



Assam down town University

Curriculum and Syllabus

**Bachelor of Arts
in
Psychology**

**OUTCOME BASED EDUCATION FRAMEWORK
CHOICE BASED CREDIT SYSTEM**

Version: 2.2

**FACULTY OF HUMANITIES AND
SOCIAL SCIENCES**

July, 2024

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 04/06/2024 and approved by the 51st Academic Council (AC) meeting held on dated 26/07/2024



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.

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.

I. Eligibility Criteria:

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

II. 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.

III. 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.

IV. 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.

V. Total Credits to be Earned: 135

VI. 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, $CP = GP \times CR$

i. Credit:

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

ii. Grade Point:

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

iii. Letter Grade:

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

- (i) A Letter Grade shall signify the level of qualitative/quantitative academic achievement of a student in a Course, while the Grade Point shall indicate the numerical weight of the Letter Grade on a 10-point scale.
- (ii) There shall be 08 (eight) Letter Grades bearing specific Grade Points as listed in Table 1, where the Letter Grades 'O' to 'P' shall indicate successful completion of a course.
- (iii) Apart from the 08 (eight) regular Letter Grades listed in Table 1, there shall be 03 (three) additional Letter Grades, which shall be awarded if a Course is withdrawn or spanned over the next Semester or remains incomplete as stated in Table 2.

Table 2: Letter Grades and Grade Points

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

iv. Grade Point Average:

a. SGPA (Semester Grade Point Average)

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

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

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

b. CGPA (Cumulative Grade Point Average)

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

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

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

D. Post-Examination

i. Transcript or Grade Card or Certificate:

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

ii. Grievance Readdress Mechanism:

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

- (i) A student has options to appeal for re-evaluation of his /her answer script to the Controller of Examination.
- (ii) Application for re-evaluation / re-scrutiny of answer scripts shall be made in the definite proforma available with the Examination Office through the head of the respective departments within 10 days of declaration of the results of the respective examinations.
- (iii) The Controller of Examination may appoint an examiner for re-evaluation and will consider and recognize the evaluation done by a University appointed examiner.
- (iv) There shall be no provision for re-evaluation of the Practical Papers, Project Work, and Dissertation etc. However, the students fail in practical examination or viva voce and wish to appear again may apply to be evaluated can do so with the next schedule.
- (v) After screening the application for re-evaluation, the CoE may send the answer scripts of the student to the examiners appointed by the CoE with the approval of Vice Chancellor.
- (vi) The marks/grades achieved by the students after the re-evaluation shall be final and binding.
- (vii) Fresh Marks – sheets / Grade Card shall be issued only if the candidate secures pass marks / passing grade in the re-evaluated paper.
- (viii) 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)	9
		Ability Enhancement Course (AEC)	10
		Field Training	1
		Discipline Specific Elective (DSE)	0
		Value Added Course (VAC)	4
2	University Elective (UE)	Multidisciplinary Course (MDC)	8
		Value Added Course (VAC)	4
3	Programme Core (PC)	Discipline Specific Core (DSC)	88
		Field Training	3
		Research /Industry Internship	6
		Summer Internship	0
4	Programme Elective (PE)	Discipline Specific Elective (DSE)	0
		Value Added Course (VAC)	0
5	Faculty Core (FC)	Skill Enhancement Course (SEC)	0
		Ability Enhancement Course (AEC)	0
Total			133

Breakdown by categories of course

Sl no	Category	Credits	%
1	Humanities and Social Sciences	125	93.34
2	Science	4	2.22
3	Engineering	2	2.22
4	Commerce and Management	1	1.48
5	Paramedical Sciences	1	0.74
Total		133	100%

SEMESTER WISE COURSE DISTRIBUTION

	S.N.	Course Code	Course Title	Course Category	Engagement							Maximum Marks for			
					L	T	P	S	R	O	C	IA*	SEE*	PE*	Total
Semester I	1	23BAPS1101R	Foundation of Psychology	DSC (Major)	3	0	0	0	0	0	2	40	60	0	100
	2	24BAPS1102R	Basics of Human Brain Anatomy	DSC (Major)	3	1	0	0	0	0	2	40	60	0	100
	3	24BAPS1103R	Developmental Psychology	DSC (Minor)	0	0	0	4	0	0	3	0	0	100	100
	4	24BAPS1104R	Positive Psychology	DSC (Minor)	0	0	0	0	0	0	2	40	60	0	100
	5	24BAPS1105R	Internship I (Community Placement)	DSC (Minor)	0	0	4	0	0	0	3	0	0	100	100
	6	24BAPS1106R	Psychological Dimensions of Sustainable Development	MDC	0	0	0	4	0	0	3	40	60	0	100
	7	24UBPD1102R	Elementary English	AEC	0	0	4	0	0	0	2	0	0	100	100
	8	24UVAC1001R	Contemporary India	VAC	0	0	4	0	0	0	2	0	0	100	100
	9	24UBCC1101R	Co-Curricular	Co -Cu	0	0	0	4	0	0	1	0	0	100	100
Total											20	160	240	500	1000
Semester II	S.N.	Course Code	Course Title	Course Category	Engagement							Maximum Marks for			
					L	T	P	S	R	O	C	IA*	SEE*	PE*	Total
	1	24BAPS1201R	Social Psychology	DSC (Major)	2	0	0	0	0	0	2	40	60	0	100
	2	24BAPS1202R	Personality Psychology	DSC (Major)	1	0	2	0	0	0	2	40	60	100	200
	3	24BAPS1203R	Community Psychology	DSC (Minor)	2	0	2	0	0	0	3	40	60	100	100
	4	24BAPS1204R	Internship II (Community Placement)	DSC (Minor)	0	0	0	2	0	8	2	0	0	100	100
	5	24BAPS1205R	Educational Psychology	DSC (Minor)	3	0	0	0	0	0	3	40	60	0	100
	6	24BAHO1206R	Evolution of Language	MDC	3	0	0	0	0	0	3	40	60	0	100
		24BSW01206R	Introduction to Indian Society												
	7	24UCDT1201R	Ideation and Design Thinking	SEC	1	0	0	0	0	0	1	40	60	0	100
	8	24UBES1001R	Environmental Studies	VAC (Online)	0	0	4	0	0	0	2	0	0	0	100
9	24UBPD1203R	Implicative English	AEC	0	0	4	0	0	0	2	0	0	0	100	
10	24UBCC1201R	Extra-Curricular	Ex-Cu	0	0	0	4	0	0	1	0	0	0	100	
Total											21	240	360	300	1100

