	Outline the nature, scope and the importance of Social Stratification	1, 5
2	Analyse 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, 5
4	Identify different forms of social stratification	5, 7
5	Evaluate the types and patterns of social mobility	3, 5, 9

SEMESTER – I									
Course Title	**MINI- RESEARCH (REVIEW OF LITERATURE R1)**								
Course Code	**23MSOR111R**	**Total credits: 2** **Total hours: 180 (60S + 120R)**	**L**	**T**	**P**	**S**	**R**	**O/F**	**C**
			0	**0**	**0**	**4**	**8**	**0**	**2**
Pre-requisite	**Nil**	**Co-requisite**	**Nil**						
Programme	**Master of Arts in Sociology**								
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. 3. To train students to conduct systematic literature review								
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 7th 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 7th 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.	**6**	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 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:

T1.Fink, A. (2019). Conducting research literature reviews: From the internet to paper. Sage publications.

T2 Hart, C. (2018). Doing a literature review: Releasing the research imagination.

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. Winckel, A., & Hart, B. (1995). *Report writing style guide for engineering students*. University of South Australia, Faculty of Engineering.

OTHER LEARNING RESOURCES:

1. https://in.video.search.yahoo.com/search/video?fr=mcafee&p=Social+science+research+youtube&type=E210IN826G0#id=2&vid=f913e38b9bb374f25f7061442e2905a5&action=click

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

CO PO Mapping		
S.N.	**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	**FUNDAMENTAL OF STATISTICS**									
Course Code	**23UMFS111R**	**Total credits: 3** **Total hours: 60 (30L+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 Arts in Sociology**								
Semester	**Fall/ I semester of first year of the Programme**								
Course Objectives	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.	**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**	Analyse 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, Bionomial 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 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 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-P plot. 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. 5. Parametric test and non-Parametric test	**9**	Conduct and interpret both parametric and non-parametric hypothesis tests. Perform data analysis tasks using R, including data manipulation and visualization.	1,2

TEXT BOOKS:

T1. Sincich, T., D. M. Levine, and D. Stephan, Practical Statistics by Example Using Microsoft Excel and Minitab, Second Edition. Upper Saddle River, NJ: Prentice Hall, 2002

T2 Levine, D. M., T. C. Krehbiel, and M. L. Berenson. Business Statistics: A First Course, Third Edition. Upper Saddle River, NJ: Prentice Hall, 2003.

REFERENCE BOOKS:

R1. Levine, D. M., P. P. Ramsey, and R. K. Smidt, Applied Statistics for Engineers and Scientists Using Microsoft Excel and Minitab. Upper Saddle River, NJ: Prentice Hall, 2001.

R2. Berenson, M. L., D. M. Levine, and T. C. Krehbiel. Basic Business Statistics: Concepts and Applications, Ninth Edition. Upper Saddle River, NJ: Prentice Hall, 2004.

OTHER LEARNING RESOURCES:

1. https://en.wikipedia.org/wiki/Foundations_of_statistics

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

CO PO Mapping		
S.N.	**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	**23MASO121R**	**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 Arts in Sociology**								
Semester	**Spring/ II semester of first year of the Programme**								
Course Objectives	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 3. The 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	Analyse different forms of gender discrimination, violence and oppressions.								
CO4	Synthesize the **c**hanging 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	**9**	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	**9**	Identify the different sexual orientations	1,2
III	**Oppression and Liberation** Production versus reproduction, invisibility of household work Control over Female Sexuality: Men possessing Women, Female Sexual Alienation, Representation of Female Body Emergence of women's studies in India and across the globe Women's' Movement in India Intersex and Transgender Movements Violence against men	**9**	Gender discrimination.	1,2

IV	**Gender and Development** Impact of globalisation on women, Development and women empowerment Development of LGBTQIA+ Community Legislative Measures	**9**	Changes and development in the area of gender	1,2
V	**Gender and Theory** Feminism: Meaning; Liberal Theory, Radical Theory, Socialist-Marxist Theory, Eco-Feminism and Post Modernist Feminism, Queer theories Contemporary Contestations, Queer politics, Theories of masculinity: Connel;	**9**	Different theories in the area of gender studies	1,2

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.MadhuKumari (2011) Women Empowerment and Social Change, Random Publications: New Delhi.

REFERENCE BOOKS:

R1.Mary Holmes, 2007. What is Gender? Sociological Approaches. New Delhi: Sage

R2.Shefal iMoitra. 2002. Feminist Thought. Kolkata: Munshiram Manoharlal Publishers.

R3.Sharmila Rege. 2003. Sociology of Gender. New Delhi: Sage.

R4.Uma Chakravarti (2016). Thinking Gender, Doing Gender. Orient Black Swan.

OTHER LEARNING RESOURCES:

1. https://en.wikipedia.org/wiki/Gendered_sexuality

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

CO PO Mapping		
S.N.	**Course Outcome (CO)**	**Mapped Program Outcome**
1	Develop the ability to highlight the concepts of gender studies.	1, 2, 4
2	Identify different sexual orientation of an individuals	1, 2, 5
3	Analyse different forms of gender discrimination, violence and oppressions.	2, 3, 5
4	Synthesize the **c**hanging pattern gender discrimination.	1, 2, 3
5	Apply the theoretical perspectives related to gender and sexuality feminism	1, 9

SEMESTER – II									
Course Title	**THEORETICAL PERSPECTIVES IN SOCIOLOGY- II**								
Course Code	**23MASO122R**	**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 Arts in Sociology**								
Semester	**Spring/ II semester of first year of the Programme**								
Course Objectives	1. To introduce different theoretical perspective to the students. 2. To orient the students about the relevance of Sociological theories 4. 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: 3. Harold Garfinkel - Ethnomethodology: 4. Husserl, Alfred Schutz- Phenomenological Sociology 5. Social Construction of Reality – Berger	**9**	This unit talks about the work of G.H. Mead, Erving Goffman, Alfred Schutz and others	1,2

TEXT BOOKS:

T1. Abraham, F. M. (2000). Modern Sociological Theory: An Introduction. Delhi: Oxford University Press

T2. Ritzer, George. (2013). Sociological Theory. New Delhi: McGraw Hill

T3. Delaney, Tim. (2008). Contemporary Social Theory. New Delhi: Pearson Education Inc.

T4. Dorling Kindersley4.Homans, George C. (2007). History, Theory, and Method. New York: Routledge.

REFERENCE BOOKS:

R1.Coser, Lewis. A. (1956).The Functions of Social Conflict. London: Free Press

R2. Turner, Bryan S. (2000). The Blackwell Companion to Social theory. Blackwell

R3. Turner, Jonathan H. (2011). The Structure of Sociological theory. Delhi: Rawat

R4. 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 (PO)

CO PO Mapping		
S.N.	**Course Outcome (CO)**	**Mapped Program Outcome**
1	Outline the structural-functional perspective and its relevance in the society	1, 2, 4, 5
2	Comprehend theory of structuralism propounded by Claude Levi-Strauss	1, 2, 5
3	Analyse various forms of conflict theories	4, 5
4	Apply the significance of the Frankfurt School of critical thought	5, 7
5	Evaluate the principles of interpretative Sociology	1, 2, 5

SEMESTER – II									
Course Title	**SOCIOLOGY OF HEALTH AND MEDICINE**								
Course Code	**23MASO111R**	**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 Arts in Sociology**								
Semester	**Spring / II semester of first year of the Programme**								
Course Objectives	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 healthcare 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 heath 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 heath disparities.	1,2

TEXT BOOKS:

T1. Cockerham, W.C. (2009). The New Blackwell Companion to Medical Sociology. Willey: Blackwell.

T2. Sujatha, V. (2014) Sociology of Health and Medicine, New Delhi, Oxford University

T3. Deborah, L. (2012). Medicine as Culture: Illness, Disease and the Body. London: Sage.

T4. Bode, M. (2008). Taking Traditional Knowledge to the Market: The Modern Image of the Ayurvedic and Unani Industry, 1980-2000. Delhi: Orient Blackswan.

REFERENCE BOOKS:

R1. Nichter, M. (2008). Global Health: Why cultural perceptions, social representations and bio-politics matter. Tucson: University of Arizona Press.

R2. Quadeer, I. (1988). Reproductive Health: A Public Health perspective. Economic and Political Weekly. Vol.33, No.41, pp.2675-84.

R3. Foucault, M. (1975). The Birth of the Clinic: Archaeology of Medical Perception. New York. Vintage Books.

R4. Press Conrad, P. (1996). Medicalization and Social Control. In Perspectives in Medical Sociology (Second Edition), edited by P. Brown. Illinois: Waveland Press.

R5. Turner, B. (1992). Regulating Bodies: Essays in Medical Sociology. pp. 177-95. New York: Routledge Press.

OTHER LEARNING RESOURCES:

1 https://journals.sagepub.com/home/hsb

2 https://www.tandfonline.com/toc/rhsr20/current

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

CO PO Mapping		
S.N.	**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 system on care system and benefits of indigenous medicines	2, 7
5	Evaluate the health policies, programmes and the role of healthcare institutions.	2, 5

SEMESTER – II									
Course Title	**ETHNOGRAPHY**								
Course Code	**23MASO124R**	**Total credits: 4** **Total hours: 60P**	**L**	**T**	**P**	**S**	**R**	**O/F**	**C**
			0	**0**	**8**	**0**	**0**	**0**	**4**
Pre-requisite	**Nil**	**Co-requisite**	**Nil**						
Programme	**Master of Arts in Sociology**								
Semester	**Spring / II semester of first year of the Programme**								
Course Objectives	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 is interrelated								
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:** • Meaning and Concept of Ethnology and Ethnography; • Difference between Ethnology and Ethnography • Contribution of Malinowski and Boas	**12**	Student will understand about different models and methods use by ethnographers.	1,2
II	**Culture:** • Cultural relativism, ethnocentrism, etic and emic perspectives; • Concept of participant enquiry; • Ethnography 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** • Ethnography as a qualitative research; • Choice of tools and techniques of data collection, Interview - Structured and unstructured; Free flowing open ended; Group interview and key informant- interview Observation – • 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**: • Academic, psychological and practical preparation for ethnographic fieldwork; • Techniques of rapport establishment; Identification of representative categories of informants; • 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:** • Developing outline for a scientific report • Summarizing the survey results for sub-groups on demographic data • Summarizing the survey results for the whole group • 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:

T1.Hammersley, M., & Atkinson, P. (2019). *Ethnography: Principles in practice* (4th ed.). Routledge.

T2.Cefkin, M. (Ed.). (2019). *Ethnography and the corporate encounter: Reflections on research in and of corporations*. Berghahn Books

T3.Mannik, L., & McGarry, K. (2017). *Practicing ethnography: A student guide to method and methodology*. University of Toronto Press.

REFERENCE BOOKS:

R1. Fetterman David 1989 'Ethnography Step by Step', Sage Publication.

R2. Hammersley, M. 1983 'Ethnography Principles in Practice', Tavistock Publications.

R3. Royal Anthropological Instt.of G. Britain& Ireland 1967 'Notes and Queries in Anthropology', Routledge and Kegan Paul Ltd. London.

R4. Ember CR, Ember M. 2009 'Cross-cultural Research Methods', Altamira Press, USA.

R5. Handweeker WP. 2001 'Quick Ethnography', Altamira Press, USA.

R6. C. Frankfort- Nachmias & Nachmias, D 1996 'Research Methods in Social Sciences Arnold, London

OTHER LEARNING RESOURCES:

1. https://www.youtube.com/watch?v=G9djTFLM9-o

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

CO PO Mapping		
S.N.	**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 how culture and ethnography is interrelated	3, 7
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	3, 6, 9

SEMESTER – II									
Course Title	**UNIVERSAL HUMAN VALUES (UHV) + PROFESSIONAL ETHICS**								
Course Code	**23UUHV101R**	**Total credits: 2**	**L**	**T**	**P**	**S**	**R**	**O/F**	**C**
		Total hours: 45 (15L+30P)	**1**	**0**	**2**	**0**	**0**	**0**	**2**
Pre-requisite	**Nil**	**Co-requisite**	**Nil**						
Programme	**Master of Arts in Sociology**								
Semester	**Spring / II semester of first year of the Programme**								
Course Objectives	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** • Understanding the need, basic guidelines, content, and process for Value Education • Self-Exploration–what is it? - its content and process; „Natural Acceptance‟ and Experiential Validation - as the mechanism for self-exploration • Continuous Happiness and Prosperity- A look at basic Human Aspirations ▪ Right understanding, Relationship and Physical Facilities - the basic requirements for fulfillment of aspirations of every human being with their correct priority • 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.	**3**	Understand the need, guidelines, content, and process for Value Education through self-exploration and natural acceptance.	1,2
II	**Understanding Harmony in the Human Being - Harmony in Myself!** • Understanding human being as a co-existence of the sentient “I” and the material “Body” • Understanding the needs of Self	**3**	Understand the co-existence of "I" and the body, their needs, and ensure harmony through Sanyam and Swasthya.	1,2

	("I") and "Body" - Sukh and Suvidha • Understanding the Body as an instrument of "I" (I being the doer, seer and enjoyer) • Understanding the characteristics and activities of "I" and harmony in "I" • Understanding the harmony of I with the Body: Sanyam and Swasthya; correct appraisal of Physical needs, meaning of Prosperity in detail • Programs to ensure Sanyam and Swasthya -Practice Exercises and Case Studies will be taken up in Practice Sessions.			
III	**Understanding Harmony in the Family and Society- Harmony in Human-Human Relationship** • Understanding Harmony in the family – the basic unit of human interaction • 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 • Understanding the meaning of Vishwas; Difference between intention and competence • Understanding the meaning of Samman, Difference between respect and differentiation; the other salient values in relationship ▪ Understanding the harmony in the society (society being an extension of family) Samadhan, Samridhi, Abhay, Sah-astitva as comprehensive Human Goals • 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	**3**	Grasp the foundational values of human relationships, ensuring trust, respect, and a harmonious society from family to world family.	1,2
IV	**Understanding Harmony in the Nature and Existence - Whole existence as Co-existence** • Understanding the harmony in the Nature • Interconnectedness and mutual fulfilment among the four orders of nature- recyclability and self-regulation in nature	**3**	Comprehend the interconnectedness in nature and the holistic harmony at all levels of existence.	1,2

	• Understanding Existence as Co-existence (Sah-astitva) of mutually interacting units in all-pervasive space • Holistic perception of harmony at all levels of existence-Practice Exercises and Case Studies will be taken up in Practice Sessions.			
V	**Implications of the above Holistic Understanding of Harmony on Professional Ethics** 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: • 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: • 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	**3**	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:

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

T2. 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:

R1. B L Bajpai, 2004, Indian Ethos and Modern Management, New Royal Book Co., Lucknow.Reprinted 2008.
R2. PL Dhar, RR Gaur, 1990, Science and Humanism, Commonwealth Publishers.
R3. Sussan George, 1976, How the Other Half Dies, Penguin Press. Reprinted 1986, 1991
R4. Ivan Illich, 1974, Energy & Equity, The Trinity Press, Worcester, and Harper Collins,USA

R5. 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

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

CO PO Mapping		
S.N.	**Course Outcome (CO)**	**Mapped Program Outcome**
1	Learn and understand the Need, Guidelines, Content and Process for Value Education	3, 4
2	Fulfil 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	**23MASO201R**	**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 Arts in Sociology**								
Semester	**Fall/ III semester of Second year of the Programme**								
Course Objectives	1 Understanding of the basic features of Indian Society: both past and contemporary. 2 To acquaint the students about some of the major social institutions from Sociological Perspective. 3 Understanding of various processes of social change and Problems of Indian society.								
CO1	Outline the understanding of Indian social structure.								
CO2	Identify structural and phenomenological aspects of Indian social system.								
CO3	Analyse 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; Sanskritization, Westernization and Modernization in Indian society; Little and Great traditions; Universalization and Parochialization.	**9**	Students will be able to learn about some specific characteristics of Indian society as well as the different schools of thought existed in India	1,2
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 od outmost 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:

T1. Dhawan, Nitish (2008) Indian Society: Perspectives and Issues. Oak Bridge Publishing

T2 Rijesh, S, Senthil, M. (2019) (3rd edition). Indian Society. Pearson Education

REFERENCE BOOKS:

R1. Jha, Hetukar (2002) Perspectives on India Society and History. Manohar Publishers and Distributors
R2. Ritzer, George (2016) (5th edition). Sociological Theory. McGraw-Hill 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 (PO)

CO PO Mapping		
S.N.	**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	Analyse the light of prominent theoretical and empirical observations	1, 5, 9
4	Ability to think creatively, solve complex problems, develop complex thinking, and communicate efficiently	3, 5, 7
5	Ability to comprehend and respect diverse cultures.	4, 7, 8

SEMESTER – III									
Course Title	**POLITICAL SOCIOLOGY**								
Course Code	**23MASO202R**	**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 Arts in Sociology**								
Semester	**Fall/ III semester of Second year of the Programme**								
Course Objectives	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	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 perspectives 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 development, Politicization of social life	**9**	Students will learn the role of various other factors in political process	1,2

TEXT BOOKS:

T1. Ritzer, George (2016) (5th edition). Sociological Theory. Mc Graw-Hill Education

T2. Rao, Shankar, C.N. (2015) (New edition). Principles of Sociology with and Introduction to Social Thought. S. Chand Publication

REFERENCE BOOKS:

R1.Gellner, Ernest (1983). Nations and Nationalism. Cornell University Press

R2. Ritzer, George (2016) (5th edition). Sociological Theory. McGraw-Hill Education

R3. Bottomore, Tom. (1993) (Second Edition). Political Sociology. Pluto Press

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

CO PO Mapping		
S.N.	**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	4,7
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	**23MASO203R**	**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 Arts in Sociology**								
Semester	**Fall/ III semester of Second year of the Programme**								
Course Objectives	1. Students will be aware regarding the use of ethnographic methods in research studies. 2. Students will learn about the various cultural practices through studies. 3. It is expected that students will develop their ideas for providing solution to the problems.								
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	Introduction: • Meaning and Concept of Ethnology and Ethnography; • Difference between Ethnology and Ethnography • 3. Contribution of Malinowski and Boas.	**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	Culture: • Cultural relativism, ethnocentrism, etic and emic perspectives; • Concept of participant enquiry; • Ethnography as a holistic documentation of culture	**9**	Students shall know the relationship between culture and ethnography and its role in ethnographic study.	1,2
III	Research Design: Free flowing open ended; Group interview and key informant-interview Observation Participant and non- participant. Genealogy - technique and application; Social census - Construction of household-schedule; Variables involved.	**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 2. Summarizing the survey results for the	**9**	Here, it is expected that the students will develop ideas for providing solutions to problems while writing the	1,2

	whole group 2 4. Providing an answer to the research problem.		ethnographic report.	