S.N.	Course Code	Course Title	Course Category	Engagement								Maximum Marks for			
				L	T	P	S	R	O	C	IA*	SEE*	PE*	Total	
1	24BAPS2101R	Bio-Psychology	DSC (Major)	3	0	0	0	0	0	3	40	60	0	100	
2	24BAPS2102R	Psychology at Work	DSC (Major)	3	0	2	0	0	0	3	40	60	100	200	
3	24BAPS2103R	Internship III	DSC (Major)	3	0	2	0	0	0	2	40	60	100	200	
4	24BAPS2104R	Psychology of Disability	DSC (Minor)	2	0	2	0	0	0	3	40	60	100	200	
5	24BAPS2105R	Psychological Research	DSC (Minor)	2	0	2	0	0	0	3	40	60	0	100	
6	24BAPS2106R	Culture and Indigenous Psychology	DSC (Minor)	0	0	0	0	0	0	2	40	60	0	100	
7	24BACE2101R	MOOCS	MDC	0	0	0	0	0	0	2	40	60	0	100	
8	24BASO2101R	Sociology of Gender	MDC	0	0	2	0	0	0	1	0	0	100	100	
9	24BAPS2107R	Community Services	Field Training	0	0	0	2	0	8	1	0	0	100	100	
10	24UBPD2103R	Proficient Communication	AEC	0	0	4	0	0	0	2	0	0	100	100	
11	24BAPS2108R	Techno-Professional Skills-I	SEC	0	0	4	0	0	0	2	0	0	100	100	
Total											24	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	
1	24BAPS2201R	Abnormal Psychology	DSC (Major)	3	0	2	0	0	0	4	40	60	100	200	
2	24BAPS2202R	Industrial Psychology	DSC (Major)	3	0	2	0	0	0	4	40	60	100	200	
3	24BAPS2203R	Internship IV	DSC (Major)	0	0	0	8	0	16	4	0	0	100	100	
4	24BAPS2204R	Research Methodology & Statistics	DSC (Major)	3	0	2	0	0	0	4	40	60	100	200	
5	24UBPD2203R	Campus to Corporate	AEC	0	0	4	0	0	0	2	0	0	100	100	
6	24BAPS2205R	Aptitude	SEC	0	0	0	8	0	0	2	0	0	100	100	
7	24UUDL1003R	Computational System in a Digital World	VAC	0	0	2	0	0	0	1	0	0	100	100	
8	24BAHO2202R	Language and Society	VAC	0	0	2	0	0	0	1	0	0	100	100	
Total											22	1200	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 V	1	24BAPS3101R	Health Psychology	DSC (Major)	3	0	0	0	0	0	4	40	60	0	100
	2	24BAPS3102R	Statistical Application in Psychology	DSC (Major)	3	0	2	0	0	0	4	40	60	100	200
	3	24BAPS3103R	Organizational Behaviour	DSC (Major)	4	0	0	0	0	0	4	40	60	100	200
	4	24BAPS3104R	Child & Adolescent Psychology	DSC (Major)	0	0	0	0	0	0	4	40	60	0	100
	5	24BAPS3105R	Internship V	Internship	0	0	2	4	6	8	4	0	0	100	100
	6	24BAPS3106R	Minor Research I	Research/ Industry Internship	0	0	0	4	6	0	2	0	0	100	100
	7	TBD	Logic & Reasoning (CLPPD)	AEC	0	0	4	0	0	0	2	0	0	100	100
	8	24BAPS3107R	Techno-professional Skill-II	SEC	0	0	4	0	0	0	2	0	0	100	100
	Total											26	0	240	600
Semester VI	S. N.	Course Code	Course Title	Course Category	Engagement							Maximum Marks for			
					L	T	P	S	R	O	C	IA*	SEE*	PE*	Total
	1	Counselling Psychology	24BAPS3201R	DSC (Major)	3	0	2	0	0	0	4	40	60	100	200
	2	Human Resources Management	24BAPS3202R	DSC (Major)	4	0	0	0	0	0	4	40	60	0	100
	5	Experimental Psychology	24BAPS3203R	DSC (Major)	4	0	0	0	0	0	4	40	60	0	100
	6	Internship VI	24BAPS3204R	DSC (Major)	0	0	0	8	0	16	4	40	60	0	100
	7	Minor Research II	24BAPS3205R	Research/ Industry Internship	0	0	0	4	6	0	4	0	0	100	100
	Total											20	160	240	100
Bachelor of Arts in Psychology (Honors with Research)															
Semester VII	S.N.	Course Code	Course Title	Course Category	Engagement							Maximum Marks for			
					L	T	P	S	R	O	C	IA*	SEE*	PE*	Total
	1	24BAPS4101R	Rehabilitation Psychology	DSC (Major)	2	0	0	0	0	16	3	40	60	0	100
	2	24BAPS4102R	Psychological Skills in Organizations	DSC (Major)	3	0	2	0	0	0	3	40	60	100	200
	3	24BAPS4103R	Internship VII	DSC (Minor)	3	0	2	0	0	0	2	40	60	100	200
	4	24BAPS4104R	Research Project Phase I	DSC (Minor)	2	0	0	0	0	0	3	40	60	0	100
	5	24BAPS4105R	Social Change and Development	DSC (Minor)	3	0	0	0	0	0	3	40	60	0	100
	6	24BAPS4106R	Psychology and Media	DSC (Minor)	3	0	0	0	0	0	3	40	60	0	100
	7	24BAPS4107R	Inter-group Relations	DSC (Minor)	3	0	0	0	0	0	3	40	60	0	100
Total											20	160	20	200	900

Bachelor of Arts in Psychology (Honors with Research)															
	S.N.	Course Code	Course Title	Course Category	Engagement							Maximum Marks for			
					L	T	P	S	R	O	C	IA*	SEE*	PE*	Total
Semester VIII	1	24BAPS411R	Cross-Cultural psychology	DSC (Major)	3	0	0	0	0	0	3	40	60	0	100
	2	24BAPS412R	Stress Management	DSC (Major)	2	0	2	0	0	0	3	40	60	100	200
	3	24BAPS413R	Minor Dissertation Phase II	DSC (Minor)	0	0	2	0	6	8	12	40	60	100	200
	4	24BAPS414R	Personal Growth and Development	DSC (Minor)	2	0	0	0	0	0	2	40	60	0	100
	Total											20	160	240	200

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

SEMESTER – I										
Course Title	Foundation of Psychology									
Course code	24BAPS1101R	Total credits: 2 Total hours: 45T		L	T	P	S	R	O/F	C
			2	0	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 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: <ul style="list-style-type: none"> • 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	Basic of Human Brain Anatomy									
Course code	24BAPS1102R	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	Developmental Psychology								
Course code	24BAPS1103R	Total credits: 4	L	T	P	S	R	O/F	C
		Total hours: 45T+30P	2	0	2	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	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				KL		
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		

<p>Practical</p>	<ul style="list-style-type: none"> • Developmental Milestones Chart • Child Observation • Media Analysis • Parenting Style Scale • Ages and Stages Questionnaires (ASQ) • Piagetian Tasks • Erikson's Psychosocial Stage Inventory (EPSI) • To explore identity formation and social relationships in adolescents. • Family Environment Scale (FES) • Moral Development Tasks- Kohlberg's Theory 	<p style="text-align: center;">30</p>	<p>Create a chart or timeline that maps out key developmental milestones from infancy to adolescence.</p> <p>To observe and record Behaviour in different developmental stages.</p> <p>Critically analyze how media represents developmental stages.</p> <p>Conduct interviews or surveys with adolescents about their identity, peer relationships, and self-concept.</p> <p>Gain a comprehensive understanding of the various aspects of human development from infancy through adulthood, including the influence of socio-cultural factors.</p> <p>Present children with moral dilemmas (e.g., the Heinz dilemma) and record their reasoning.</p>	<p style="text-align: center;">4,5</p>
-------------------------	--	--	---	--

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/eJTlo_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	Positive Psychology								
Course code	24BAPS1104R	Total credits: 03	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	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 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, 3,4, 5					

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 Gratitude 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)	

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 PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Critically analyze existing psychological literature, identifying gaps and formulating research questions.	1,2,3,4,5,6,7,8,9
2	Evaluate research methodologies to design and implement sound psychological research protocols.	1,2,3,4,5,6,7,8,9
3	Interpretation of research data, drawing valid conclusions and implications in the field of psychology.	1,2,3,4,5,6,7,8,9
4	Communicate research findings effectively through written reports, presentations, and discussions.	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 – II									
Course Title	INTERNSHIP-I								
Course code	24BAPS1105R	Total credits: 4 Total hours:	L	T	P	S	R	O/F	C
			0	0	0	2	0	8	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Arts in Psychology								
Semester	Winter/ II semester of first year of the programme								
Course Objectives	1. To know about the organization, vision and Missions. 2. To know about the Community. 3. Initiatives taken by the Organizations in the community for the betterment of the community. 4. Understanding the problems in the community with a focus on the mental health needs.								
CO1	Develop the skills of Documentation and Reporting of Field Work.								
CO2	Demonstrate the appropriate approaches in practice and how they must be adapted to specific situations.								
CO3	Apply the knowledge in reading and summarizing complex ideas, including future directions, from psychological sources and research accurately.								
CO4	Integrate academic theory with practical application in a professional work environment.								
CO5	Synthesizes the ways to recognize and describe problems operationally in order to study them empirically.								

Placement in a Rehabilitation Centre/ Hospital/ NGOs

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

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

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

SEMESTER – I									
Course Title	Elementary English								
Course code	23UBPD1102R	Total credits: 2 Total hours: 60P	L	T	P	S	R	O/F	C
			0	0	4	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Arts in Psychology								
Semester	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 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)	10	Learn the basic skills of communication, its importance, purpose, types and barriers.	3
----------	---	-----------	---	---

TEXT BOOKS:

- T1: Chaturvedi, P.D., Chaturvedi 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 Randolph 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	Social Psychology									
Course code	24BAPS1201R	Total credits: 02		L	T	P	S	R	O/F	C
		Total hours: 45T+30P		2	0	0	0	0	0	2
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, Prosocial Behaviour, Aggression, Social Influence Processes (Conformity, Compliance and Obedience)				8	Understand about individual in relation to the social world				1,2
V	Group Dynamics: Nature of Groups; Basic Processes, Group Performance, Group Decision Making				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 Interactionn 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 PROGRAM OUTCOMES

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

SEMESTER – II									
Course Title	Personality Psychology								
Course code	24BAPS1202	Total credits: 04	L	T	P	S	R	O/F	C
	R	Total hours: 45T+30P	1	0	2	0	0	0	2
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		

<p>Practical</p>	<p>16 Personality Factor Questionnaire Myers Briggs Draw A Man Test Thematic Apperception Test (TAT) Eysenck Personality Questionnaire (EPQ) ...</p>	<p>30</p>	<p>It will help measure Behaviours in individuals and has many applications, including career development and employee progression. 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</p>	<p>1,2, 3,4</p>
-------------------------	--	------------------	--	---------------------

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 PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program 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	Community Psychology								
Course code	24BAPS1203R	Total credits: 04	L	T	P	S	R	O/F	C
		Total hours: 30T	2	0	2	0	0	8	3
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 programs 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 programs targeting child health, maternal health, physical challenges, and the well-being of the elderly.								
CO5	Understand the intervention processes used for community development and empowerment and explore case studies within the context of India that highlight effective strategies and outcomes.								
Unit-No.	Content	Contact 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 programs in communities.				2,4,5		
IV	Process of health fitness and promotion: Importance, programs for health promotion- child, maternal, physical challenged and old age.	9	Students will be able to Develop insights with respect to health promotion programs 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
Practical	1. Awareness Programme 2. Eysenck's Personality Questionnaire-R 3. Self-Concept Rating Scale 4. Life Satisfaction Scale 5. Cultural Competence Evaluation 6. Community Resilience Assessment 7. Stress and Coping Assessment Social Support Measurement	30	Students will be able develop valuable insights into individuals' psychological functioning within their community context.	1,2,3,4,5

REFERENCE BOOKS:

- R1: Banerjee, A., Banerji, R., Duflo, E., Gleneske, R., & Khenani, S. (2006). Can Information Campaign start local participation and improve outcomes? A study of primary education in Uttar Pradesh, India, World Bank Policy Research, Working Paper No.3967
- 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 PROGRAM OUTCOMES

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

SEMESTER-II									
Course Title	INTERNSHIP-II								
Course Code	24BAPS1204R	Total Credits: 3 Total Hours:60P	L	T	P	S	R	O	C
			0	0	0	2	0	8	2
Pre-Requisite	Nil	Co-Requisite	Nil						
Programme	Fall/Bachelor of Arts in Psychology								
Semester	III semester of 2 nd year of the programme								
Course Objectives	1. To know about the organization, vision and Missions. 2. To know about the Community. 3. Initiatives taken by the Organizations in the community for the betterment of the community. 4. Understanding the problems in the community with a focus on the mental health needs.								
CO1	Develop the skills of Documentation and Reporting of Field Work.								
CO2	Demonstrate the appropriate approaches in practice and how they must be adapted to specific situations.								
CO3	Apply the knowledge in reading and summarizing complex ideas, including future directions, from psychological sources and research accurately.								
CO4	Integrate academic theory with practical application in a professional work environment.								
CO5	Synthesizes the ways to recognize and describe problems operationally in order to study them empirically.								