TEXT BOOKS:

T1.Ember CR, Ember M. 2009 'Cross-cultural Research Methods', Altamira Press, USA.

T2. Bernard HR. 2006 'Research Methods in Anthropology', Altamira Press, USA.

T3. Pelto, P.S. & Pelto, G.H. 1979 'Anthropological Research', Cambridge University Press, London.

T4. Fetterman David 1989 'Ethnography Step by Step', Sage Publication.

T5. Hammersley, M. 1983 'Ethnography Principles in Practice', Tavistock Publications.

REFERENCE BOOKS:

R1. Royal Anthropological Instt.of G. Britain& Ireland 1967 'Notes and Queries in Anthropology', Routledge and Kegan Paul Ltd. London.

R2. C. Frankfort- Nachmias&Nachmias, D 1996 'Research Methods in Social Sciences', Arnold, London.

R3. Danda, Ajit 1992 'Research Methodology in Anthropology', Inter-India, New Delhi.

R4. Handweeker WP. 2001 'Quick Ethnography', Altamira Press, USA.

OTHER LEARNING RESOURCES:

1. https://www.youtube.com/watch?v=_N2EmHgczIg.

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

CO PO Mapping		
S.N.	**Course Outcome (CO)**	**Mapped Program Outcome**
1	Understand the concept of Ethnography as a qualitative research method	3, 9
2	Identify the various cultural practices through studies.	3, 7
3	Create awareness about the sensitivities of people in dealing with social issues.	3, 6 ,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 – IV										
Course Title	**URBAN SOCIOLOGY**									
Course Code	**23MASO222R**	**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 Arts in Sociology**								
Semester	**Spring / IV semester of Second year of the Programme**								
Course Objectives	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 asses 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

TEXT BOOKS:

T1. Mumford, L. (2009). The City in History: Its Origins, its Transformations, and its Prospects. San Diego, Calif: Harcourt.

T2. Held, D., & Yeung, H. L. L. (2018). *Urban sociology: A global introduction*. Wiley-Blackwell.

T3. Lin, J., & Mele, C. (Eds.). (2018). *The urban sociology reader*. Routledge.

REFERENCE BOOKS:

R1.Wirth, Louis. (1938). Urbanism as a way of Life in American Journal of Sociology, Vol. 44, No.1 (July), Pp. 1-24

R2. Weber, Max. (1978). The City. The Free Press: New York.

R3. Simmel, Georg. (1903). "Metropolis and the Mental Life" in Gary Bridge and Sophie Watson, ed. The Blackwell City Reader. Oxford and Malden, MA: Wiley-Blackwell, 2002.

R4.Rao. (1990). Urban Sociology in India, Orient Black swan Private Limited - New Delhi.

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 (PO)

CO PO Mapping		
S.N.	**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 displacement.	1, 2
3	Analyse the urban issues and urban governance.	5, 7, 9
4	Critically asses the urban issues of India	5, 7
5	Develop the capability to identify and emphasize diverse governance patterns within urban society.	1, 5, 8

SEMESTER – IV									
Course Title	**RURAL SOCIOLOGY**								
Course Code	**23MASO223R**	**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 Arts in Sociology**								
Semester	**Spring / IV semester of Second year of the Programme**								
Course Objectives	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	Analyse 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. 3. Caste- Class nexus.	**9**	Students will understand the changing structure of rural areas.	1,2
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:

T1. Madan, Vandana. (2004). The Village in India. New Delhi: OUP.

T2. Held, D., & Yeung, H. L. L. (2018). *Urban sociology: A global introduction*. Wiley-Blackwell.

REFERENCE BOOKS:

R1 Doshi, S.L. and P.C.Jain. (1999). Rural Sociology, Jaipur: Rawat Publication

R2. Beteille, A. (1974), Studies in Agrarian Social Structure, Delhi: Oxford University Press.

R 3. Desai, A.R. (1969). Rural Sociology in India, Bombay: Popular Prakashan.

OTHER LEARNING RESOURCES:

1. https://in.video.search.yahoo.com/search/video?fr=mcafee&p=youtube+lecture+on+rural+sociology&type=E210IN826G0#id=2&vid=72b9515c112ac9f5d7de2737a09e99c3&action=click

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

CO PO Mapping		
S.N.	**Course Outcome (CO)**	**Mapped Program Outcome**
1	Demonstrate the conceptual framework of rural society.	1, 3, 4
2	Identify the rural social, economic and political structure.	1, 3, 9
3	Analyse 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

SEMESTER – IV									
Course Title	**SOCIETIES OF NORTH-EAST INDIA**								
Course Code	**23MASO222R**	**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 Arts in Sociology**								
Semester	**Spring / IV semester of Second year of the Programme**								
Course Objectives	1. The course aims at providing a sociological understanding of North eastern Societies. It will provide a multi-dimensional understanding of North east India. 2. The history of the region objectively, the academic discourse on the North East, especially during the last few decades, has primarily been looked at. 3. The ethnic, socio-economic as well as political complexities of the North eastern region of India is given importance.								
CO1	To provide the students with a broad theoretical perspective to understand the North East in its own historicity.								
CO2	Emphasis will be oncome perpending the complex diversities of the region and development interventions in overall global as well as national context.								
CO3	To promote understanding of the students about the recent developments and perspectives on the region.								
CO4	Recognize the region's unique cultural heritage and its role in social harmony.								
CO5	Use interdisciplinary approaches to address regional issues and promote sustainable development.								

Unit No.	Content	Contact Hour	Learning Outcome	KL
I	**Understanding North-East India** 1. Conceptualizing North-east India, 2. Northeastern Region, Frontier, Regions, Borderlands, Linguistic Diversity in NE India,	**9**	Students will learn the different aspects of north-eastern India	1,2
II	**Understanding the societies in North East India –** 1. Tribe–caste Continuum, 2. Religion and Belief system, Matrilineal Society	**9**	Students shall know the different institutions specific to north-eastern region	1,2
III	**Identity Politics in North East India** 1. Ethnic Assertions, 2. Nationalism and Sub-Nationalism in North east India. A brief out line of state formation in the region.	**9**	Students shall understand the ethnic elements of the region and regarding its origin	1,2
IV	**Changing Land Relations in North-East India** 1. Development and Displacement issues in NEI, 2. Land Alienation and Immigration Issues	**9**	Students shall learn the problems relating to development and immigration in the region	1,2
V	**Globalization and Societies in North-East** Privatization of Land, Impact of globalization on the region, Issues and Challenges	**9**	Students shall understand the role of modernization in the north-eastern region	1,2

TEXT BOOKS:

T1. Misra, Udayon 2014. India's *North-East: Identity Movements, State, and Civil Society*, New Delhi: Oxford University ress.

T2. Baruah, Sanjib. 2005. *Durable Disorder: Understanding the Politics of North east India*, New Delhi: Oxford University Press

T3. Baruah, Sanjib. 2005. *Durable Disorder: Understanding the Politics of North east India*, New Delhi: Oxford University Press

REFERENCE BOOKS:

R1. Bhowmik, Subir. 2009. Troubled Periphery: Crisis of India's Northeast, New Delhi: Sage Publications

R2. Karna, M. N. Agrarian Structure and Land Reforms in Assam. Delhi: Regency, 2004

OTHER LEARNING RESOURCES:

1. https://in.video.search.yahoo.com/search/video?fr=mcafee&p=youtube+lecture+on+North+East+India&type=E210IN826G0#id=1&vid=8fc48e41c94025cd4720e1cdac0fc717&action=click

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

CO PO Mapping		
S.N.	**Course Outcome (CO)**	**Mapped Program Outcome**
1	To provide the students with a broad theoretical perspective to understand the North East in its own historicity.	1, 3, 4
2	Emphasis will be oncome perpending the complex diversities of the region and development interventions in overall global as well as national context.	4, 9
3	To promote understanding of the students about the recent developments and perspectives on the region.	3, 6
4	Recognize the region's unique cultural heritage and its role in social harmony.	4, 6,7
5	Use interdisciplinary approaches to address regional issues and promote sustainable development.	4, 5, 9

SEMESTER – IV										
Course Title	**COMPARATIVE SOCIOLOGY**									
Course Code	**23MASO223R**	**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 Arts in Sociology**								
Semester	**Spring / IV semester of Second year of the Programme**								
Course Objectives	1. To sensitize the students about the salience of the comparative perspective in sociology 2. Highlighting the historical and social context of its development, key issues and themes as well as theoretical concerns. 3. To contextualize the above issues to the Indian situation.								
CO1	Sensitize about the comparative perspective in sociology.								
CO2	Analyse the emergence of Sociology in different parts of the world.								
CO3	Examine the colonial context in the development of Sociology.								
CO4	Ability to evaluate the impact of globalization, modernization, and cultural exchange on societies.								
CO5	Developed comparative methods to critically analyse social issues and propose informed solutions.								

Unit No.	Content	Contact Hour	Learning Outcome	KL
I	Introduction: Meaning and Scope of Comparative Sociology, Methods of Study–Comparative, Evolutionary, and neo-evolutionary	9	Methods of studying sociology	1,2
II	Emergence of Sociology: Historical and social context of the emergence and growth of sociology in the West; the Eurocentric moorings of Western sociological tradition; Americanization of sociology;	9	Emergence of sociology in different parts of the world	1,2
III	Sociology in Asia and Africa The emergence and growth of sociology in Asia and Africa; The impact of Western sociology on the development of sociology in the Third World; The issue of reorientation of research and teaching in sociology in accordance with national concerns and priorities.	9	This unit talks about the development of sociology in Asian and African Countries	1,2
IV	Central themes in Comparative Sociology Modernity and Development Diversity, Pluralism and Multiculturalism, Nation-state; Environment; Gender; Globalization.	9	The students will understand the significance of post-modern elements in society	1,2
	The Indian Context: The bearing of the colonial context on the development of sociology in India; The continuance of the colonial legacy in contemporary Indian sociology; The debate on decolonization, contextualization and Indigenization; the focus on national and regional concerns.	9	The students will learn about the connection between colonial times and how the subject of sociology started	1,2

TEXT BOOKS:

T1. Ritzer, G., & Dean, P. (2022). *Globalization: A basic text* (3rd ed). Wiley-Blackwell.

T2. Ritzer, G., &Stepnisky, J. (2013). *Sociological theory* (9th ed). McGraw-Hill Education.

T3. Sasaki, M. (Ed.). (2009). *New frontiers in comparative sociology*. Brill.

REFERENCE BOOKS:

R1.Berremen, G.D.1981: The Politics of Truth: Essays in Critical Anthropology, New Delhi: South Asian Publishers)

R2. Beteille, Andre 1987: Essays in Comparative Sociology (New Delhi: Oxford University Press)

R3. Beteille, Andre 1987: Essays in Comparative Sociology (New Delhi: Oxford University Press)

OTHER LEARNING RESOURCES:

1. https://in.video.search.yahoo.com/search/video?fr=mcafee&p=youtube+lecture+on+comparative+sociology&type=E210IN826G0#id=23&vid=023d83441d01b3d272771dcfb261f006&action=click

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

CO PO Mapping		
S.N.	**Course Outcome (CO)**	**Mapped Program Outcome**
1	Sensitize about the comparative perspective in sociology.	1, 3, 4
2	Analyse the emergence of Sociology in different parts of the world.	5, 9
3	Examine the colonial context in the development of Sociology.	3, 6
4	Ability to evaluate the impact of globalization, modernization, and cultural exchange on societies.	4, 6, 7
5	Developed comparative methods to critically analyse social issues and propose informed solutions.	3, 5, 9

Assam down town University

Curriculum and Syllabus

Master of Social Work

OUTCOME BASED EDUCATION FRAMEWORK
CHOICE BASED CREDIT SYSTEM
Version: 2.1

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

July, 2023

PREMABLE

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 Board of Studies (BOS) meeting of the Faculty of Science held on dated 20/06/2023 and approved by the emergent Academic Council (AC) meeting held on dated 28/07/2023.

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

The Postgraduate Degree in Social Work equips students with advanced competencies to work with individuals, communities, and global platforms. It combines generalist and specialized training, offering knowledge, confidence, and ethical values for professional practice. Specialized courses cover community development, human resources, family and child welfare, and medical and psychiatric social work. A key feature is fieldwork practicum, enhancing skills through practical experience, along with block placements for focused expertise. The two-year full-time program prepares students for careers in social and community services, integrating liberal arts and professional components to foster effective, ethical, and knowledgeable social work professionals.

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. Programme Educational Objectives (PEOs):

PEO-1: To promote necessary skills of awareness, skills aiming at empowerment of people and skills in culture-sensitive methods of social change and development.

PEO-2: To enable the students to promote social justice through acquiring field-based knowledge.

PEO-3: To enhance the quality of life for everyone.

PEO-4: To become aware of the organization of the society and its development.

PEO-5: To utilize appropriate supervision and consultation to conduct research and disseminate findings that enhance students' personal and professional development.

IV. Programme Specific Outcomes (PSOs):

PSO1: Multidisciplinary Knowledge: Apply multidisciplinary approaches for a better understanding of social problems and situations to make a significant impact in society.

PSO2: 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.

PSO3: Global Competence: Excel in professional knowledge and global competency with international certifications and courses.

V. Programme 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.

S.N.	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.

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

S. N.	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 x 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.

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

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, Gi is the Grade Point secured in the i^{th} registered Course and Ci 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, Gi is the Grade Point secured in the i^{th} completed Course and Ci is the Credit (weight) of that Course.

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

(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) Re-evaluation 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 re-evaluation 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, analyse, 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.