Internship Activities

Placement in a Rehabilitation Centre/ Hospital

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

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

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

SEMESTER-II									
Course Title	Educational Psychology								
Course Code	24BAPS1205R	Total Credits: 2	L	T	P	S	R	O	C
		Total Hours: 30T	3	0	0	0	0	0	3
Pre-Requisite	-	Co-Requisite-	-						
Programme	Bachelor Of Arts in Psychology								
Semester	Fall/III Semester Of 2nd Year of The Programme								
Course Objectives	1. To understand the principles and theories of educational psychology that contributes to effective teaching and learning. 2. To analyze the impact of various factors, such as diversity, motivation, and cognitive processes, on student learning and achievement. 3. To apply knowledge of educational psychology to design and implement effective instructional strategies and classroom management techniques.								
CO1	Develop an understanding of the meaning, scope, and relevance of educational psychology, as well as various perspectives on learning and human behavior.								
CO2	Recognize and appreciate socio-cultural differences, gender, socio-economic status, and ethnic and linguistic diversity in educational settings.								
CO3	Acquire knowledge of effective classroom management characteristics and teaching strategies, while considering the impact of technological advancements.								
CO4	Develop an understanding of special education, including responsibilities towards learners with special needs and its educational implications.								
CO5	Explore the concepts of intelligence, learning strategies, and their relationship to creativity and personality development.								
Unit- No	Content	Contact Hours	Learning Outcome				KL		
I	Introduction: Meaning, Nature, Scope of educational Psychology, Relevance of educational Psychology, Behavioristic and Social learning, Humanistic perspectives.	9	Students will be able to Understand the meaning and processes of education at individual and social plains.				1,2		
II	Human Diversity: Socio-cultural differences, Gender, Socio economic status, Ethnic and Linguistic Diversity.	9	Students will be able to Demonstrate an appreciation of various theoretical perspectives on learning in educational contexts.				1,2		
III	Classroom Management: Characteristic of classroom management, Strategies of Teaching methods, Related issues with technological advance.	9	Students will be able to demonstrate scientific and problem-solving attitude.				2		
IV	Exceptional Education: Understanding special education, Responsibilities towards learners with special needs, educational implication.	9	Students will be trained in thinking psychologically about educational problems.				2,3,4		

V	Creativity and Personality: Intelligence, Learning strategies.	9	Students will be able to explore the concepts of intelligence, learning strategies, and their relationship to creativity and personality development.	4,5
----------	--	----------	---	------------

REFERENCE BOOKS:

- R1: Advanced Educational Psychology by S.K. Mangal (2nd Edition)
R2: Badheka, G. (1997). Divaswapan. New Delhi, India: NBT.
R3: Bruner, J. (1996). The culture of education. Cambridge: Harvard University Press. Cornelissen,
R4: M., Misra G., & Varma, S. (2010). Foundations of Indian psychology (Vol. 2). New Delhi, India: Pearson. Huppes, N. (2001). Psychic education: A workbook. Pondicherry, India: Sri Aurobindo Ashram.
R5: Kapur, M. (2007). Learning from children what to teach them. New Delhi, India: Sage Publications
R6: Thapan, M. (Ed.) (2014). Ethnographies of schooling in contemporary India. New Delhi, India: Sage Pub.

OTHER LEARNING RESOURCES:

- R1: <https://www.verywellmind.com/what-is-educational-psychology-2795157>
R2: <https://swayam.gov.in/explorer?searchText=EDUCATIONAL%20PSYCHOLOGY>
https://alison.com/course/fundamentals-of-educational-psychology-and-development?utm_source=google&utm_medium=cpc&utm_campaign=PPC_Tier-4_First_Click_Courses-_Broad_&utm_adgroup=Course-5184_Fundamentals-of-Educational-Psychology-and-development
R3: [Development&gclid=Cj0KCQiA4aacBhCUARIsAI55maEfwuWO_ZLj5ppttuD6ryzEdAmAvI6AojVne--I--45Ud0YlcgRMx0aAkjgEALw_wcB](https://www.development.com/gclid=Cj0KCQiA4aacBhCUARIsAI55maEfwuWO_ZLj5ppttuD6ryzEdAmAvI6AojVne--I--45Ud0YlcgRMx0aAkjgEALw_wcB)

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

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

SEMESTER – II									
Course Title	EVOLUTION OF LANGUAGE								
Course code	24BAHO1206R	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	BA Programmes of Faculty of Humanities and Social Sciences								
Semester	Fall/ II semester of first year of the programme								
Course Objectives	1. To understand the defining characteristics of human language. 2. To explore theories of language origin. 3. To analyze the causes, types, and examples of language change over time. 4. To examine the sociocultural factors, such as migration, trade, and cultural identity. 5. To evaluate the role of technology in shaping language.								
CO1	Understand the biological, social, and cultural factors that have shaped language.								
CO2	Analyze language evolution from historical and contemporary perspectives.								
CO3	Discuss the implications of globalization and technology on the future of language.								
CO4	Reflect on the importance of preserving linguistic diversity.								
CO5	Use principles of linguistics to study and explain phenomena like pidgins, creoles, and endangered languages.								
Unit- No.	Content	Contact Hour	Learning Outcome				KL		
I	Introduction to Language Evolution <ul style="list-style-type: none"> Definition and characteristics of human language. Key differences between human language and animal communication. Overview of linguistic evolution as a multidisciplinary field. 	10	Understand the Basics of Human Evolution				1,2		
II	Theories of Language Origin <ul style="list-style-type: none"> Gestural Origin Hypothesis: Role of gestures in early communication. Vocalization Hypothesis: Emergence of spoken language. Hybrid Models: Interplay of gestures and sounds in language development. Challenges and debates in reconstructing early language. 	10	Explore the theories of Language.				1,2		
III	Language Change Over Time <ul style="list-style-type: none"> Causes of Language Change Types of Language Change Examples of Language Change 	7	Understand the changes in the process evolution				1,2		
IV	Sociocultural Factors in Language Evolution <ul style="list-style-type: none"> Role of migration, trade, and conquest in linguistic changes. Pidgins and creoles: Formation and evolution. Influence of cultural norms and identity on language use. 	8	Analyse the sociocultural factors				1,2, 3		
V	The Role of Technology in Language <ul style="list-style-type: none"> Historical Technological Impacts Modern Technologies Positive and Negative Impacts 	10	Understand the impact of technologies in language.				1,2, 3		

REFERENCE BOOKS:

- R1: Progovac, L. (2019). *A critical introduction to language evolution*. Springer.
- R2: Bickerton, D. (2014). *More than nature needs: Language, mind, and evolution*. University of Chicago Press.
- R3: Harnad, S. (2020). *The evolutionary origins of human cognition and language*. Springer.
- R4: Dunbar, R. (2021). *How minds evolve: The evolution of human cognition*. Oxford University Press.
- R5: Christiansen, M. H., & Chater, N. (2021). *The language game: How understanding the evolution of language can illuminate how we think*. MIT Press.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understand the biological, social, and cultural factors that have shaped language.	
2	Analyze language evolution from historical and contemporary perspectives.	
3	Discuss the implications of globalization and technology on the future of language.	
4	Reflect on the importance of preserving linguistic diversity.	
5	Use principles of linguistics to study and explain phenomena like pidgins, creoles, and endangered languages.	

SEMESTER – II									
Course Title	INTRODUCTION TO INDIAN SOCIETY								
Course code	24BSWO1104R	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/ I semester of first year of the programme								
Course Objectives	1. Develop a comprehensive understanding of Indian Society 2. Orient the students about the basic Sociological concepts. 3. Enable students to inculcate the skills to understand and analyse social structure.								
CO1	Gain a foundational understanding of sociology, including its relevance in understanding societal dynamics and its relationship with social work.								
CO2	Describe and differentiate key sociological concepts such as society, community, institution, social control, and socialization.								
CO3	Analyse the elements and types of social organization, cultural systems, and the impact of cultural lag, understanding norms, values, and traditions within a society.								
CO4	Examine the structure of social stratification in terms of caste and class, as well as the processes and patterns of social mobility within Indian society.								
CO5	Develop an understanding of the factors influencing social change and identify various types of social groups, such as primary, secondary, and reference groups, and their role in societal development.								
Unit- No.	Content		Contact Hour	Learning Outcome				KL	
I	Sociology: Meaning and Scope; Relevance of Sociology; Its relationship with Social Work.		8	Gain a foundational understanding of sociology, including its relevance in understanding societal dynamics and its relationship with social work.				1,2	
II	Basic Concepts: Society, Socialization, Community, Institution, Association; Social Control: Meaning, Types and Agencies.		8	Describe and differentiate key sociological concepts such as society, community, institution, social control, and socialization.				1,2	
III	Social Organization: Elements and types; Social System: Definition and types of social system; Concept of Culture: Types and Nature of Culture; Cultural Lag, Elements of Culture; Folkways, Mores, Norms, Value, Status, Role, Tradition and Customs;		12	Analyze the elements and types of social organization, cultural systems, and the impact of cultural lag, understanding norms, values, and traditions within a society.				1,2	
IV	Social Stratification: Caste and Class; Social mobility - Concept pattern and types; Social Processes:, Conflict; Cooperation, Competition and Assimilation.		10	Examine the structure of social stratification in terms of caste and class, as well as the processes and patterns of social mobility within Indian society.				1,2	
V	Social Change and Social Groups: Meaning, Patterns of Social Change, Factors of Social Change; Social Groups: Concepts of Primary, Secondary and Reference groups.		7	Develop an understanding of the factors influencing social change and identify various types of social groups, such as primary, secondary, and reference groups, and their role in societal development.				1,2	

TEXT BOOK:

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>

SEMESTER – II									
Course Title	ENVIRONMENTAL STUDIES								
Course code	24UBES1001R	Total credits: 4 Total hours: 30T	L 0	T 0	P 4	S 0	R 0	O/F 0	C 2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Arts in Psychology								
Semester	Winter/ II semester of first year of the programme								
Course Objectives	1.Awareness: To help the social groups and individuals to acquire knowledge of pollution and environmental degradation. 2.Knowledge: To help social groups and individuals to acquire knowledge of the environment beyond the immediate environment including distant environment. 3.Attitudes: To help social groups and individuals to acquire a set of values for environmental protection.								
CO1	Analyse and appreciate the ethical, cross-cultural, and historical context of environmental issues and the links between human and natural systems.								
CO2	Synthesis natural resource, its importance and environmental impacts of Humanactivities on natural resource.								
CO3	Apply knowledge of environment and ecosystem.								
CO4	Implement the concept of biodiversity and respect them.								
CO5	Demonstrate the conservation of biodiversity and its importance.								
Unit- No.	Content	Contact Hour	Learning Outcome					KL	
I	Multidisciplinary nature of environmental studies: Definition, scope and importance, Need for public awareness.	2	Analyse and appreciate the ethical, cross-cultural, and historical context of environmental issues and the links between human and natural systems.					1,2	
II	Natural Resources: Renewable and non-renewable resources: Natural resources and associated problems. Forest resources: Use and over-exploitation, deforestation, case studies. Timber extraction, mining, dams and their effects on forest and tribal people. Water resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems. Mineral resources: Use and, renewable and non- renewable energy sources, use of alternate energy sources. Case studies. Land resources: Land as a resource, land degradation, man induced landslides, soil erosion and desertification. Equitable use of resources for sustainable lifestyles.	8	Synthesis natural resource, its importance and environmental impacts of Humanactivities on natural resource.					1,2	

III	<p>Ecosystems Concept of an ecosystem. Structure and function of an ecosystem. Producers, consumer 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</p>	6	Apply knowledge of environment and ecosystem.	1,2
IV	<p>Biodiversity and its conservation Introduction – Definition: genetic, species and ecosystem, diversity. Biogeographical classification of India. Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and option values. Biodiversity at global, National and local levels. India as a mega diversity nation• Hot-spots of biodiversity. Threats to biodiversity: habitat loss, poaching wildlife, man-wildlife conflicts. Endangered and endemic species of India. Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity</p>	7	Implement the concept of biodiversity and respect them.	1,2
V	<p>EnvironmentalPollution 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</p>	7	Demonstrate the conservation of biodiversity and its importance.	1,2

REFERENCE BOOKS:

- R1: Trivedi R.K., Handbook of Environmental Laws, Rules Guidelines, Compliances and Standards, Vol I and II, Enviro Media (R)
- R2: Trivedi R. K. and P.K. Goel, Introduction to air pollution, Techno-Science Publication (TB)
- R3: Agarwal, K.C. 2001 Environmental Biology, Nidi Publ. Ltd. Bikaner. Bharucha Erach, The Biodiversity of India, Mapin Publishing Pvt. Ltd., Ahmedabad – 380 013, India, Email:mapin@icenet.net (R)
- R4: Brunner R.C., 1989, Hazardous Waste Incineration, McGraw Hill Inc. 480p Clark R.S., Marine Pollution, Clarendon Press Oxford (TB)

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

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

SEMESTER – II									
Course Title	Implicative English								
Course code	24UBPD1203R	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	24BAPS2101R	Total credits: 4	L	T	P	S	R	O/F	C
		Total hours: 45T+30P	3	0	0	0	0	0	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 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 patterns				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 Test. iv. Experiment on Simple Reaction time.	30	i. Students will be able to learn about the requirement of both 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	2,3,4,5
------------------	---	-----------	--	---------