Breakdown of Credits

S. N.	Category		Total number of Credits
1	University Core (UC)	Skill Enhancement Course (SEC)	4
		Ability Enhancement Course (AEC)	6
		Field Training	0
		Discipline Specific Elective (DSE)	0
		Value Added Course (VAC)	14
2	University Elective (UE)	Multidisciplinary Course (MDC)	4
		Value Added Course (VAC)	0
3	Program Core (PC)	Discipline Specific Core (DSC)	21
		Field Training	0
		Research /Industry Internship	36
		Summer Internship	0
4	Program Elective (PE)	Discipline Specific Elective (DSE)	15
		Value Added Course (VAC)	0
5	Faculty Core (FC)	Skill Enhancement Course (SEC)	0
		Ability Enhancement Course (AEC)	0
Total			**100**

Breakdown by categories of courses

S.N.	Category	Credits	%
1	Humanities	94	94
2	Engineering	1	1
3	Science	5	5
Total		**100**	**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	23MSWO111R	Introduction to Social Work Profession	DSC	3	0	0	0	0	0	3	40	60	0	100
	2	23MSWO112R	Social Case Work	DSC	3	0	0	0	0	0	3	40	60	0	100
	3	23MSWO113R	Social Work Practice with Communities	DSC	3	0	0	0	0	0	3	40	60	0	100
	4	23MSWO114R	Psychology of the Human Mind and Behaviour	DSC	3	0	0	0	0	0	3	40	60	0	100
	5	23MSWO115R	Orientation Visit & Concurrent Fieldwork I	Research /Industry Internship	0	0	0	12	0	0	3	0	0	100	100
	6	23MACE111R	MOOCS CE I	VAC	0	0	4	0	0	0	2	0	100	0	100
	7	23UMFS111R	Fundamental of Statistics	VAC	2	0	2	0	0	0	3	40	60	100	200
	8	23MSWR111R	Mini Research (Review of Literature-R1)	Research /Industry Internship	0	0	0	4	8	0	2	0	0	0	100
	9	23UMPD111R	Personality Development Programme (Effective English)	AEC	0	0	4	0	0	0	2	0	0	0	100
	Total				**14**	**0**	**10**	**16**	**8**	**0**	**24**	**200**	**400**	**100**	**1000**

	S. N.	Course Code	Course Title	Course Category	Engagement							Maximum Marks for			
					L	T	P	S	R	O	C	IA*	SEE*	PE*	Total
Semester II	1	23MSWO121R	Social Work Practice with Groups	DSC	3	0	0	0	0	0	3	40	60	0	100
	2	23MSWO122R	Social Welfare Administration	DSC	3	0	0	0	0	0	3	40	60	0	100
	3	23MSWO123R	Social Planning, Public Policy & Governance	DSC	3	0	0	0	0	0	3	40	60	0	100
	4	23MSWO124R	Concurrent Fieldwork II & Study Tour	Research /Industry Internship	0	0	0	12	0	0	3	0	0	100	100
	5	23MSWO125R	Techno-Professional Skills I	SEC	0	0	4	0	0	0	2	40	60	0	100
	6	23MSWO126R	GE I	MDC	2	0	0	0	0	0	2	40	60	0	100
	7	23MACE121R	MOOCS CE II	VAC	0	0	4	0	0	0	2	0	100	0	100
	8	23UMRM121R	Research methodology and Statistical Analysis	Research /Industry Internship	1	0	0	4	0	0	2	40	60	0	`100
	9	23MSWR121R	Mini Research\ (Research gap analysis -R2)	Research /Industry Internship	0	0	0	4	16	0	3	40	60	-	100
	10	23UUHV106R	Universal Human Value (UHV) + Professional Ethics	VAC	1	0	2	0	0	0	2	0	100	-	100
	11	23UMPD121R	Personality Development Programme (Communication Mastery)	AEC	0	0	4	0	0	0	2	40	60	-	100
	Total				**13**	**0**	**14**	**20**	**16**	**0**	**27**	**320**	**680**	**100**	**1100**

	S.N.	Course Code	Course Title	Course Category	Engagement							Maximum Marks for			
					L	T	P	S	R	O	C	IA*	SEE*	PE*	Total
Semester III	1.	23MSWO211R	Block Placement	Research /Industry Internship	0	0	0	12	0	0	3	0	0	100	100
	2	23MSWO212R	Techno-Professional Skills II	SEC	0	0	4	0	0	0	2	40	60	0	100
	3	23MSWO213R	GE	MDC	0	0	0	0	0	0	2	40	60	0	100
	4	23MACE211R	MOOCS CE III	VAC	0	0	4	0	0	0	2	0	100	0	100
	5	23MACE212R	MOOCS CE IV	VAC	0	0	4	0	0	0	2	0	100	0	100
	6	23UMRE211R	Research Ethics	Research /Industry Internship	1	0	0	0	0	0	1	40	60	0	100
	7	23MSWR211R	Mini Research (Survey/experiments - R3)	Research /Industry Internship	0	0	6	4	0	0	4	0	0	100	100
	8	23UMPD211R	Personality Development Programme (Corporate Proficiency)	AEC	0	0	4	0	0	0	2	0	0	0	100
	(To opt 1 Specialization from the following Group) Group A: Community Development														
	9	23MSWC214R	Rural & Tribal Community Development	DSE	3	0	0	0	0	0	3	40	60	0	100
	10	23MSWC215R	Urban Community Development	DSE	3	0	0	0	0	0	3	40	60	0	100
	11	23MSWC216R	Livelihood and Sustainable Development	DSE	3	0	0	0	0	0	3	40	60	0	100
	Group B: Medical & Psychiatric Social Work														
	9	23MSWM214R	Medical Social Work	DSE	3	0	0	0	0	0	3	40	60	0	100
	10	23MSWM215R	Psychiatric Social Work	DSE	3	0	0	0	0	0	3	40	60	0	100
	11	23MSWM216R	Mental Health & Social Work	DSE	3	0	0	0	0	0	3	40	60	0	100
	Group C: Family & Child Welfare														
	9	23MSWF214R	Social Work with Family	DSE	3	0	0	0	0	0	3	40	60	0	100
	10	23MSWF215R	Social Work with Children and Youth	DSE	3	0	0	0	0	0	3	40	60	0	100
	11	23MSWF216R	Social Work with Elderly	DSE	3	0	0	0	0	0	3	40	60	0	100
	Group D: Human Resource Management														
	9	23MSWH214R	Human Resource Management	DSE	3	0	0	0	0	0	3	40	60	0	100
	10	23MSWH215R	Industrial Relations	DSE	3	0	0	0	0	0	3	40	60	0	100
	11	23MSWH216R	Organizational Behaviour	DSE	3	0	0	0	0	0	3	40	60	0	100
	Total				**10**	**0**	**22**	**16**	**0**	**0**	**27**	**240**	**560**	**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
Semester IV	1.	23MSWO221R	Block Placement	Research /Industry Internship	0	0	2	12	0	0	3	0	0	100	100
	2	23MSWR221R	Research (Data analysis/ documentation -R4)	Research /Industry Internship	0	0	20	4	8	0	12	0	0	100	100
	3	23UUDL103R	Computational systems and Digital World	VAC	0	0	2	0	0	0	1	40	60	-	100
	Elective Papers (To opt any one of the following two groups)														
	Group 1: Elective Papers														
	4	23MSWO222R	Community Health and Social Work	DSE	3	0	0	0	0	0	3	40	60	0	100
	5	23MSWO223R	Social Work Intervention with Differently Abled	DSE	3	0	0	0	0	0	3	40	60	0	100
	Group 2: Elective Papers														
	4	23MSWO224R	Social Entrepreneurship & Project Management	DSE	3	0	0	0	0	0	3	40	60	0	100
	5	23MSWO225R	Gender and Social Work	DSE	3	0	0	0	0	0	3	40	60	0	100
	Total				**6**	**0**	**24**	**16**	**8**	**0**	**22**	**120**	**180**	**200**	**500**

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

SEMESTER – I									
Course Title	**INTRODUCTION TO SOCIAL WORK PROFESSION**								
Course Code	**23MSWO111R**	**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	**Master of Social Work**								
Semester	**Fall/ I semester of first year of the Programme**								
Course Objectives	1. To develop an understanding the Basics of Social Work Education Profession and Its Development. 2. To Inculcate Knowledge on the Various Modern Theoretical Perspectives, Approaches, and their Scopes in real life Intervention 3. 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 Defense, 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, Contribution of Social Reformists towards Social Change, Inter-Disciplinary Nature of Social Work and Its Emerging Trends into Practice.	**9**	Understand contemporary ideologies for Social Worker.	1,2
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,	**8**	Familiarise withthe scopes of Social Work	1,2

	Community Development and Skills for Social Work Practice.			
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- Oppressive Social Work, Ecological Social Work.	**10**	Learn various Perspectives of social work	1,2

TEXT BOOKS:

T1: Morales, A.T., Sheaf or, B.W., & Scott, M.E. (2012). Social work: A profession of many faces, 12E. Boston, MA: Allyn and Bacon

T2: Desai, M. (2002). Ideologies and Social Work. Jaipur: Rawat Publications

REFERENCE BOOKS:

R1: Agarwal, M. M. (1998) Ethics and Spirituality, Shimla: Indian Institute of Advanced Study

R2: Alastair, Christie (Ed.) (2001) Men and Social Work: Theories and Practices, New York, Palgrave.

R3: 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 PROGRAMME OUTCOMES (PO)

CO PO Mapping		
S.N.	**Course Outcome (CO)**	**Mapped Programme Outcome**
1	Learn about the Concepts, basic Values and Philosophy of Social Work	1, 4, 7, 9
2	Understand the about social work profession, its traits and challenges	1, 2, 4, 7, 9
3	Explore the current trends of practices and fields of social work in this 21st century	1, 2, 3, 4, 5, 6 7, 8, 9
4	Learn about the historical forms of social movements, role of social reformers towards conceptualizing social work profession	1, 2, 4, 5, 7, 9
5	Develop understanding of psychological, systemic, and critical theories, enabling diverse approaches, including anti-oppressive and ecological perspectives.	1, 2, 3, 4, 5, 6 7, 8, 9

SEMESTER – I										
Course Title	**SOCIAL CASE WORK**									
Course Code	**23MSWO112R**	**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	**Master of Social Work**								
Semester	**Fall/ I semester of first year of the Programme**								
Course Objectives	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	**9**	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	**8**	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,	**8**	Approaches of social case work.	1,2

	Social Psychological Approach - Problem Solving Approach and Integrated approach – Treatment Methods in Social Case 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.	**10**	Significance of counselling.	1,2

TEXT BOOKS:

T1: Mishra P. D., Social Work- Philosophy and Methods, Inter-India Publications
T2: Mishra P. D., Social Work- Profession in India, New Royal Book Company

REFERENCE BOOKS:

R1: Mathew G., Case Work in Encyclopaedia of Social Work in India, Ministry of Social Welfare, Delhi, 1987.
R2: Sanjay Bhattacharya, Social Work an Integrated Approach, Deep & Deep Publication, New Delhi
R3: Pearlman, H H. (1957). Social Case Work: A Problem-Solving Process. Chicago: University of Chicago.
R4: Richmond, Mary (1970) Social Diagnosis, New York: Free Press
R5: 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 PROGRAMME OUTCOMES (PO)

CO PO Mapping		
S.N.	**Course Outcome (CO)**	**Mapped Programme Outcome**
1	Demonstrate familiarity with Casework processes, tools and techniques and their Application in Professional Social Work Practice.	1, 2, 3, 4, 7, 9
2	Develop skills of Observation, Listening, Interviewing and Home Visits, Rapport Building, Resource Mobilization and Recording	1, 2, 3, 4, 5, 6, 8
3	Understand the process involved in social work in individualized situations.	1, 2, 4, 7, 9
4	Develop self-awareness Develop and skills of social work trainees in working with the individual case.	1, 4, 7, 9
5	Acquire techniques, explore counselling areas, and understand the advantages of individual counselling.	1, 3, 5, 6, 8, 9

SEMESTER – I									
Course Title	**SOCIAL WORK PRACTICE WITH COMMUNITIES**								
Course Code	**23MSWO113R**	**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	**Master of Social Work**								
Semester	**Fall/ I semester of first year of the Programme**								
Course Objectives	1. To develop understanding on the concept's community and community organization as a method of social work. 2. To understand the critical elements of community organization in Working with communities 3. To develop a deeper understanding on the models and strategies to be applied in Community Organization Practice. 4. 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;	**8**	Apply the models of community organization	1,2

	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.			
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

TEXT BOOKS:

T1: Khinduka, S.K. & Coughlin, Bernard (1965): Social Work in India. New Delhi: Kitab Mahal

REFERENCE BOOKS:

R1: Dunham Arthur (1962): Community Welfare Organization: Principles and Practice. New York: Thomas Crowell.
R2: Gangrade, K.D. (1971): Community Organization in India. Mumbai: Popular Prakashan
R3: Friedlander, W.A. (1978) Concepts and Methods in Social Work, Eaglewood Cliffs, New Delhi: Bentice Hall International Inc.
R4: 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 PROGRAMME OUTCOMES (PO)

CO PO Mapping		
S.N.	**Course Outcome (CO)**	**Mapped Programme Outcome**
1	Learn about the concept's community and community organization as a method of social work	1, 4, 5, 7, 9
2	Gain knowledge about the elements of community organization in Working with communities.	1, 2, 3, 4, 6, 8
3	Develop critical understanding of roles and responsibilities of the trainer as community organizer, roles of the agencies and communities.	1, 2, 3, 4, 5, 6, 8
4	Comprehend the diverse models and strategies of community work.	1, 3, 5, 7, 8
5	Extract lessons from diverse successful community cases, fostering insights into effective development strategies across regions.	1, 2, 3, 4, 5, 6, 7, 8, 9

SEMESTER – I									
Course Title	**PSYCHOLOGY OF HUMAN MIND AND BEHAVIOUR**								
Course Code	**23MSWO114R**	**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	**Master of Social Work**								
Semester	**Fall/ I semester of first year of the Programme**								
Course Objectives	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

TEST BOOKS:

T1. Ciccarelli, S. K., & White, J. N. (2020). Psychology (6th ed.) Pearson.
T2. King, L. A. (2019). Experience Psychology (5th ed.) McGraw-Hill Education.

REFERENCE BOOKS:

R1: Passer, M. W., & Smith, R. E. (2004). Psychology: The science of mind and behaviour. McGraw- Hill.
R2: Morgan, C. T., King, R. A., Weisz, J. R., & Schopler, J. (2006). Introduction to psychology, 7th ed.
R3: 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 PROGRAMME OUTCOMES (PO)

CO PO Mapping		
S.N.	**Course Outcome (CO)**	**Mapped Programme Outcome**
1	Perform survey for understanding the basics of human behaviour.	1, 2, 3, 4, 7, 9
2	Evaluate human development stages to enhance social work practice through informed decision-making.	1, 2, 3, 4, 5, 6, 7, 8, 9
3	Learn about human behavioural processes, personality, and theoretical approach.	1, 2, 3, 4, 6, 7, 9
4	Apply concepts and theories of psychology in social work practice.	1, 2, 3, 4, 6, 7, 9
5	Grasp the essentials of personality, including determinants and diverse approaches	1, 2, 3, 4, 7, 9

SEMESTER – I									
Course Title	**ORIENTATION VISIT & CONCURRENT FIELD WORK**								
Course Code	**23MSWO115R**	**Total Credits: 03**	**L**	**T**	**P**	**S**	**R**	**O/F**	**C**
			0	**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	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.								

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES (PO)

CO PO Mapping		
S.N.	**Course Outcome (CO)**	**Mapped Programme Outcome**
1	Develop the skills of Documentation and Reporting of Orientation Visits.	1, 2, 5, 6, 8, 9
2	Determine which approaches work in practice and how they must be adapted to specific situations.	1, 2, 3, 5, 9
3	Understand the effect of the organizational context on professional practice while developing skills in agency-based social work.	1, 2, 5, 6, 7, 8, 9
4	Engage in continuous self-assessment, fostering personal and professional growth throughout the fieldwork experience.	2, 4, 6, 8, 9
5	Integrate theoretical knowledge with practical skills to navigate and contribute effectively within the field of social work during hands-on experiences.	1, 2, 3, 4, 7, 9

SEMESTER – I									
Course Title	**FUNDAMENTAL OF STATISTICS**								
Course Code	**23UMFS111R**	**Total Credits: 03** **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	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.	**5**	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.	**5**	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.	**5**	Analyse 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, Bionomial probability Distribution, Poisson Probability Distribution, Bayes‟ theorem, and its applications.	**8**	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	**7**	Conduct and interpret both parametric and non-parametric hypothesis 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 data set 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-P plot. 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. 5. Parametric test and non-Parametric test	**30**	Perform data analysis tasks using R, including data manipulation and visualization.	