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	Psychology At Work									
Course Code	24BAPS2102R	Total Credits: 02		L	T	P	S	R	O	C
		Total Hours: 30T+30P		2	0	2	0	0	0	3
Pre-Requisite	Nil	Co-Requisite			Nil					
Programmes	Bachelor of Arts in Psychology									
Semester	Fall/ I semester of first year of the programme									
Course Objectives	1. To introduce the key principles of psychology in workplace settings. 2. To understand the role of motivation, leadership, and teamwork in organizational effectiveness. 3. To explore the psychological factors that influence employee well-being and productivity. 4. To understand how psychological assessments are used in recruitment and performance management.									
CO1	Understand the basic principles of psychology as applied to the workplace.									
CO2	Learn about motivation, leadership, and teamwork and their effects on productivity.									
CO3	Explore psychological factors that influence employee behavior and job satisfaction.									
CO4	Analyze how psychological assessments are used in recruitment and performance evaluations.									
CO5	Apply principles of organizational psychology to real-life workplace scenarios.									
Unit-No	Content				Contact Hours	Learning Outcome			KL	
I	Introduction to Work Psychology Definition and Scope of Work Psychology: How psychology applies to the workplace. Workplace Behavior: Key concepts like job performance, employee attitudes, and organizational commitment. Importance of Organizational Psychology: Its role in improving employee and organizational outcomes.				6	Students will understand the role and scope of psychology in the workplace.				
II	Motivation and Job Satisfaction Motivation at Work: Key theories of motivation (Maslow, Herzberg, and Self-Determination Theory). Job Satisfaction: Factors affecting job satisfaction and its impact on performance. Workplace Rewards: How rewards, recognition, and compensation influence motivation.				6	Students will learn how motivation and job satisfaction affect workplace performance.				
III	Leadership and Teamwork Theories of Leadership: Transactional vs. Transformational leadership, Situational leadership. Effective Teamwork: Factors contributing to successful team performance. Communication in Teams: How communication affects collaboration and productivity.				7	Students will understand different leadership styles and the importance of teamwork.				

IV	Psychological Assessments at Work Recruitment and Selection: How psychological tests are used to select employees. Types of Assessments: Personality tests, aptitude tests, and interviews. Performance Management: The role of performance evaluations and 360-degree feedback.	9	Students will learn about the different psychological assessments used in the workplace.
V	Employee Well-being and Stress Management Workplace Stress: Causes of stress at work and its impact on mental health. Work-Life Balance: Importance of maintaining balance and its effects on productivity. Stress Management: Techniques to reduce workplace stress, including mindfulness and employee assistance programs.	10	Students will understand how stress affects employee well-being and how to manage it.
Practical	Stress Management Scale Employee Motivation Scale Performance Appraisal Team Dynamics Visit to an Organization-Case Study, survey	30	Demonstrate the ability to administer and Interpret tools

TEXTBOOK:

- T1: Aamodt, M. G. (2015). *Industrial/Organizational Psychology: An Applied Approach*. Cengage Learning.
- T2: Robbins, S. P., Judge, T. A., & Vohra, N. (2019). *Organizational Behavior*. Pearson.
- T3: Northouse, P. G. (2018). *Leadership: Theory and Practice*. SAGE Publications.
- T4: Anderson, N., & Cunningham-Snell, N. (2000). *Personnel Selection: A Theoretical Approach*. Palgrave Macmillan.
- T5: Cooper, C. L., Quick, J. C., & Schabracq, M. J. (2009). *International Handbook of Work and Health Psychology*. Wiley-Blackwell.

OTHER LEARNING RESOURCES:

- <https://www.youtube.com/watch?v=LmkDtTEQ09o>
- <https://www.youtube.com/watch?v=Vc3Hpv76y74&list=PLVE9bxUVYaFSxZ6HjhG80fowov5ZW13yZ>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understand the basic principles of psychology as applied to the workplace.	1,2,3,4,5,6,7,8,9
2	Learn about motivation, leadership, and teamwork and their effects on productivity.	1,2,3,4,5,6,7,8,9
3	Explore psychological factors that influence employee behavior and job satisfaction.	1,2,3,4,5,6,7,8,9
4	Analyze how psychological assessments are used in recruitment and performance evaluations.	1,2,3,4,5,6,7,8,9
5	Apply principles of organizational psychology to real-life workplace scenarios.	1,2,3,4,5,6,7,8,9

SEMESTER-III									
Course Title	Internship-III								
Course Code	24BAPS2103R	Total Credits: 3 Total Hours:60P	L	T	P	S	R	O	C
			0	0	0	4	0	0	2
Pre-Requisite	Nil	Co-Requisite	Nil						
Programme	Bachelor of Arts in Psychology								
Semester	Fall/III semester of 2 nd year of the programme								
Course Objectives	1. To know about the organization, vision and Missions. 2. To know about the Community. 3. Initiatives taken by the Organizations in the community for the betterment of the community. 4. Understanding the problems in the community with a focus on the mental health needs.								
CO1	Develop the skills of Documentation and Reporting of Field Work.								
CO2	Demonstrate the appropriate approaches in practice and how they must be adapted to specific situations.								
CO3	Apply the knowledge in reading and summarizing complex ideas, including future directions, from psychological sources and research accurately.								
CO4	Integrate academic theory with practical application in a professional work environment.								
CO5	Synthesizes the ways to recognize and describe problems operationally in order to study them empirically.								

Internship Activities

Placement in a Rehabilitation Centre/ Hospital

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

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

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

Semester-III									
Course Title	Psychology Of Disability								
Course Code	24BAPS2104R	Total Credits: 3	L	T	P	S	R	O	C
		Total Hours:15T	2	0	2	0	0	0	3
Pre-Requisite	Nil	Co-Requisite	Nil						
Programme	Bachelor of Arts in Psychology								
Semester	Fall/III Semester Of 2 nd Year of The Programme								
Course Objectives	1.To understand the concept of impairment, activity, participation. 2.To understand the characteristics of various disabilities. 3.To learn about different government schemes, policies and legislations for persons with disabilities.								
CO1	Understand the concepts of disability, inclusion, and rehabilitation, and analyze the nature and needs of individuals with disabilities, including the paradigm shifts in rehabilitation.								
CO2	Explore the definition, nature, and management of physical disabilities.								
CO3	Analyze neurodevelopmental disabilities and mental illnesses.								
CO4	Examine other disabilities, including chronic neurological conditions, blood disorders, and multiple disabilities.								
CO5	Explore key disability laws, including the Mental Health Act, Persons with Disabilities Act, Rehabilitation Council of India Act, and National Trust Act.								
Unit-No	Content	Contact hours	Learning outcome	KL					
I	Concept and definition of disability 1. Concept of impairment, activity, participation 2. Nature and needs of persons with disabilities 3. Concept of inclusion and diversity Concept of rehabilitation; Evolution of rehabilitation 4. Paradigm shift in rehabilitation	9	Students will understand the concept of impairment, disability and inclusion. They will learn about various rehabilitation and its paradigm shift.	1,2					
II	Definition, nature, and management of Physical Disability 1. Locomotors Disability a. Leprosy Cured Person b. Cerebral Palsy c. Dwarfism d. Muscular Dystrophy e. Acid Attack Victims 2. Visual Impairment a. Blindness b. Low Vision 3. Hearing Impairment a. Deaf b. Hard of Hearing 4. Speech and Language Disability	9	Learner will be able to Explain about different government schemes, policies and legislations for persons with disabilities.	1,2					
III	Definition, nature, and management of Neuro development Disabilities & Mental Illness 1. Intellectual Disability 2. Specific Learning Disabilities 3. Autism Spectrum Disorder 4. Mental Behaviour (Mental Illness)	9	It will enable the learner to understand the basics of Neuro development disabilities and mental illness such as Autism Spectrum Disorder, Intellectual Disability etc.	1,2					