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES (PO)

CO PO Mapping		
S.N.	**Course Outcome (CO)**	**Mapped Programme Outcome**
1	Students will have basic knowledge of Statistical methods.	1, 3, 7, 9
2	Students will gain the knowledge of organizing & Cleaning of Data.	2, 3, 6, 9
3	Students will be able to gain the Analytical Skill concept	1, 2, 4, 5, 9
4	Students will be able to acquire the knowledge of basic Data Analysis Procedure for day-to-day use.	3, 5, 9
5	Students will effectively use statistical methods, organize and clean data, and perform basic data analysis.	1, 2, 4, 6, 9

SEMESTER – II									
Course Title	**SOCIAL WORK PRACTICE WITH GROUPS**								
Course Code	**23MSWO121R**	**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	**Master of Social Work**								
Semester	**Spring/ II semester of first year of the Programme**								
Course Objectives	1. To Develop awareness about the specific characteristics of Group Work and its contributions as a method of social work intervention 2. To Gain knowledge about group formation and the use of a variety of group approaches. 3. 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.	**9**	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

TEXT BOOKS:

T1: Bhatt R.M. (1960) Records of Group Work Practice in India, Baroda University: Baroda.
T2: Button, Leslie. 1976. Development Group Work with Adolescents, London: Hodder and Stoughton Ltd

REFERENCE BOOKS:

R1: Cooper, Cary L. 1976. Theories of Group Processes. London: John Wiley & Sons.
R2: Crawford, K., Price, M., & Price, B. (2014). Group work Practice for Social Workers. London: Sage.
R3: Konopka Gisela (1983 3rd Ed.), Social Group Work a Helping Process, New Jersey: Prentice Hall

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES (PO)

CO PO Mapping		
S.N.	**Course Outcome (CO)**	**Mapped Programme Outcome**
1	Develop practical understanding of application of the group work method in various practice settings.	1, 2, 5, 6, 8
2	Understand of various theoretical frameworks and their applications for group work practice.	2, 3, 6, 7, 9
3	Gain insight into various dimensions of group processes and group work practice	2, 3, 4, 7, 9
4	Develop competencies and capacities for working with various social groups	1, 4, 5, 6, 8
5	Understand diverse roles and settings of a group worker, focusing on effective practice with various populations.	1, 5, 6, 7, 9

SEMESTER – II									
Course Title	**SOCIAL WELFARE ADMINISTRATION AND SOCIAL ACTION**								
Course Code	**23MSWO122R**	**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	**Master of Social Work**								
Semester	**Spring/ II semester of first year of the Programme**								
Course Objectives	1. To Understand the Development of Social Welfare Organizations 2. Understand Policies and Procedures Involved in Establishing and Maintaining Human ServiceOrganizations. 3. To Enhance Skills and Techniques of Project Evaluation / Resource Mobilization. 4. 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, Anti-oppressive social work practice, Critical Social work and Structural Social Work practice.	**10**	Apply the approaches of social action.	1,2

REFERENCE BOOKS:

R1: Khinduka, S.K & Coughlin, B, J 1975 A Conceptualization of Social Action. The Social 2. Review, 49 (1)1-14.
R2: Freire, P 1970 Pedagogy of the Oppressed. New York: Continuum. (Unit II)
R3: Clark, John 1991 Voluntary Organisations: Their Contribution to Development, London, Earth Scan.
R4: 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 PROGRAMME OUTCOMES (PO)

CO PO Mapping		
S.N.	**Course Outcome (CO)**	**Mapped Programme Outcome**
1	Understand the relevance of Social Welfare Administration as a Method of Social Work	1, 2, 6, 7, 8
2	Learn the basic Principles and components of Social Welfare Organizations	1, 2, 3, 4, 6, 7
3	Gain an insight about the concept and ideologies of social action.	2, 3, 4, 5, 7, 9
4	Acquire knowledge and competencies in promoting social action for solving the societal problems	2, 3, 4, 5, 8
5	Comprehend radical, anti-oppressive, critical, and structural approaches in social work, fostering a nuanced understanding of social action	1, 4, 5, 6

SEMESTER – II									
Course Title	**SOCIAL PLANNING, PUBLIC POLICY & GOVERNANCE**								
Course Code	**23MSWO123R**	**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	**Master of Social Work**								
Semester	**Spring/ II semester of first year of the Programme**								
Course Objectives	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

TEXT BOOKS:

T1. Gilbert, N., & Tripodi, T. (2010). Social planning: A conceptual and methodological framework (5th ed.). Allyn & Bacon.
T2. Kraft, M. E., & Furlong, S. R. (2021). Public policy: Formulation, implementation, and evaluation (7th ed.). CQ Press.

REFERENCE BOOKS:

R1: Shakuntala Devi (1996), Social Planning in India:Sarup and sons Publishers, New Delhi.
R2: R. Yadav (2008), Social Planning and Development in India: Alfa Publications, New Delhi.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES (PO)

CO PO Mapping		
S.N.	**Course Outcome (CO)**	**Mapped Programme Outcome**
1	Understand the approaches to Social Policy.	1, 2, 4, 6, 8
2	Gain knowledge about Constitutional Position of planning in India.	1, 2, 6, 8
3	Discuss and distinguish between policy, decision, plan, goals, policy analysis, and policy advocacy.	2, 3, 6, 7, 8
4	Develop critical insights into the implemented social policies and operational lacunae.	3, 4, 5, 6, 7
5	Expertise in evaluating and implementing diverse policies, emphasizing sectoral and social policy analysis.	3, 5, 6, 7, 9

SEMESTER – II									
Course Title	**CONCURRENT FIELDWORK II & STUDY TOUR**								
Course Code	**23MSWO124R**	**Total Credits: 03**	**L**	**T**	**P**	**S**	**R**	**O/F**	**C**
			0	**0**	**0**	**12**	**0**	**0**	**3**
Pre-requisite	**Nil**	**Co-requisite**	**Nil**						
Programme	**Master of Social Work**								
Semester	**Spring/ II semester of first year of the Programme**								
Course Objectives	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								

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES (PO)

CO PO Mapping		
S.N.	**Course Outcome (CO)**	**Mapped Programme Outcome**
1	Develop the skills of Documentation and Reporting of Field Work.	2, 6, 7, 9
2	Gain knowledge about Constitutional Position of planning in India,	1, 2, 4
3	Determine which approaches work in practice and how they must be adapted to specific situations.	1, 3, 5, 7, 9
4	Understand the effect of the organizational context on professional practice while developing skills in agency-based social work.	2, 3, 4, 5, 8
5	Learn to use supervision and consultation appropriately	1, 4, 6

SEMESTER – II									
Course Title	**TECHNO PROFESSIONAL I: COMMUNICATION AND INTERVIEWING SKILLS FOR SOCIAL WORKER**								
Course Code	**23MSWO125R**	**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	**Master of Social Work**								
Semester	**Spring/ II semester of first year of the Programme**								
Course Objectives	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.	**25**	Basic concepts of interview and communication.	1,2
II	**Rapport Building:** Relationship- Building Skills, Empathy, Authenticity and their practices in the interview process.	**10**	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 carious skills of interview.	1,2

REFERENCE BOOKS:

R1: Hasson, Gill. Brilliant Communication Skills. Great Britain: Pearson Education, 2012.

R2: Larsen, J.A. (2012). Direct Social Work Practice: Theory and Skills (9th ed.). Pacific Grove, CA: Brooks/Cole

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES (PO)

CO PO Mapping		
S.N.	**Course Outcome (CO)**	**Mapped Programme Outcome**
1	Understand the process of communication	1, 3, 5, 6, 8
2	Analyse the need of communication for different types of interviews	1, 2, 3, 5, 6, 8
3	Relate the role of communication and interview in application of Social Work Profession	1, 3, 4, 6, 8, 9
4	Demonstrate interviewer skills including effective conversation, emotional control, cultural awareness, critical thinking, and confidentiality.	2, 3, 4, 5, 6, 7
5	Apply communication and interview principles in practical social work scenarios for real-world effectiveness.	1, 2, 3, 4, 5, 6, 8

SEMESTER – II									
Course Title	**UNIVERSAL HUMAN VALUES (UHV) + PROFESSIONAL ETHICS**								
Course Code	**23UUHV101R**	**Total Credits: 02** **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	**Spring/ II semester of first year of the Programme**								
Course Objectives	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** 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 harmonyat various levels.	**3**	Understand the need, guidelines, content, and process for Value Education through self-exploration and natural acceptance.	1,2

II	**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.	**4**	Understand the co-existence of "I" and the body, their needs, and ensure harmony through Sanyam and Swasthya.	1,2
III	**Understanding Harmony in the Family and Society- Harmony in Human-Human Relationship** 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	**2**	Grasp the foundational values of human relationships, ensuring trust, respect, and a harmonious society from family to world family.	1,2

IV	**Understanding Harmony in the Nature and Existence - Whole existence as Co-existence** 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.	**3**	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** 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: • 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: • 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	**3**	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:

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.
T2: 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:

R1: B L Bajpai, 2004, Indian Ethos and Modern Management, New Royal Book Co., Lucknow. Reprinted 2008.
R2: PL Dhar, RR Gaur, 1990, Science and Humanism, Commonwealth Publishers.
R3: Sussan George, 1976, How the Other Half Dies, Penguin Press. Reprinted 1986,1991
R4: Ivan Illich, 1974, Energy & Equity, The Trinity Press, Worcester, and Harper Collins, USA
R5: Donella H. Meadows, Dennis L. Meadows, Jorgen Randers, William W. Behrens III, 1972, limits to Growth, Club of Rome's Report, Universe Books.
R6: Subhas Palekar, 2000, How to practice Natural Farming, Pracheen (Vaidik) Krishi Tantra Shodh, Amravati.
R7: A Nagraj, 1998, Jeevan Vidya ek Parichay, Divya Path Sansthan, Amarkantak.
R8: E.F. Schumacher, 1973, Small is Beautiful: a study of economics as if people mattered, Blond &Briggs, Britain.
R9: 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 PROGRAMME OUTCOMES (PO)

CO PO Mapping		
S.N.	**Course Outcome (CO)**	**Mapped Programme Outcome**
1	Learn and understand the Need, Guidelines, Content and Process for Value Education	1, 2, 4, 6, 7, 8
2	Fulfil the human aspirations like understanding and living in harmony at various levels.	1, 2, 3, 4, 5, 6, 7, 8
3	Learn and understand harmony in family and society.	1, 2, 3, 4, 5, 6, 7, 8
4	Learn and understand harmony in nature and existence.	1, 2, 4, 6
5	Grasp human values, ethical conduct, and professional ethics for sustainable systems.	1, 3, 4, 5, 6, 8

SEMESTER – II									
Course Title	**COMMUNICATION MASTERY (Communicative English & Soft Skills)**								
Course Code	**23UMPD121R**	**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	**Master of Social Work**								
Semester	**Spring/ 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	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 iv.Understanding the meaning of Samman, difference between respect and differentiation; the other salient values in relationship	**12**	Students will be able to perform SWOT analysis, set goals, and manage personal hygiene.	1,2

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:

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: Communication Skills Training: A Practical Guide to Improving Your Social Intelligence, Presentation and Social Speaking, Ian Tuhovsky, 2019.

R2: 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 PROGRAMME OUTCOMES (PO)

CO PO Mapping		
S.N.	**Course Outcome (CO)**	**Mapped Programme Outcome**
1	Practice of grammar will polish their writing skills.	1, 6, 7
2	It will enhance their communication and interpretative skills.	1, 2, 6, 8
3	Introduction to behavioural skills, thoughts, and emotions will enable them to behave in a conscious and productive way.	1, 2, 4, 6, 8
4	It will have a positive impact in their thought process and problem-solving skills.	1, 3, 4, 5, 6
5	Grasp the importance of group discussions and develop skills to plan, assess, effectively disagree, initiate, and summarize discussions.	2, 4, 6, 8

SEMESTER – III									
Course Title	**BLOCK PLACEMENT**								
Course Code	**23MSWO211R**	**Total Credits: 03**	**L**	**T**	**P**	**S**	**R**	**O/F**	**C**
			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	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 PROGRAMME OUTCOMES (PO)

CO PO Mapping		
S.N.	**Course Outcome (CO)**	**Mapped Programme Outcome**
1	Demonstrate mastery in precise fieldwork documentation.	1, 6, 7
2	Apply critical thinking to understand and adapt approaches in diverse situations.	1, 2, 5, 9
3	Navigate organizational dynamics in agency-based social work, demonstrating awareness and adaptability.	2, 4, 8
4	Effectively utilize supervision for professional growth, showcasing development.	3, 4, 6, 7
5	Initiate active self-assessment for continuous improvement and professional identity development.	3, 8, 9

SEMESTER – III									
Course Title	**TECHNO-PROFESSIONAL SKILLS III: TECHNO-ORIENTED SKILLS FOR PROFESSIONAL SOCIAL WORKERS**								
Course Code	**23MSWO212R**	**Total Credits: 02**	**L**	**T**	**P**	**S**	**R**	**O/F**	**C**
		Total Hours: 60P	**1**	**0**	**2**	**0**	**0**	**0**	**2**
Pre-requisite	**Nil**	**Co-requisite**	**Nil**						
Programme	**Master of Social Work**								
Semester	**Fall/ III semester of second year of the Programme**								
Course Objectives	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:

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: Bala Guruswamy, E. 2009 Fundamentals of Computers, Tata McGraw-Hill Education.

R2: Bala Guruswamy, 2014. E. Fund of Comp & Programming (Updated Ed Sem. I, Au) Tata McGraw-Hill Education.

R3: Lawson, C. 2022. Introduction to Social Media, Oklahoma State University.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES (PO)

CO PO Mapping		
S.N.	**Course Outcome (CO)**	**Mapped Programme Outcome**
1	Understand the necessity of computer knowledge in Social Work Practice	1, 7
2	Learn to manage client systems in a digital platform	1, 2, 9
3	Understand the ethical challenges of working on a digital platform	2, 3, 8
4	Demonstrate a thorough understanding of the technology's role in social work practice.	3, 4, 6, 7, 8
5	Showcase proficiency in technology application through casework, group work, and relevant methods.	5, 6, 9

SEMESTER – III									
Course Title	**RESEARCH ETHICS**								
Course Code	**23UMRE214R**	**Total Credits: 01**	**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	**Master of Social Work**								
Semester	**Fall/ III semester of second year of the Programme**								
Course Objectives	1. To provide students with a comprehensive foundation in empirical research methodologies and practices. 2. To familiarize students with relevant guidelines, policies, and codes pertaining to ethical research. 3. To explore and analyse 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.	**3**	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.	**3**	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 ship. Identification of publication misconduct, complaints, and appeals. Predatory publishers and journals.	**3**	Learn about the essential components of NGO.	1,2

IV	**OPEN ACCESS PUBLISHING:** Open access publications and initiatives. SHERPA/RoME0 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 **PUBLICATIONBMISCONDUCT:** 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.	**3**	Understand the concept of Corporate Social Responsibility and different approaches of CSR.	3,4
V	**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.	**3**	Learn about planning and execution	4

TEXT BOOKS:

T1: Bird, A (2006). Philosophy of Science. Routledge.

T2: Macintyre, Alasdair (1967) A Short History of Ethics. London.

T3: Indian National Science Academy (INSA), Ethics in Science Education, Research and Governance (2019).

REFERENCE BOOKS:

R1: 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.

R2: 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 PROGRAMME OUTCOMES (PO)

CO PO Mapping		
S.N.	**Course Outcome (CO)**	**Mapped Programme Outcome**
1	To be able to describe and apply theories and methods in ethics and research ethics	1, 2, 3, 6, 7, 8
2	To acquire an overview of important issues in research ethics, like responsibility for research, ethical vetting, and scientific misconduct.	1, 2, 3, 6, 7, 8
3	To acquire skills in presenting arguments and results of ethical inquiries.	1, 2, 3, 5, 6, 7
4	To be able to Identify the concepts and procedures of sampling, data collection, analysis, and reporting	1, 2, 3, 6, 7, 8, 9
5	Apply ethical theories, address research ethics issues, present arguments, and perform key research procedures.	1, 2, 3, 5, 6, 7, 8, 9

SEMESTER – III									
Course Title	**MINI RESEARCH (SURVEY/EXPERIMENTS – R3)**								
Course Code	**23MSWR211R**	**Total Credits: 04**	**L**	**T**	**P**	**S**	**R**	**O/F**	**C**
			0	**0**	**6**	**4**	**0**	**0**	**4**
Pre-requisite	**Nil**	**Co-requisite**	**Nil**						
Programme	**Master of Social Work**								
Semester	**Fall/ III semester of second year of the Programme**								
Course Objectives	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.								

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES (PO)

CO PO Mapping		
S.N.	**Course Outcome (CO)**	**Mapped Programme Outcome**
1	Able to understand the concepts and the meanings of surveys.	1, 2, 3, 6, 7
2	Learn various types of surveys.	1, 2, 3, 6, 7
3	Familiarise the right types of survey methods for personal studies.	1, 2, 3, 6, 7
4	Apply survey methods for data collection in various research fields.	1, 2, 3, 7, 8,
5	Select appropriate surveys to gather opinions and characteristics from different groups.	1, 2, 3, 4, 5, 6

SEMESTER – III									
Course Title	**CORPORATE PROFICIENCY**								
Course Code	**23UMPD211R**	**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	**Master of Social Work**								
Semester	**Fall/ III semester of second year of the Programme**								
Course Objectives	1. To acquaint students with the various tools of an effective presentation. 2. To acquire the speaking skill to instruct, influence, engage, educate, or appease the listeners. 3. To increase proficiency, present ability, 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	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	**Presentation Skills:** Introduction, essential characteristics of a good presentation, reparation of a good presentation. **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	**12**	Students will prepare and deliver effective presentations, utilizing essential characteristics and visual aids.	1,2
II	**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	**12**	Students will overcome the fear of public speaking, developing confidence and control for successful presentations.	1,2
III	**Leadership & Management Skills:** Concepts of Leadership, Leadership Styles, Manager VS Leader, ow to be an Effective Leader, Mock/ Practice Session, Doubt Clearing Session.	**12**	Students will create and optimize professional documents, including resumes, cover letters, and LinkedIn profiles.	1,2

IV	**Writing Skills:** How to write a research paper, key point in Research Work. **Interview Skills & Dress code Ethics:** 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, 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.	**12**	Students will understand and apply leadership concepts and styles to practice effective leadership skills.	3,4
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:

T1. Barrett, Grant. 2016. Perfect English Grammar: The Indispensable Guide to Excellent Writing and Speaking, Zephyros Press.

T2. Mc Dowell, 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 PROGRAMME OUTCOMES (PO)

CO PO Mapping		
S.N.	**Course Outcome (CO)**	**Mapped Programme Outcome**
1	Able to understand the concepts and the meanings of surveys.	1, 2, 3, 6, 7
2	Learn various types of surveys.	1, 2, 3, 6, 7
3	Familiarise the right types of survey methods for personal studies.	1, 2, 3, 6, 7
4	Apply survey methods for data collection in various research fields.	1, 2, 3, 7
5	Select appropriate surveys to gather opinions and characteristics from different groups.	1, 2, 3, 4, 5, 6

SEMESTER – III									
Course Title	**RURAL & TRIBAL COMMUNITY DEVELOPMENT**								
Course Code	**23MSWC214R**	**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	**Master of Social Work**								
Semester	**Fall/ III semester of second year of the Programme**								
Course Objectives	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	**9**	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.	**9**	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 (73rd Amendment) Act, 1992; PESA 1996; Sixth Schedule in NE states; Fifth Schedule	**9**	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	**9**	Demonstrate the salient features, problems, and challenges of Rural movement in India.	4,5

TEXT BOOKS:

T1: Jain, Gopal Lal (1997). Rural Development. Jaipur: Mangal Deep publications.
T2: Vidyarthi, L.P. & Rai, Binay Kumar (1976). The tribal culture of India. New Delhi: Concept publishing company.

REFERENCE BOOKS:

R1: Doshi, S.L. (1999). Rural sociology. New Delhi: Rawat publications.
R2: Desai, A.R. (1969). Rural Sociology in India. Bombay: Popular Prakashan.
R3: Nath, Govind Chandra (2006). Tribal Development in India: The Contemporary Debate

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES (PO)

CO PO Mapping		
S.N.	**Course Outcome (CO)**	**Mapped Programme Outcome**
1	Develop an understanding of rural and tribal communities of India.	1, 6, 7
2	Understand the importance of land reform policy in India.	1
3	Understand the dynamics of Rural Industrialization.	2, 5
4	Develop skills for working with both rural and tribal societies.	2, 4, 6, 8
5	Develop strategies and approaches to address the challenges faced by rural industries	3, 4, 5, 7, 9

SEMESTER – III									
Course Title	**URBAN COMMUNITY DEVELOPMENT**								
Course Code	**23MSWC215R**	**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	**Master of Social Work**								
Semester	**Fall/ III semester of second year of the Programme**								
Course Objectives	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 (UIDSSMT), UBSP, North-Eastern Region Urban Development Programme (NERUDP), Pooled Finance Development Fund Scheme and laws relating to urban development.	**10**	Understanding of the schemes, programmes, and laws of urban development present in the Indian Country.	1,2

TEXT BOOKS:

T1: Cherunilam, Francis (1984). Urbanisation in Developing Countries: A Socio-economic and Demographic Analysis. Mumbai: Himalya Publishing House.
T2: Bhattacharya, B (2006). Urban Development in India. Delhi: Concept Publishing Co.

REFERENCE BOOKS:

R1: Sachdeva, Pardeep (2008). Revamping Urban Governments in India. New Delhi: Kitab Mahal Publishers.
R2: Bhargava, Gopal (1993). India in 21st Century – Challenges and Opportunities. New Delhi: Anmol Publishing.
R3: Bijlani, H.U (2009). Urban problems. New Delhi: Centre for Urban Studies, Indian Institute of Public Administration.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES (PO)

CO PO Mapping		
S.N.	**Course Outcome (CO)**	**Mapped Programme Outcome**
1	Understand the concept and principles of Urban Community Development.	1, 7
2	Develop an understanding of slums and problems of slums.	1, 2
3	Develop an understanding on Urban Policy and Programmes of India.	2, 5
4	Investigate the role of municipalities, CBOs and NGOs.	3
5	Develop skills in urban data analysis, spatial planning, and mapping techniques.	3, 8, 9

SEMESTER – III									
Course Title	**LIVELIHOOD AND SUSTAINABLE DEVELOPMENT**								
Course Code	**23MSWC216R**	**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	**Master of Social Work**								
Semester	**Fall/ III semester of second year of the Programme**								
Course Objectives	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:

T1: Scoones, Iaan (2015). Sustainable Livelihoods and Rural Development. Agrarian Change & Peasant Studies: Practical Action Publishing.

T2: Elliott, Jennifer A. (2013). An Introduction to Sustainable Development. New York: Routledge.

REFERENCE BOOKS:

R1: Jones, Jason (2021). How to Uplift a Community through Sustainable Development. Independently published.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES (PO)

CO PO Mapping		
S.N.	**Course Outcome (CO)**	**Mapped Programme Outcome**
1	Understand the approaches to Sustainable Development.	1
2	Interpret the frameworks of sustainable livelihood approaches.	1, 2, 6
3	Understand the role of various institutions in Livelihood promotion.	7, 8, 9
4	Evaluate the role of individuals and professionals for sustainable livelihood promotion	2, 3, 4
5	Understand the characteristics and distinguishing features of underdeveloped, developing, and developed economies	4, 5

SEMESTER – III									
Course Title	**MEDICAL SOCIAL WORK - I**								
Course Code	**23MSWM214R**	**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	**Master of Social Work**								
Semester	**Fall/ III semester of second year of the Programme**								
Course Objectives	1. To understand the concept of health, hygiene, and Medical Social Work. 2. To gain knowledge on the history of Medical social work and its practice in different medical settings. 3. 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 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 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,	**12**	Understand Communicable & non- communicable diseases; Occupational health; Nutritional disorders.	3,4

	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:

T1: 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.

T2: Golstein, D. (1955). Expanding Horizons in Medical Social Work. Chicago: University of Chicago Press.

REFERENCE BOOKS:

R1: Barlett, H.M. (1961). Social Work Practice in the Health Field. New York: National Association of Social Workers Press.

R2: Crowley, M.F. (1967). A New Look at Nutrition. London: Pitman Medical Publishing Company Ltd.

R3: Field, M. (1963). Patients are People - A Medical - Social Approach to Prolonged Illness. New York: Columbia University Press.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES (PO)

CO PO Mapping		
S.N.	**Course Outcome (CO)**	**Mapped Programme Outcome**
1	Understand the concepts and need of Medical Social Work.	1
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.	3, 6, 9
4	Demonstrate familiarity with Medical Social Work and the roles, skills and functions of medical social workers for enhancing health and wellbeing.	2, 4, 7
5	Understand the role, functions, and responsibilities of Medical Social Workers.	4, 5, 8

SEMESTER – III									
Course Title	**PSYCHIATRIC SOCIAL WORK**								
Course Code	**23MSWM215R**	**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	**Master of Social Work**								
Semester	**Fall/ III semester of second year of the Programme**								
Course Objectives	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	**Psychiatric social work practice:** Scope and Magnitude of mental health problems; Analysis of mental health problems among vulnerable groups such as women, aged, socio-economically disadvantages in urban and rural population.	**8**	Understand the Magnitude, problems	1,2
II	**Approaches of Psychiatric Social Work:** Multi-disciplinary approach, Collaboration and networking with various psychiatric organizations, New Avenues of mental health.	**7**	Understand the approaches, collaboration of	1,2
III	**Policiesand legislations related to mental health in India:** Indian lunacy act – 1912, Mental Health act – 1987, Persons with Disability Act 1995, Mental Health Care Act – 2017. Community Participation in mental health programmes	**10**	Understand the existing laws and policies of mental health in India.	1,2
IV	**Role of Psychiatric social worker in Various settings:** Halfway homes/Adoption centers, Day care centers, Child guidance clinics, Schools, De-addiction centers, Hospice centers Admission procedures governing: Procedure for admission and discharge from a Psychiatric hospital.	**12**	Understand the various roles of psychiatric social work in different settings	3,4
V	**Psychological rehabilitation:** Concept, principles, process and programmes; Rehabilitation of Rape victims, HIV-AIDS patients, Disaster victims, Burn victims.	**8**	Understand the concept, process, programmes of mental illness rehabilitations.	1,2

TEXT BOOKS:

T1: Bhatia, M.S (2000). Essentials of Psychiatry (Ninth Edition). CBS Publishers & Distributor.

T2: Ahuja, Niraj (2011). A short Textbook of Psychiatry (Seventh Edition). JPB Publisher.

REFERENCE BOOKS:

R1: Pregest (1971). Psychiatry self-Assessment review. New Delhi: Methrayl.

R2: Robert, J.W. (1998). Psychiatry for Medical Students. Chennai medical publishers

R3: National mental Health Programme for India, Ministry of Health and Family Welfare.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES (PO)

CO PO Mapping		
S.N.	**Course Outcome (CO)**	**Mapped Programme Outcome**
1	Demonstrate familiarity with psychiatric social work approaches.	1, 7
2	Understand the role of psychiatric social workers in various settings.	1, 2, 9
3	Develop an understanding of concept of Psychiatric Rehabilitation.	2, 3, 8
4	Demonstrate an understanding of various policies and legislations related to Mental Health.	3, 4, 6, 7, 8
5	Develop a comprehensive understanding of the psychological impact of trauma and the principles of trauma-informed care	5, 6, 9

SEMESTER – III									
Course Title	**MENTAL HEALTH & SOCIAL WORK**								
Course Code	**23MSWM216R**	**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	**Master of Social Work**								
Semester	**Fall/ III semester of second year of the Programme**								
Course Objectives	1. To understand the concept of Mental Health, Behaviour, and the importance of Psychiatric Social Work 2. To know about various Psychiatric disorders along with their symptoms, causes, and treatment processes. 3. To understand the Psychiatric Assessment Tools and Behavioural therapies to be practiced in Psychiatric Social Work. 4. To understand the roles and responsibilities of psychiatric social workers in the treatment and rehabilitation of patients with mental illness.								
CO1	Acquire knowledge of the concept of mental health.								
CO2	Understand the role of psychiatric social workers in the treatment and rehabilitation of the mentally ill.								
CO3	Explore familiarity with Mental Health, Behaviour, and psychiatric disorders observed in Psychiatric Social Work Practice.								
CO4	Learn about various psychiatric assessments and therapies used in Psychiatric Social Work Practice.								
CO5	Gain skills to understand and execute the roles of psychiatric social workers in the treatment and rehabilitation of individuals with mental illness.								

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

TEXT BOOKS:

T1: Goldstein, E. (1984). Ego Psychology and Social Work Practice. New York: Free Press.
T2: Pregest (1971). Psychiatry self-Assessment Review. New Delhi: Methrayl.

REFERENCE BOOKS:

R1: Berriors, G.E., & Dawson, J.H. (1983). Treatment and Management in Adult Psychiatry. London: Bailliere Tindall.
R2: Robert, J.W. (1998). Psychiatry for Medical Students. Chennai Medical Publishers.
R3: Coombs, R. H. (2005): Addiction Counseling Review: Preparing for Comprehensive, Certification, & Licensing Examination. London: Lawrence Eribaun Associates.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES (PO)

CO PO Mapping		
S.N.	**Course Outcome (CO)**	**Mapped Programme Outcome**
1	Understand the importance of the concept of mental health and its implications.	1, 7
2	Understand the role of psychiatric social workers in treatment and rehabilitation of mentally ill.	1, 2, 9
3	Understand human behaviour and psychiatric disorders observed in different settings.	2, 3, 8
4	Demonstrate skills in psychiatric assessments and therapies used in Psychiatric Social Work Practice.	3, 4, 6, 7, 8
5	Acquire knowledge of mental health disorders, their ethology, symptoms, and treatment approaches	5, 6, 9

SEMESTER – III									
Course Title	**SOCIAL WORK WITH FAMILY**								
Course Code	**23MSWF214R**	**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	**Master of Social Work**								
Semester	**Fall/ III semester of second year of the Programme**								
Course Objectives	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	**10**	Understand the social work practice in family studies, family diagnosis, assessment, and therapist in helping the process.	1,2

TEXT BOOKS:

T1: Desai, M. (ed) (1994). Family and Intervention: A course Compendium. Bombay: Tata Institute of Social Sciences.

T2: Haritman. A. and J. Laird (1982). Family Centered Social Work Practice. New York: Free Press.

REFERENCE BOOKS:

R1: Kenneth H. Rubin and Ock Boon Chung, Parenting Beliefs, Behaviours, and Parent- Child Relations: A Cross-Cultural Perspective, 2013, Psychology Press.

R2: Engles, F. 1994. Origin of the Family, Private, Property and the Status. Bombay: People's Publishing House.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES (PO)

CO PO Mapping		
S.N.	**Course Outcome (CO)**	**Mapped Programme Outcome**
1	Understand the concept of a family and its importance in the society.	1, 2, 4, 5, 6, 7, 9
2	Understand Marriage and dysfunctional family.	1, 2, 3, 5, 7, 9
3	Develop an understanding of the role of family therapist & family counsellor in helping process.	1, 2, 3, 4, 5, 6, 7, 8, 9
4	Demonstrate the skills of a family social worker in helping families and individuals to overcome their problems.	1, 2, 3, 4, 5, 6, 7, 8, 9
5	Develop knowledge and skills in conducting comprehensive assessments of families.	1, 2, 3, 4, 6, 7, 8, 9

SEMESTER – III									
Course Title	**SOCIAL WORK WITH CHILDREN AND YOUTH**								
Course Code	**23MSWF215R**	**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	**Master of Social Work**								
Semester	**Fall/ III semester of second year of the Programme**								
Course Objectives	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 per tending 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 problems, career problems.	**8**	Understand the sociological, and developmental Issues of children, nutritional rights, survival, protection, participation, and health issues of children	1,2

IV	**Children in Special Circumstances:** 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.	**10**	Demonstrate the youth unrest, agitations, importance of counselling, intervention, and suggestion for youth personality development	1,2

TEXT BOOKS:

T1: Hurlock, Elizabeth (1972). Child Development. New Delhi: Tata McGraw Hill.
T2: Argyle, Michael (Ed) (1981). Social Skills and Health. London: Mazheum Publishers.