IV	Definition, nature, and management of other Disabilities 1. Chronic Neurological Conditions such as a. Multiple Sclerosis b. Parkinson's Disease 2. Blood Disorder a. Haemophilia b. Thalassemia c. Sickle Cell Disease 3. Multiple Disabilities	9	Students will be able to understand and manage to a great extent certain chronic neurological conditions and multiple disabilities.	1,2,4
V	Disability Laws 1. Mental Health Act 2. PWD Act 3. RCI Act 4. National Trust Act	9	Learner will get a clear understanding of the various Disability Laws that exist in the country and Worldwide and its implications.	1,2,4,5

REFERENCE BOOKS:

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

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

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

SEMESTER III									
Course Title		PSYCHOLOGICAL RESEARCH							
Course Code	24BAPS216R	Total Credits: 2 Total Hours: 30	L	T	P	S	R	O	C
			2	0	2	0	0	0	3
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. Learn about experimental design, including the role of variables, controls, and randomization, as well as exploring non-experimental methods like surveys and case studies. 2. Acquire data collection techniques (e.g., surveys, interviews) and introduce statistical concepts, both descriptive and inferential, while developing skills in interpreting results. 3. Explore emerging areas in psychology, assess the impact of technology on research practices, and address challenges such as the replication crisis and biases in research.								
CO1	Students will be able to articulate the scientific basis of psychology, including its history, ethical considerations								
CO2	Demonstrate the ability to design both experimental and non-experimental research studies								
CO3	Will be able to construct and present research papers following APA style, and effectively communicate their findings through both written and oral formats.								
CO4	Students will acquire skills in various data collection methods (e.g., surveys, interviews) and statistical analysis, utilizing software tools such as SPSS								
CO5	will develop the ability to critically assess research studies, identifying strengths, weaknesses, and implications of findings								
Unit-No	Content	Contact Hours	Learning Outcome					KL	
I	Overview of psychology as a science History of psychological research Research ethics in psychology Types of research methods: qualitative vs. quantitative	7	Recognize the historical development of psychological research. Comprehend ethical guidelines governing psychological research.						
II	Experimental design: variables, controls, and randomization Non-experimental methods: surveys, case studies, and observational studies Sampling techniques and participant selection Reliability and validity in research	9	Explore non-experimental methods like surveys, case studies, and observational studies. Gain insights into sampling techniques and participant selection.						

III	Techniques for data collection (e.g., surveys, interviews) Introduction to statistical concepts (descriptive and inferential statistics) Using software for data analysis (e.g., SPSS, R) Interpreting results and drawing conclusions	10	Acquire data collection techniques (e.g., surveys, interviews). Introduce statistical concepts, both descriptive and inferential.	
IV	Structure of a research paper (introduction, methods, results, discussion) APA style and formatting Presenting research findings (oral presentations and posters) Critical evaluation of research studies	9	Understand the structure of a research paper. Master APA style and formatting.	
V	Emerging areas in psychological research (e.g., neuroscience, cross-cultural psychology) The role of technology in research (e.g., online surveys, neuroimaging) Challenges in psychological research (e.g., replication crisis, bias) Future directions in psychological research	10	Explore emerging areas in psychological research (e.g., neuroscience). Assess the impact of technology on research practices.	

REFERENCE BOOKS:

- R1: Schneiderman, N. (2025). *APA handbook of health psychology*. American Psychological Association.
- R2: Leong, F. T. L. (2025). *APA handbook of psychotherapy*. American Psychological Association.
- R3: Gary, R. (Ed.). *APA dictionary of clinical psychology*. American Psychological Association.
- R4: American Psychological Association. (Year). *APA dictionary of lifespan developmental psychology*. American Psychological Association.
- R5: Atkinson, R. C., & Hilgard, E. R. (Eds.). (2009). *Handbook of psychology* (Vol. 1-9). Wiley
- R6: Mangal, S. K., & Mangal, Shubhra. (Year). *Research methodology in behavioural sciences*. This book provides a comprehensive overview of research studies across various disciplines within the behavioral sciences [1].
- R7: Singh, A. K. (2021). *Tests, measurements and research methods in behavioural sciences*. This text serves as a foundational resource for undergraduate students, covering essential research methods [3].

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Programme Outcome
1	Students will be able to articulate the scientific basis of psychology, including its history, ethical considerations	1,2,3,4,5,6,7,8,9
2	Demonstrate the ability to design both experimental and non-experimental research studies	1,2,3,4,5,6,7,8,9
3	Will be able to construct and present research papers following APA style, and effectively communicate their findings through both written and oral formats.	1,2,3,4,5,6,7,8,9
4	Students will acquire skills in various data collection methods (e.g., surveys, interviews) and statistical analysis, utilizing software tools such as SPSS	1,2,3,4,5,6,7,8,9
5	will develop the ability to critically assess research studies, identifying strengths, weaknesses, and implications of findings	1,2,3,4,5,6,7,8,9

SEMESTER III									
Course Title	Culture And Indigenous Psychology								
Course Code	24BAPS2106R	Total Credits: 2 Total Hours: 30T	L	T	P	S	R	O	C
			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	<ol style="list-style-type: none"> To introduce students to the influence of culture on human behavior and psychological processes. To explore indigenous psychology as a response to Western-centric psychological frameworks. To understand how cultural factors shape perception, cognition, and emotions in diverse populations. 								
CO1	Understand the key concepts of culture, and its role in shaping human psychology.								
CO2	Gain insight into indigenous psychology and its importance in understanding culturally specific behaviours.								
CO3	Identify and analyze the psychological processes such as perception, learning, and cognition in a cultural context.								
CO4	Learn about research methods used in cross-cultural and indigenous psychological studies.								
CO5	Explore real-life examples of indigenous practices and their impact on psychological well-being.								
Unit-no	Content	Contact Hours	Learning outcome					KL	
I	Introduction to Culture and Psychology Definition and Scope of Culture: What is culture and how it shapes behavior; Cultural Psychology vs. Cross-Cultural Psychology: Differences and overlaps; Key Concepts: Cultural relativism, universality, and the role of socialization; Examples of Cultural Influence: Understanding differences in behavior across societies.	7	Students will be able to understand the basic concepts of culture and its significance in psychology.						
II	Indigenous Psychology: Definition and Purpose of Indigenous Psychology: Why it emerged and its goals; Indigenous Knowledge Systems: Culturally-specific ways of understanding behavior; Differences from Western Psychology: A critique of the one-size-fits-all model of Western psychology; Case Studies: Indigenous psychological approaches from India, Africa, and other cultures.	9	Students will gain an understanding of indigenous psychology and its importance in capturing cultural nuances.						