REFERENCE BOOKS:

R1: Davies, J.M (1979). Community Health Preventive Medicine & Social Services. London: Bailliere Tindal.
R2: Russel and Smart (1975). Readings in Child Development and Relationships. Macmillan.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES (PO)

CO PO Mapping		
S.N.	**Course Outcome (CO)**	**Mapped Programme Outcome**
1	Understand the rights of a child and their issues.	1, 2, 4, 6, 7, 9
2	Develop an understanding of the transition from children to adolescence and adulthood.	1, 2, 3, 5, 6, 9
3	Understand the rights of the youth.	1, 2, 3, 4, 6, 7, 8
4	Identify the current issues related to children and youth in India.	1, 2, 3, 4, 6, 7, 8
5	Understand the unique challenges and needs of youth in rural areas.	1, 2, 4, 5, 7, 8

SEMESTER – III									
Course Title	**SOCIAL WORK WITH THE ELDERLY**								
Course Code	**23MSWF216R**	**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	**Master of Social Work**								
Semester	**Fall/ III semester of second year of the Programme**								
Course Objectives	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:

T1: Chowdhry, P. D. (1992). Aging and the Aged. New Delhi: Inter India Publications.
T2: Lynch, Rory (2013). Social Work Practice with Older People. Sage Publication Ltd.

REFERENCE BOOKS:

R1: Cox, Enid O., and J. Parson Ruth (1994). Empowerment Oriented Social Work Practice with the Elderly. California: Brooks Cole Publishing Company.
R2: Dandekar, K. (1996). The Elderly in India. New Delhi: Sage Publications.
R3: Desai. M and Siva, Raju (2000). The Elderly in India. New Delhi: Sage publications

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES (PO)

CO PO Mapping		
S.N.	**Course Outcome (CO)**	**Mapped Programme Outcome**
1	Understand the concept of gerontology and demography of elderly in India.	1, 2, 6, 7, 9
2	Develop an understanding of associated problems and challenges of elderly.	1, 2, 3, 4, 6, 7, 9
3	Understand the National Policies & Programmes for the elderly.	1, 2, 4, 6, 7, 8
4	Demonstrate social work knowledge and skills while working with the elderly.	1, 2, 3, 4, 5, 6, 7, 8, 9
5	Understand the role of a caregiver in providing care and support to the elderly.	1, 2, 4, 5, 6, 7, 8, 9

SEMESTER – III									
Course Title	**HUMAN RESOURCE MANAGEMENT**								
Course Code	**23MSWH214R**	**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	**Master of Social Work**								
Semester	**Fall/ III semester of second year of the Programme**								
Course Objectives	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 needs, methods of training and development, succession planning.	**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

TEXT BOOKS:

T1: Chanra, Harish (2006). Human Resource Development. New Delhi: Rawat Publication.
T2: Memoria, C. B. (1980). Personnel Management. Bombay: Himalayas

REFERENCE BOOKS:

R1: Davar, R. S. (1977). Personnel Management and Industrial Relations. New Delhi: Rawat Publications.
R2: Sekar, Manoj Kumar (2000). Personnel Management. New Delhi: Crest.
R3: Mathur, B. L. (1989). Human Resource Development Strategies, Approaches and Experiences. Jaipur: Arinant
R4: Nadler, L (1984). Handbook of Human Resource Development. New York: John Wiley and Sons.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES (PO)

CO PO Mapping		
S.N.	**Course Outcome (CO)**	**Mapped Programme Outcome**
1	Understand the human resource and personnel management in social work context.	1, 2, 4, 5, 6, 7, 8
2	Understand different types and methods of recruitment and selection processes.	1, 2, 4, 5, 6, 9
3	Demonstrate an understanding of performance appraisal, wage and salary administration.	1, 2, 3, 5, 6, 7
4	Apply social work knowledge and skills in the field of Human Resource Management.	1, 2, 3, 4, 5, 6, 7, 8
5	Understand the concept and importance of wage and salary administration in organizations	1, 2, 4, 5, 6, 8

SEMESTER – III									
Course Title	**INDUSTRIAL RELATIONS**								
Course Code	**23MSWH215R**	**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	**Master of Social Work**								
Semester	**Fall/ III semester of second year of the Programme**								
Course Objectives	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 for effective participation. **International Labour Organization:** History, aims and objectives, structure and functions; ILO and India.	**11**	Understand the aims and objectives, and types of worker participation in India; functions of the International Labour Organization.	1,2

TEXT BOOKS:

T1: Chanra, Harish (2006). Human Resource Development. New Delhi: Rawat Publication.
T2: Memoria, C. B. (1980). Personnel Management. Bombay: Himalayas

REFERENCE BOOKS:

R1: Davar, R. S. (1977). Personnel Management and Industrial Relations. New Delhi: Rawat Publications.
R2: Sekar, Manoj Kumar (2000). Personnel Management. New Delhi: Crest.
R3: Mathur, B. L. (1989). Human Resource Development Strategies, Approaches and Experiences. Jaipur: Arinant.
R4: Nadler, L (1984). Handbook of Human Resource Development. New York: John Wiley and Sons.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES (PO)

CO PO Mapping		
S.N.	**Course Outcome (CO)**	**Mapped Programme Outcome**
1	Understand the human resource and personnel management in social work context.	1, 2, 6
2	Understand different types and methods of recruitment and selection processes.	1, 2, 4, 5, 6, 7
3	Demonstrate an understanding of performance appraisal, wage and salary administration.	1, 2, 4, 6, 7
4	Apply social work knowledge and skills in the field of Human Resource Management.	1, 2, 3, 4, 5, 6, 7, 8
5	Understand the concept and importance of wage and salary administration in organizations	1, 2, 3, 5, 6

SEMESTER – III									
Course Title	**ORGANIZATIONAL BEHAVIOUR**								
Course Code	**23MSWH216R**	**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	**Master of Social Work**								
Semester	**Fall/ III semester of second year of the Programme**								
Course Objectives	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 vs. managers, sources of power, power centres, power and politics.	**7**	Understand the meaning and theories of leadership, power, and politics.	3,4

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:

T1: Luthans, Fred (2000). Organisational Behaviour. Singapore: McGraw Hill Ltd.
T2: Frence, Wendell and Cecil (1995). Organisation Development. New Delhi: Prentice- Hall of India Ltd.

REFERENCE BOOKS:

R1: Bhonsle, Y.B. (1999). Personnel Management Indian Scene. Mumbai: Deborah Prayer House.
R2: Maier, Norman (1976). Psychology in Industry. Mumbai: Oxford Publishing House.
R3: 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 PROGRAMME OUTCOMES (PO)

CO PO Mapping		
S.N.	**Course Outcome (CO)**	**Mapped Programme Outcome**
1	Understanding the dynamics of organizational behaviour.	1, 2, 4, 5, 6, 7
2	Develop an understanding of human behaviour at work place.	1, 2, 3, 4, 5, 6, 7
3	Demonstrate the skills of leadership and team work.	1, 2, 3, 4, 5, 6, 7, 8
4	Implement the wellbeing of the employee in an organization, family and community.	1, 2, 3, 4, 5, 6, 7, 8
5	Understand the dynamics of organizational behaviour, including the impact of organizational culture and climate.	1, 2, 4, 5, 6, 7, 8

SEMESTER – IV									
Course Title	**BLOCK PLACEMENT**								
Course Code	**23MSWO221R**	**Total Credits: 03**	**L**	**T**	**P**	**S**	**R**	**O/F**	**C**
			0	**0**	**2**	**12**	**0**	**0**	**3**
Pre-requisite	**Nil**	**Co-requisite**	**Nil**						
Programme	**Master of Social Work**								
Semester	**Spring/ IV semester of second year of the Programme**								
Course Objectives	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.								

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES (PO)

CO PO Mapping		
S.N.	**Course Outcome (CO)**	**Mapped Programme Outcome**
1	Determine which approaches work in practice and how they must be adapted to specific situations.	1, 2, 3, 4, 5, 6, 7, 8
2	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
3	Learn to use supervision and consultation appropriately.	1, 2, 3, 4, 5, 6, 7, 8
4	Gain knowledge about the role of a social worker in the organization.	1, 2, 3, 4, 5, 6, 7, 8
5	Learns about the skills of Networking and Advocacy.	1, 2, 3, 4, 5, 6, 7, 8

SEMESTER – IV									
Course Title	**RESEARCH (DATA ANALYSIS/DOCUMENTATION - R4)**								
Course Code	**23MSWR221R**	**Total Credits: 12**	**L**	**T**	**P**	**S**	**R**	**O/F**	**C**
			3	**0**	**20**	**4**	**8**	**0**	**12**
Pre-requisite	**Nil**	**Co-requisite**	**Nil**						
Programme	**Master of Social Work**								
Semester	**Spring/ IV semester of second year of the Programme**								
Course Objectives	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.								

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES (PO)

CO PO Mapping		
S.N.	**Course Outcome (CO)**	**Mapped Programme Outcome**
1	Understanding the concepts and the meaning of data.	1, 2, 3, 6, 7
2	Develop knowledge on different typologies of data.	1, 2, 3, 6, 7
3	Understand different data analysis approaches.	1, 2, 3, 6, 7
4	Understand deferent methods of data analysis.	1, 2, 3, 7, 8,
5	Understand data types and apply analysis methods effectively.	1, 2, 3, 4, 5, 6

SEMESTER – IV									
Course Title	**COMPUTATIONAL SYSTEMS AND DIGITAL WORLD**								
Course Code	**23UUDL103R**	**Total Credits: 01**	**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	**Master of Social Work**								
Semester	**Spring/ IV semester of first year of the Programme**								
Course Objectives	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, 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** ▪ Components of a Computer and their functions. ▪ Office Automation using MS-Word, MS-Excel, and MS-PowerPoint. ▪ Data management, Statistical Data Analysis and Data Visualization with MS-Excel. • iv. Use of Functions, Graphs & Charts in MS-Excel.	**3**	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** ▪ Introduction to Computer Networks, Internet and World Wide Web, Websites and Web portals. ▪ Creation and use of Email Accounts. ▪ Web browsing, Web Searching, Different aspects of Web Searching- Search Keywords, conditions and combinations. ▪ Study of different Search Engines like Google, Microsoft Bing, Yahoo, Yandex, Duck Duck Go, Ask.com etc. ▪ Cyber Crimes, Cyber Laws and IT Act 2000, India.	**3**	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** ▪ Relevance of social media in present scenario. Posting different types of contents in social media. ▪ Creating accounts and using some popular social media portals and Apps like WhatsApp, Facebook, etc. Social Media Etiquettes & Crimes. ▪ Definition of E-Commerce; E-Commerce versus traditional Commerce. ▪ Case studies of popular E-Commerce portals like Amazon. • E-commerce Etiquettes & Crimes.	**3**	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** • Introduction to Digital Payment Systems. • Creating accounts and using Digital Payment Systems like Credit Cards, Debit Cards, Net banking, UPI. • Digital payments Etiquettes & Crimes.	**3**	Students will use digital payment systems, manage accounts, and understand digital payment etiquettes.	1,2
V	Basic Accounting and Utility Software ▪ Introduction to Basic accounting concepts, Introduction to an Accounting Software like Gnu Cash or Tally ▪ Introduction to Technical Document writing using La Tex. • iii. Introduction to Data Visualization software – Sigma, Google Charts, Tableau.	**3**	Students will apply basic accounting concepts, use accounting software, create documents with La TeX, and visualize data with tools like Sigma and Tableau.	1,2

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. Bala Guruswamy, E. 2009 Fundamentals of Computers, Tata McGraw-Hill Education.
R2. Bala Guruswamy, 2014. E. Fund of Comp & Programming (Updated Ed Sem. 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
4. https://www.javatpoint.com

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES (PO)

CO PO Mapping		
S.N.	**Course Outcome (CO)**	**Mapped Programme Outcome**
1	Students will have basic understanding of Computer Systems and Internet search.	1, 3, 5, 6
2	Students will be able to solve data analysis, management and visualization issues using MS-Office products.	2, 3, 4, 5, 6
3	Students will be able to efficiently and ethically use social media and e-commerce sites.	3, 4, 6, 7, 9
4	Students will have introduction to various utility software used in research and information management.	1, 2, 5, 6, 8
5	Students will have basic understanding of Computer Systems and Internet search.	1, 3, 5, 6

SEMESTER – IV									
Course Title	**COMMUNITY HEALTH AND SOCIAL WORK**								
Course Code	**23MSWO222R**	**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	**Master of Social Work**								
Semester	**Spring/ IV semester of second year of the Programme**								
Course Objectives	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 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.	**12**	Understand the national health programs and policies. .	1,2

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:

T1: Park, K (2021). Park's Textbook of Preventive and Social Medicine. Jabalpur: Banarsidas Bhanot Publisher.

T2: Kemm J., & Close, A. (1995). Health Promotion: Theory and Practice. London: Palgrave MacMillan.

REFERENCE BOOKS:

R1: Hiramani, A.B. (1996). Health Education an Indian Perspective. New Delhi: D. K. Publishers Distributors Pvt. Ltd.

R2: 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 PROGRAMME OUTCOMES (PO)

CO PO Mapping		
S.N.	**Course Outcome (CO)**	**Mapped Programme Outcome**
1	Understand health concepts, community health evolution, prevention levels, and health planning in India.	1, 2, 3, 4, 6, 7, 8, 9
2	Gain knowledge on the role of Medical Social Worker in the Healthcare System.	1, 2, 3, 4, 5, 6, 7, 8, 9
3	Understand the concept of Health Education.	1, 2, 3, 4, 5, 6, 7, 8, 9
4	Gain the relevance, domains, and diverse nature of social work intervention in different health settings.	1, 2, 3, 4, 5, 6, 7, 8, 9
5	Master health education, school programs, and effective communication principles at various levels.	1, 2, 3, 4, 5, 6, 7, 8, 9

SEMESTER – IV									
Course Title	**SOCIAL WORK INTERVENTION WITH DIFFERENTLY ABLED**								
Course Code	**23MSWO223R**	**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	**Master of Social Work**								
Semester	**Spring/ IV semester of second year of the Programme**								
Course Objectives	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	Aware of the rights of persons with disability and the magnitude and causes of disability.								
CO2	Learn the impact disability has on the individual, family, and societal levels.								
CO3	Able to practice the intervention areas while working with persons with disability								
CO4	Facilitate the integration of theoretical concepts of Social Work in working with persons with disabilities								
CO5	Equip with the skills to analyze, network, advocate, and apply rehabilitation models effectively in the field of disability.								

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:

T1: Albrecht, Gary L., et al. (eds) (2001). Handbook of Disability Studies. New Delhi: Sage Publication India Pvt Ltd.
T2: Oliver, Michael (1983). Social Work with Disabled People. London: Red Globe Press.

REFERENCE BOOKS:

R1: Simcock, Peter and Castle, Rhoda (2016). Social Work and Disability (Social Work in Theory and Practice). London: Polity.
R2: Dalrymple, J., & Boylan, J. (2013). Effective Advocacy in Social Work. Sage Publication Ltd.
R3: 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 PROGRAMME OUTCOMES (PO)

CO PO Mapping		
S.N.	**Course Outcome (CO)**	**Mapped Programme Outcome**
1	Aware of the rights of persons with disability and the magnitude and causes of disability.	1, 2, 6, 7, 8
2	Learn the impact disability has on the individual, family, and societal levels.	1, 2, 3, 4, 5, 6, 7, 8, 9
3	Able to practice the intervention areas while working with persons with disability	1, 2, 3, 4, 5, 6, 7, 8, 9,
4	Facilitate the integration of theoretical concepts of Social Work in working with persons with disabilities	1, 2, 3, 4, 5, 6, 7, 8, 9,
5	Equip with the skills to analyse, network, advocate, and apply rehabilitation models effectively in the field of disability.	1, 2, 3, 4, 5, 6, 7, 8, 9,

SEMESTER – IV									
Course Title	**SOCIAL ENTREPRENEURSHIP & PROJECT MANAGEMENT**								
Course Code	**23MSWO224R**	**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	**Master of Social Work**								
Semester	**Spring/ IV semester of second year of the Programme**								
Course Objectives	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:

T1: Chahine, Teresa (2016). Introduction to Social Entrepreneurship. Florida: CRC Press.

T2: 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:

R1: ADB (2002). Project Performance Management System Operations Manual, Section 22. New Delhi: PACS Series.

R2: 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-vHyyiw

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAMME OUTCOMES (PO)

CO PO Mapping		
S.N.	**Course Outcome (CO)**	**Mapped Programme Outcome**
1	Understand project management concepts, elements, classification, and project plan essentials.	1, 2, 3, 6, 7, 8
2	Comprehend feasibility, typology, project management techniques, and cycles.	1, 2, 3, 6, 7, 8
3	Understand project appraisal, including its meaning, concepts, criteria, and techniques.	1, 2, 3, 4, 6, 7, 8
4	Understand monitoring concepts, types, tools, and evaluation objectives, techniques, and criteria.	1, 2, 3, 4, 6, 7, 8
5	Grasp the concept of social entrepreneurship, understanding its characteristics and challenges through self-study.	1, 2, 3, 4, 5, 6, 7, 8, 9

SEMESTER – IV									
Course Title	**GENDER AND SOCIAL WORK**								
Course Code	**23MSWO225R**	**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	**Master of Social Work**								
Semester	**Spring/ IV semester of second year of the Programme**								
Course Objectives	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, counselling - marriage, family, sex counselling, 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 of social workers.	**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

TEXT BOOKS:

T1: Hanmer, J. & Statham, D. (1999). Women and Social Work: Towards a women-cantered Practice. London: Red Globe Press.

T2: Bedi, Kiran (2013). Empowering Women, As I See. New York: Sterling Publishers.

REFERENCE BOOKS:

R1: Desai, Neeraj (1990). Women and Society in India. Vol. 23, No. 3 (November), pp. 299-301.

R2: 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 PROGRAMME OUTCOMES (PO)

CO PO Mapping		
S.N.	**Course Outcome (CO)**	**Mapped Programme Outcome**
1	Understanding the Role of Women in family, Challenges faced by women and Women Empowerment.	1, 2, 3, 4, 5, 6, 7, 8
2	Knowing the Welfare schemes for women in India and Government Policies and Programs related to Women.	1, 2, 3, 4, 5, 6, 7, 8
3	Develop gender rights perspectives in analysing social realities.	1, 2, 3, 4, 5, 6, 7, 8, 9
4	Learn the specific gender-related issues prevailing in society.	1, 2, 3, 4, 5, 6, 7, 8
5	Understand LGBTQIA+ concepts, history, issues, violence, and the role of social workers.	1, 2, 3, 4, 5, 6, 7, 8, 9

Assam down town University

Curriculum and Syllabus

Master of Science
in
Clinical Psychology

OUTCOME BASED EDUCATION FRAMEWORK
CHOICE BASED CREDIT SYSTEM
Version: 2.1

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

July, 2023

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 Board of Studies (BOS) meeting of the Faculty Of Humanities and Social Sciences held on dated 20/6/2023 and approved by the Emergent Academic Council (AC) meeting held on dated 28/07/2023

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 (PO):

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 perseveration, 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 x 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.

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

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, Gi is the Grade Point secured in the i^{th} registered Course and Ci 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, Gi is the Grade Point secured in the ith completed Course and Ci is the Credit (weight)of that Course.

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

(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) Re-evaluation 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 re-evaluation 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

Breakdown of Credits

Sl No.	Category		Total number of Credits
1	University Core(UC)	Skill Enhancement Course (SEC)	0
		Ability Enhancement Course(AEC)	6
		Field Training	0
		Discipline Specific Elective (DSE)	0
		Value Added Course (VAC)	14
2	University Elective (UE)	Multidisciplinary Course (MDC)	4
		Value Added Course (VAC)	0
3	Program Core(PC)	Discipline Specific Core(DSC)	21
		Field Training	0
		Research /Industry Internship	36
		Summer Internship	0
4	Program Elective (PE)	Discipline Specific Elective (DSE)	15
		Value Added Course (VAC)	0
5	Faculty Core(FC)	Skill Enhancement Course (SEC)	4
		Ability Enhancement Course(AEC)	0
Total			**100**

Breakdown by categories of courses

Sl No.	Category	Credits	%
1	Humanities	94	94%
2	Engineering	1	1%
3	Science	5	5%
Total		**100**	**100%**

SEMESTER WISE COURSE DISTRIBUTION

	S. No.	Course Code	Course Title	Course Category	Engagement							Maximum Marks for			
					L	T	P	S	R	O	C	IA*	SEE*	PE*	Total
Semester I	1.	23MSCP111R	Basics of Cognitive Psychology	DSC	2	0	2	0	0	0	3	40	60	100	200
	2	23MSCP112R	Physiological Psychology	DSC	3	0	0	0	0	0	3	40	60	0	100
	3	23MSCP113R	History and Philosophy of Psychology	DSC	3	0	0	0	0	0	3	40	60	0	100
	4	23MSCP114R	Positive Psychology	DSC	2	0	2	0	0	0	3	40	60	100	200
	5	23MSCP115R	Clinical Supervised Internship-I	Research /Industry Internship	0	0	2	8	0	0	3	0	0	100	100
	6	23UMFS111R	Fundamental of Statistics	VAC	2	0	2	0	0	0	3	40	60	100	200
	7	23MCPR111R	Mini-Research (Review of literature-R1)	Research /Industry Internship	0	0	0	4	6	0	2	--	100	--	100
	8	23MACE111R	MOOCS CE I	VAC	0	0	4	0	0	0	2	0	100	0	100
	9	23UMPD111R	Effective English	AEC	0	0	4	0	0	0	2	--	--	100	100
	Total				**12**	**0**	**16**	**12**	**6**	**0**	**24**	**200**	**500**	**500**	**1200**

	S. No.	Course Code	Course Title	Course Category	Engagement							Maximum Marks for			
					L	T	P	S	R	O	C	IA*	SEE*	PE*	Total
Semester II	1.	23MSCP121R	Psychotherapy	DSC	3	0	0	0	0	0	3	40	60	0	100
	2	23MSCP122R	Personality Theories and Assessment	DSC	2	0	2	0	0	0	3	40	60	100	200
	3	23MSCP123R	Psychopathology	DSC	2	0	2	0	0	0	3	40	60	100	200
	4	23MSCP124R	Clinical Supervised Internship-II	Research /Industry Internship	0	0	2	8	0	0	3	0	0	100	100
	5	23MSCP125R	Techno-Professional Skills-I	SEC	0	0	4	0	0	0	2	0	0	100	100
	6	23MAGE121R	Generic Elective	MDC	2	0	0	0	0	0	2	40	60	0	100
	7	23UMRM121R	Research Methodology and Statistical Analysis	Research /Industry Internship	1	0	0	4	0	0	2	40	60	0	100
	8	23MACE121R	MOOCS CE II	VAC	0	0	4	0	0	0	2	0	100	0	100
	9	23MCPR121R	Mini-Research (Research gap analysis-R2)	Research /Industry Internship	0	0	0	4	12	0	3	--	100	--	100
	10	23UUHV101R	Universal Human Value (UHV + Professional Ethics)	VAC	1	0	2	0	0	0	2	--	--	100	100
	11	23UMPD121R	Advanced Communication	AEC	0	0	4	0	0	0	2	---	----	100	100
	Total				**11**	**0**	**20**	**16**	**12**	**0**	**27**	**200**	**500**	**600**	**1300**

	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.	23MSCP211R	Clinical Supervised Internship-III	Research /Industry Internship	0	0	2	8	0	0	3	0	0	100	100
	2	23MSCP214R	Techno-Professional Skills-II	SEC	0	0	4	0	0	0	2	0	0	100	100
	3	23MACE201R	Generic Elective	MDC	2	0	0	0	0	0	2	40	60	0	100
	4	23UMRE211R	Research Ethics	Research /Industry Internship	1	0	0	0	0	0	1	40	60	100	200
	5	23MCPR211R	Mini-Research (Survey/experiments-R3)	Research /Industry Internship	0	0	0	8	12	0	4	0	0	100	100
	6	23MACE211R	MOOCS CE III	VAC	0	0	4	0	0	0	2	0	100	0	100
	7	23MACE212R	MOOCS CE IV	VAC	0	0	4	0	0	0	2	0	100	0	100
	8	23UMPD211R	Corporate Proficiency	AEC	0	0	4	0	0	0	2	0	0	0	100
	To opt 1 Specialization from the following Group														
	1	23MSCP201R	Health Psychology	DSE	2	0	2	0	0	0	3	40	60	100	200
	2	23MSCP202R	Sports Psychology	DSE	2	0	2	0	0	0	3	40	60	100	200
	3	23MSCP203R	Addiction and Mental Health	DSE	2	0	2	0	0	0	3	40	60	100	200
	Group B: COMMUNITY AND REHABILITATION														
	4	23MSCP204R	Rehabilitation Psychology	DSE	2	0	2	0	0	0	3	40	60	100	200
	5	23MSCP205R	Basic of Psycho-Oncology	DSE	2	0	2	0	0	0	3	40	60	100	200
	6	23MSCP206R	Community Psychology	DSE	2	0	2	0	0	0	3	40	60	100	200
	Group C: CLINICAL ASSESSMENT AND DIAGNOSIS														
	7	23MSCP207R	Psychodiagnostics	DSE	2	0	2	0	0	0	3	40	60	100	200
	8	23MSCP208R	Neuropsychology	DSE	2	0	2	0	0	0	3	40	60	100	200
	9	23MSCP209R	Forensic Psychology	DSE	2	0	2	0	0	0	3	40	60	100	200
	Total				**9**	**0**	**24**	**16**	**12**	**0**	**27**	**200**	**500**	**700**	**1500**

	SN.	Course Code	Course Title	Course Category	Engagement							Maximum Marks for			
					L	T	P	S	R	O	C	IA*	SEE*	PE*	Total
Semester IV	**1**	23MSCP221R	Clinical Supervised Internship-IV	Research /Industry Internship	0	0	2	8	0	0	3	0	0	100	100
	2	23MCPR221R	Research (Data analysis/ documentation-R4)	Research /Industry Internship	0	0	6	12	36	0	12	0	0	100	100
	3	23UUDL103R	Computational systems and Digital World	VAC	0	0	2	0	0	0	1	40	60	-	100
	Elective Papers (To opt any one of the following two groups)														
	Group 1 Elective Papers														
	3	23MSCP223R	Psychology of Terrorism	DSE	2	0	2	0	0	0	3	40	60	100	200
	4	23MSCP224R	Wellness and Lifestyle Management	DSE	2	0	2	0	0	0	3	40	60	100	200
	Group 2 Elective Papers														
	5	23MSCP225R	Stress Management	DSE	2	0	2	0	0	0	3	40	60	100	200
	6	23MSCP226R	Child Disorders and Management	DSE	2	0	2	0	0	0	3	40	60	100	200
	Total				**4**	**0**	**14**	**20**	**36**	**0**	**22**	**120**	**180**	**400**	**700**

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

SEMESTER – I										
Course Title	**BASICS OF COGNITIVE PSYCHOLOGY**									
Course code	**23MSCP111R**	**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 Science in 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, Craik and Lockhart, Trace and network model	**6**	Develop understanding about the types of memory and the different models of memory.	1,2
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=rn0s8GVB2lA&list=PLWMGRpO3yg6V8rnHZkXjt8S64zMYUfs-K**

2:**https://www.youtube.com/watch?v=_xGgFWH_Z1Q&list=PLWMGRpO3yg6V41atP_HBFlkvZj76nlgfs**

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	**23MSCP112R**	**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 Science in Clinical Psychology**								
Semester	**Fall/ I semester of first year of the programme**								
Course Objectives	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=bbcssW2q10A**

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	**23MSCP113R**	**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 Science in Clinical Psychology**								
Semester	**Fall/ I semester of first year of the programme**								
Course Objectives	**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 and Pre-modern psychological thought	**9**	Students will learn about the early concept, principles and philosophy of mind and science	1,2
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	**23MSCP114R**	**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 Science in Clinical Psychology**								
Semester	**Fall/ I semester of first year of the programme**								
Course Objectives	**1**. To describe the basic concepts of the growing approach of Positive Psychology and its applications in various domains. **2**. To identify the positive emotions and the emerging paradigms of Positive Psychology. **3**. To build relevant competencies for experiencing and sharing happiness as lived experience and its implications.								
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 on 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=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	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	**23MSCP115R**	**Total credits: 3**	**L**	**T**	**P**	**S**	**R**	**O/F**	**C**
			0	**0**	**2**	**8**	**0**	**0**	**3**
Pre-requisite	**Nil**	**Co-requisite**	**Nil**						
Programme	**Masters Of Science in 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.								

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	**23UMFS111R**	**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 Science in 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 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, Bionomial 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 graphical tools, computing descriptive statistics, one sample tests, two sample tests, Goodness of fit tests. 5.Parametric test and Non-Parametric test	30	A brief knowledge on using R for data analysis and visualization	1,2, 3,4

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	**23MCPR111R**	**Total credits: 2**	**L**	**T**	**P**	**S**	**R**	**O/F**	**C**
			0	**0**	**0**	**4**	**6**	**0**	**2**
Pre-requisite	**Nil**	**Co-requisite**	**Nil**						
Programme	**Masters Of Science in 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. 3. To identify what types of the survey will be useful to what kinds of studies.								
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.								

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	**EFFECTIVE ENGLISH (Communicative English &Soft Skills)**								
Course code	**23UMPD111R**	**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/ 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	**12**	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	**12**	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,	**12**	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)	**12**	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.	**12**	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	**23MSCP121R**	**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 Science in 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 Alfred Adler and its application to psychotherapy, Self-Psychology principal application as techniques in psychotherapy.	9	Students will understand Neo-Freudian Psychoanalytic Psychotherapy	1,2,3

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 psychoanalytic concepts and techniques.	**1,2,3,5**
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	**23MSCP122R**	**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 Science in Clinical Psychology**								
Semester	**Winter/ II semester of first year of the programme**								
Course Objectives	1. To have a general orientation towards the concept of personality. 2. To enable students to understand the different personality assessment techniques. 3. To familiarize students with the important theories of personality. 4. To develop research orientation in the field of personality. 5. 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	1.Eysenck's Personality Inventory (EPI) (English) 2.16 P.F. Questionnaire by Cattell and IPAT Staff –Indian Print (English) 3.NEO-FFI 4.BIG –FIVE INVENTORY 5.Interview	30	Develop a comprehensive understanding of personality assessment techniques, including Eysenck's Personality Inventory, the 16 Personality Factor Questionnaire, NEO-FFI, Big-Five Inventory, and interview methods.	1,2, 3,4

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: Kuppuswamy, 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	**23MSCP123R**	**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 Science in Clinical Psychology**								
Semester	**Winter/ II semester of first year of the programme**								
Course Objectives	1. To understand the diagnostic criteria for different psychological disorders, according to DSM-5 and ICD-10 2. To explore the etiology of psychological disorders 3. To understand the predisposing, precipitating and protective factors in developing vulnerabilities of the patience 4. Learning brief psychopharmacology interventions and understanding specific psychotherapeutic therapies for each disorder								
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 disorder and Dissociative Disorder: Somatoform disorder types, Dissociative disorder types, Stress Reaction: etiology, diagnosis, prevalence and treatment**.** Symptoms, Diagnosis, etiology, intervention of mood disorders	5	Student will understand the Anxiety, Somatoform and Mood disorders	1,2, 3,4

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	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-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	**23MSCP124R**	**Total credits: 3**	**L**	**T**	**P**	**S**	**R**	**O/F**	**C**
			0	**0**	**2**	**8**	**0**	**0**	**3**
Pre-requisite	**Nil**	**Co-requisite**	**Nil**						
Programme	**Masters Of Science in Clinical Psychology**								
Semester	**Winter/ II 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 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.								

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-I ACADEMIC, READING AND WRITING**								
Course code	**23MSCP125R**	**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	**Winter/ II semester of first 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. 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	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 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 7th edition.	1,2

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**

TEXT BOOKS:

T1: Beins, B. C., &Beins, A. M. (2020). Effective writing in psychology: Papers, posters,
T2: and presentations (3rd ed.).
T3: John Wiley &Sons.American Psychological Association. (2019). Publication manual of the American Psychological
T4: 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	**RESEARCH METHODOLOGY AND STATISTICAL ANALYSIS**								
Course code	**23UMRM121R**	**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 Science in Clinical Psychology**								
Semester	**Winter/ II semester of first year of the programme**								
Course Objectives	1. The course aims to enhances the students' a broad understanding of research methodology, includingtheoryofscienceandqualitativeandquantitativemethodsinresearch. 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, 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 t h e 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 t h e 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, IndustrialDesign, Traditional Knowledge and Geographical Indications, Patentableand 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 mixes 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	**MINI RESEARCH (RESEARCH GAP ANALYSIS-R2)**								
Course code	**23MCPR121R**	**Total credits: 3**	**L**	**T**	**P**	**S**	**R**	**O/F**	**C**
			0	**0**	**0**	**4**	**12**	**0**	**3**
Pre-requisite	**Nil**	**Co-requisite**	**Nil**						
Programme	**Masters Of Science in 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.								

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	**UNIVERSAL HUMAN VALUES (UHV)+ PROFESSIONAL ETHICS**								
Course code	**23UUHV101R**	**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 Science in Clinical Psychology**								
Semester	**Winter/ II semester of first year of the programme**								
Course Objectives	1.To understand and implement the principles, guidelines, and processes for value education to meet human aspirations and foster harmony. 2.To explore and promote harmony within the family, society, nature, and existence through ethical reasoning and decision-making. 3.To cultivate values-based leadership skills for ethical decision-making in personal and professional contexts.								
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	Course Introduction - Need, Basic Guidelines, Content, and Process for Value Education, 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.	**9**	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	Understanding Harmony in the Human Being - Harmony in Myself 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 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.	**9**	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

III	Understanding Harmony in the Family and Society - Harmony in Human-Human Relationships, 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 Sah-astitva. 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.	**9**	Students will learn to foster trust, respect, and justice in family and societal relationships, promoting a harmonious social order.	2, 3
IV	Understanding Harmony in Nature and Existence - Whole Existence as Co-existence 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.	**9**	Students will explore the interconnectedness and mutual fulfillment within nature and existence, developing a holistic perception of harmony.	2,3,4
V	Implications of the Above Holistic Understanding of Harmony on Professional Ethics,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.	**9**	Students will apply human values and ethical principles in professional contexts, supporting a humanistic universal order through sustainable practices.	4,5

TEXT BOOKS:

T1: Value Education for Young Leaders" by S.K. Kapoor
T2: The Art of Happiness" by Dalai Lama and Howard Cutler
T3: The Seven Principles for Making Marriage Work" by John Gottman
T4: The Web of Life: A New Scientific Understanding of Living Systems" by Fritjof Capra

REFERENCE BOOKS:

R1: The Responsible Company" by Yvon Chouinard and Vincent Stanley
R2: Living Values Education Program" by Diane G. Tillman
R3: 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	**ADVANCED COMMUNICATION**								
Course code	**23UMPD121R**	**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	**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 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 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	**12**	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	**12**	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	**12**	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	**12**	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	**12**	Students will appreciate the significance of group discussions in various settings.	1,2

TEXT BOOKS:

T1: Barrett, Grant. 2016. Perfect English Grammar: The Indispensible Guide to Excellent Writing and Speaking, Zephyros Press.
T2: Mc Dowell, Gayle Laakmann. 2008. Cracking the Coding Interview (Indian Edition).

REFERENCE BOOKS:

R1: Communication Skills Training: A Practical Guide to Improving Your Social Intelligence, Presentation and Social Speaking, Ian Tuhovsky, 2019
R2: A Text book for AECC English Communication: Interface, Dr. Kironmoy Chetia and Pranami Bania Breez Mohan Hazarika, 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 – III									
Course Title	**CLINICAL SUPERVISED INTERNSHIP-III**								
Course code	**23MSCP211R**	**Total credits: 3**	**L**	**T**	**P**	**S**	**R**	**O/F**	**C**
			0	**0**	**2**	**8**	**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.								

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 – III									
Course Title	**TECHNO-PROFESSIONAL SKILLS -II**								
Course code	**23MSCP214R**	**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. 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	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.	**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 the Text; Reference List and Examples	**12**	The students will acquire advanced knowledge of academic writing and reference, and citation as per the APA 7th edition.	3,4
IV	**Communication 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 observation 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(3rded.).

T2. John Wiley& Sons. American Psychological Association. (2019). Publication manual of the American Psychological

REFERENCE BOOKS:

R1. Hartley, J. (2008). Academic Writing and Publishing: A Practical Guide, New York: Taylor and Francis.

R2. Association(7thed.). Washington, DC: American Psychological Association

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 – III									
Course Title	**GE-LIFE SKILLS**								
Course code	**23MSCP215R**	**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 Science in Clinical Psychology**								
Semester	**Fall/ III semester of Second year of the Programme**								
Course Objectives	1. 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. 2. To increase one's knowledge and awareness of emotional competency and emotional intelligence at place of study/work. 3. To provide opportunity for realising one's potential through practical experience. 4. To develop interpersonal skills and adopt good leadership behaviour for empowerment of self and others. 5. To set appropriate goals, manage stress and time effectively. 6. 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

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	**23UMRE211R**	**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 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	**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 are search project that relate specifically to computing/ software projects including: problem definition, software planning, specification and system definition, choosing environments for development, timing issues relating to the software **Research Documentation-** Documentation appropriate to research and the programme specifications.This includes research proposal documentation, report documentation, research paper formats, and citation formats.	**3**	To enable students to get knowledge on software applications in research. To impart documentation skills	3,4

IV	**Ethics for computers**: Ethics in Information & communication technology. Ethics, privacy, and information security. Computer Ethics. Cyber ethics. Social, regulation, and legal issues. Ethical design. Impact of IoT on ethics-Environment monitoring and data collection. Impact of AI on ethics. Post human era, machine ethics, Unintended consequences. Case studies - Facebook, Mood Manipulation Experiments, Internet of Things, Google Maps.	**3**	To impart knowledge on Ethical and Legal Issues related to computers.	4,5
V	**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.	**3**	To learn about ethical, social, and political issues concerning human subjects. Ethical applications in designing the tools.	5

TEXT BOOKS:

T1: Yadav, Vakil Kumar.(2021)Research and Publication Ethics. Notion Press.

T2: Martyn Denscombe 2014, *The Good Research Guide*, 5 Ed., Open University Press, McGraw-Hill Education [ISBN:9780335264704]

T3: Mustajoki, H. & Mustajoki, A. (2017). A New Approach to Research Ethics. Using Guided Dialogue to Strengthen Research Communities. London: Routledge

REFERENCE BOOKS:

R1: Steven J. Taylor, Robert Bogdan, MarjorieDeVault2016, *Introduction to Qualitative Research Methods: A Guide book and Resource*, 4Ed., Wiley [ISBN:9781118767214]

R2: Prabhat Pandey, Meenu Mishra Pandey 2015, *Research Methodology: Tools and Techniques*, 1Ed., Bridge Center [ISBN:9786069350270]

R3: JamesD.Lester2014, *Writing Research Papers: A Complete Guide*,15Ed., Pearson [ISBN:9780321952950]

R4: K. Schwal be 2011, *Information Technology Project Management*, 6Ed., 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	**23MCPR211R**	**Total credits: 4**	**L**	**T**	**P**	**S**	**R**	**O/F**	**C**
			0	**0**	**0**	**8**	**12**	**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 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.								

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	**CORPORATE PROFICIENCY**								
Course code	**23UMPD211R**	**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. To acquaint students with the various tools of an effective presentation. 2. To acquire the speaking skill to instruct, influence, engage, educate, or appease the listeners. 3. To increase proficiency 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& walk-in interviews								
CO1	Prepare the learners 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** • 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** • 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** • Preparation, submission& screening of Resume. • Practical session on cover letter screening session • Creating a 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	**Leadership & Management Skills** • Concepts of Leadership, • Leadership Styles, • Manager VS Leader, • How to bean 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	**Research Paper –Writing Skills** • 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	**Interview Skills & Dress code Ethics** • 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, 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	**Mock Interview** • 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. Mc Dowell, 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	**23MSCP201R**	**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 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	1. Bell's Adjustment Inventory 2. Shamshad-Jasbir Old-age Adjustment Inventory by Shamshad Hussain and Jasbir Kaur 3. Environmental Behaviour Scale by Archana Singal, Pradeep Singal and Urmila Verma 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 Alpana Sengupta	**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 health of a normal person as well as patients.	4, 5

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	**23MSCP202R**	**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 Science in Clinical Psychology**								
Semester	**Fall/ III semester of Second year of the Programme**								
Course Objectives	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, overtraining & overreaching; Retirement; Drug abuse in sport and exercise	**6**	Students will understand Arousal, Anxiety, Stress and Sporting Performance	1,2

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	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=QOsHNL6V8O8

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	**23MSCP203R**	**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 Science in Clinical Psychology**								
Semester	**Fall/ III semester of Second year of the Programme**								
Course Objectives	1. To acquaint the students to expand the skills required to practice in addiction and mental health settings. 2. To develop understanding of the particular needs of diverse populations 3. 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 provide 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	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**	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.	4, 5

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 (5thEdition.). 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 issues.	**1,2,3,5,8**
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	**23MSCP204R**	**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 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	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-EZHzhzXKc&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 rehabilitation and understand their applications.	**1,2,3,5,8**
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	**23MSCP205R**	**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 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; 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.	4, 5

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:

1. https://www.youtube.com/watch?v=i-uh-lzWHAg
2. 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	**23MSCP206R**	**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	**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 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. 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	**23MSCP207R**	**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 Science in Clinical Psychology**								
Semester	**Fall/ III semester of Second year of the Programme**								
Course Objectives	1. To introduce central concepts of psychological measurement – personality and cognitive functions. 2. To know about the different psychological assessment used as an aid for diagnosis of mental disorders. 3. 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 – Wechsler Adult Intelligence Test, Scatter Analysis. Raven's Coloured, Standard and Advance Progressive Matrices.	**6**	Students will learn to conduct different Psychodiagnostics assessments	1, 2, 4

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	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. Binet Kamath 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	**23MSCP208R**	**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 Science in Clinical Psychology**								
Semester	**Fall/ III semester of Second year of the Programme**								
Course Objectives	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**	**KL**
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, Korsak off syndrome	**6**	Students will learn the major understanding the process of administering neuropsychological assessments	1, 2
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	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	**FORENSIC PSYCHOLOGY**								
Course code	**23MSCP209R**	**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 Science in Clinical Psychology**								
Semester	**Fall/ III semester of Second year of the Programme**								
Course Objectives	1. To acquaint the students with the overview of forensic psychology and its applications. 2. To develop insight about significance of criminal profiling. 3. 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 issues in Forensic Practice, Psychologist as Expert Witnesses.	**6**	Student will understand about forensic Psychology	1, 2
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	**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	**23MSCP221R**	**Total credits: 3**	**L**	**T**	**P**	**S**	**R**	**O/F**	**C**
			0	**0**	**2**	**8**	**0**	**0**	**3**
Pre-requisite	**Nil**	**Co-requisite**	**Nil**						
Programme	**Masters Of Science in Clinical 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, 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.								

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	**23MCPR221R**	**Total credits: 12**	**L**	**T**	**P**	**S**	**R**	**O/F**	**C**
			0	**0**	**6**	**12**	**36**	**0**	**12**
Pre-requisite	**Nil**	**Co-requisite**	**Nil**						
Programme	**Masters Of Science in Clinical Psychology**								
Semester	**Winter/ IV semester of Second year of the programme**								
Course Objectives	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								

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	**23MSCP223R**	**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. To become familiar with the various forms of terrorism including individual, religious, ideological, and state-sponsored terrorism. 2. To understand the various cultural factors that may play a role in the promotion of terrorism. 3. 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 Rajkumari Bhatnagar (Hindi/English). 4.Frustration Tolerance by S.N. Rai (Hindi/English) 5.Motivation Analysis Test by R. B. Cattell, J. L. Horn and A. B. Sweney (English)	**30**	Student will understand practically the factors associated with organizational politics and learn assess aggression, frustration, and motivation level.	1,2, 3,4

TEXT BOOKS:

T1: Silke, A. (Ed). (2010). The psychology of counter-terrorism. London/NY: Routledge.
T2: Bradburn, N. M. (1969). The structure of psychological well-being. Chicago, IL: Aldine

REFERENCE BOOKS:

R1: Bjørgo, T. (Ed.). (2004). Root Causes of Terrorism: Myths, reality and ways forward. Routledge.
R2: Crenshaw, M. (1981). The causes of terrorism. Comparative politics, 13(4), 379-399
R3: Crenshaw, M. (2008). The debate over "new" vs. "old" terrorism. In Values and Violence (pp. 117-136). Springer, Dordrecht.
R4: Griset, P. L., Mahan, S., &Griset, P. L. (2003). Terrorism in perspective. Thousand Oaks: Sage Publications.
R5: Laqueur, W. (1986). Reflections on terrorism. Foreign Affairs., 65, 86**.**
R6: 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	**23MSCP224R**	**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 Science in Clinical Psychology**								
Semester	**Winter/ IV semester of Second year of the programme**								
Course Objectives	1. Identify, understand and apply the dimensions of health and wellbeing and describe their relationship to a positive lifestyle. 2. Understand and identify the stress to inculcate the habit of leading a healthy lifestyle 3. Gain knowledge on health enhancing behaviours								
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	Introduction to Wellness Concept of health, wellbeing and wellness, illness- wellness continuum, Determinants and Components of wellness (WHO) and wellbeing, Health compromising behaviours: Smoking, Alcoholism and substance abuse.	**6**	Student will understand the introduction to wellness	1,2
II	Physical, Mental and Social Wellness Stress and its impact on health and wellbeing, mechanisms to deal with stress. Status of mental health Services, the role of mental health professionals, Barriers accessing mental health services, Risks factors to mental health- adverse childhood experiences, disability, ageing, workplace, family history of mental illness, psychos' social issues Interpersonal relationships and its impact on health and wellbeing, need for cultivating positive emotions and attending to healthy relationships and self-care	**6**	Students will learn major theories and concepts related to Physical, Mental and Social Wellness	1,2
III	Lifestyle Management Lifestyles-sleep, food habits, adverse physical environment, health-enhancing behaviours dieting, exercise, yoga, mindfulness	**6**	Students will learn major issues lifestyle management	1,2

IV	Physical Education Concept of physical education – Meaning – definition – aims – objectives of physical education and fitness – Need & importance of fitness – Types of fitness – Health related physical fitness – performance related physical fitness – physical activities and health benefits - Activities for developing physical fitness What is sleep? – The phylogeny of sleep – Developmental course of sleep – Dreams- Functions of sleep – Daytime sleepiness and alertness – Sleep disorder	**6**	Students will understand physical education	1,2
V	Spirituality, Religion and Social Change Meaning of life - Meaning of death- Indian Rituals, symbols, and myths - Spirituality, altruism and moral justice - Resources to deal with stress, temptations, disappointments and failures, social oppression, the loss of possessions and of loved ones, and with one's own death.	**6**	Students will learn Spirituality, Religion and Social Change	1,2
Practical	1.Stress Management Scale by V. Kaushik and N A Charpe. 2. Environmental Behaviour Scale by Archana Singal, Pradeep Singal and Urmila Verma 3.Life Style Scale 4.Job Value Questionnaire by Seema Sanghi 5.Sinha Time Management Inventory by Prakash Sinha	**30**	Student will understand to measures stress levels among adults along with assessing life style and time management skills and job satisfaction.	1,2, 3,4

TEXT BOOKS:

T1: Anspaugh, D.J., Hamrick, M.H., &Rosato, F.D. (2009). Wellness: Concepts and Applications, 7th ed., McGraw-Hill.
T2: Donatelle, R. J., & Davis, L. G. (2011). Health: the basics. Benjamin Cummings.
T3: Edlin, G., &Golanty, E. (2007). Health and wellness (9th ed.). Jones & Bartlett Publishers.
T4: Insel, P.M., & Roth, W.T. (2002). Core concepts in health (9th ed.). McGraw- Hill.

REFERENCE BOOKS:

R1: 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	**23MSCP225R**	**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 Science in 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-Coping Mechanisms: Appraisal-focused, Emotional focused and Problem-focused	**6**	The learners will be aware of the stress warning signs and develop several coping mechanisms.	1,2

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:

T1: Baron, R. A. (2004). Health, stress and coping: Psychology,(5th eds), Low Price Edition, published by Pearson Education (Singapore), Pte, Ltd,

REFERENCE BOOKS:

R1. Coffer, C.N and Appley, M. H.(1967).Motivation: Theory and Research, Willey, New York.
R2. Karasek, R. & Theorell, T., (1990). Healthy work: Job stress, productivity and the reconstruction of working life. NewYork, Basic Books.
R3. Selye, H., (1996). The stress of life, (second edition), New York: Mc Grow- Hill.
R4. 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=rukcQcZ1NYE
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**

SEMESTER – IV									
Course Title	**CHILD DISORDERS AND MANAGEMENT**								
Course code	**23MSCP226R**	**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 Science in Clinical Psychology**								
Semester	**Winter/ IV semester of Second year of the programme**								
Course Objectives	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 psychosocial adversities on development	**6**	The students will understand the emerging needs of children's mental health and parenting styles.	1,2
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**