III	<p>Cultural Influence on Perception, Cognition, and Emotion Cultural Perception: How cultural background affects the way we see the world (e.g., illusions, perception of time and space); Cognitive Differences: Cross-cultural variations in problem-solving, decision-making, and memory; Cultural Variations in Emotions: How emotions are expressed and experienced across cultures.</p>	10	Students will be able to identify how cultural factors influence key psychological processes. Also, they will get insight on cultural influence on perception, cognition, and emotion
IV	<p>Research Methods in Cultural and Indigenous Psychology Research Approaches: Emic (insider perspective) vs. Etic (outsider perspective); Qualitative Methods: Ethnography, interviews, and case studies; Quantitative Methods: Cross-cultural comparisons, surveys, and experiments; Ethical Issues: Research ethics when studying indigenous or minority groups.</p>	9	Students will understand the research techniques used to study culture and indigenous groups in psychology.
V	<p>Applications of Indigenous and Cultural Psychology Indigenous Healing Practices: Traditional practices and their role in mental health (e.g., yoga, Ayurveda, rituals); Indigenous Approaches to Well-Being: How traditional cultures promote resilience, community, and well-being; Culturally Adapted Therapies: The importance of adapting psychological interventions to fit cultural contexts; Case Studies: Successful applications of indigenous knowledge in health, education, and community development.</p>	10	Students will explore real-world examples of indigenous practices and how they contribute to psychological well-being.

TEXTBOOK:

- T1: Berry, J.W., Poortinga, Y.H., Segall, M.H., & Dasen, P.R. (2011). *Cross-Cultural Psychology: Research and Applications*.
- T2: Kim, U., Yang, K., & Hwang, K.K. (2006). *Indigenous and Cultural Psychology: Understanding People in Context*.
- T3: Smith, L.T. (2013). *Decolonizing Methodologies: Research and Indigenous Peoples*.
- T4: Markus, H.R., & Kitayama, S. (1991). "Culture and the Self: Implications for Cognition, Emotion, and Motivation." *Psychological Review*.
- T5: Christopher, M. S., & Hickinbottom, S. (2008). "Positive Psychology, Ethnocentrism, and the Disguised Ideology of Individualism." *Theory & Psychology*.

OTHER LEARNING RESOURCES:

- https://www.youtube.com/watch?v=O_SApHAQjT8
- <https://www.youtube.com/playlist?list=PLCMINDMTXXrwZuXOY1m65HJBxtuo1sesU>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understand the key concepts of culture, and its role in shaping human psychology.	1,2,3,4,5,6,7,8,9
2	Gain insight into indigenous psychology and its importance in understanding culturally specific behaviours.	1,2,3,4,5,6,7,8,9
3	Identify and analyze the psychological processes such as perception, learning, and cognition in a cultural context.	1,2,3,4,5,6,7,8,9
4	Learn about research methods used in cross-cultural and indigenous psychological studies.	1,2,3,4,5,6,7,8,9
5	Explore real-life examples of indigenous practices and their impact on psychological well-being.	1,2,3,4,5,6,7,8,9

SEMESTER-III									
Course Title	Financial Literacy								
Course Code	24UUFL2002R	Total Credits: 2	L	T	P	S	R	O	C
		Total Hours:60S	0	0	2	0	0	0	1
Pre-Requisite	Nil	Co-Requisite-	Nil						
Programme	Bachelor Of Arts In Psychology								
Semester	Fall/III semester of 2 nd year of the programme								
Course Objectives	1. To create awareness among students about the need for possessing financial literacy education. 2. Identification of money as a working asset. 3. Impart the ability to make better financial decisions								
CO1	To understand the importance of financial knowledge and prepare financial plans and budgets and plan and manage personal finances.								
CO2	To understand the need and various kind of banking institutions' instrument and their utilities.								
CO3	To describe the importance of insurance services as social security measures.								
CO4	To manage the money and debt more effectively.								
Unit-No.	Content		Contact Hour	Learning Outcome				KL	
I	Introduction: i. Meaning, need and importance of Financial Literacy; ii. Different components of Financial Literacy; iii. Prerequisites of financial literacy; iv. Savings – Meaning and Difference between savings and investment; v. Types of Financial Institutions and the services provided - Banking and Non-Banking; vi. Different investment avenues.		6	Understand the functions and innovative services provided by banks, including mobile banking and digital payment methods				1,2	
II	Financial Planning: i. Meaning, need and importance for financial planning, ii. Economic needs, balancing between economic need and resources; iii. Three pillars of investments-risk, return, liquidity; iv. Budgeting and its importance in financial planning; v. Steps involved in Financial Planning Process; vi. Preparation of personal budgets, budget surplus and budget deficit, avenues for savings from surplus, sources for meeting deficit. vii. Informal Society funds and crowd funding		6	Describe various digital payment systems such as NEFT, IMPS, RTGS, and Unified Payment Interface (UPI).				1,2	

III	<p>Banks & Post Office - As financial service provider:</p> <ol style="list-style-type: none"> Meaning and evolution of money, Banks – meaning, types & functions; types of accounts; Formalities to open various accounts. Different types of Post Office saving schemes: Recurring deposit, savings, term deposit; NSC; Kisan Vikas Patra; Monthly Income scheme (MIS) Account, Public Provident Funds (PPF), Senior citizen savings scheme (SCSS), Sukanya Samriddhi Accounts, Indian Postal Order; International Money transfer service; Forex Services; Money remittance services; Jansuraksha Scheme. 	6	Explain the concept of credit scoring and its importance, including tools like CIBIL.	3,4
IV	<p>Insurance - As financial service provider:</p> <ol style="list-style-type: none"> Different types of Risks and their Management, Diversification of risk; Meaning, need and importance of Insurance; Types of Insurance – Life Insurance, Health Insurance, General Insurance, Term Insurance, Pension and retirement policies; Post office life insurance schemes, Postal life insurance and rural postal life insurance 	6	Identify emerging technologies in digital money markets, including cryptocurrencies, blockchain, and fintech.	1,3,4
V	<p>Transformations in Digital Money market:</p> <ol style="list-style-type: none"> Various functions & innovative services of Banks; Mobile Banking, NEFT, IMPS, RTGS, Money transfer, Different types of cards- Debit & Credit, E-Banking, Unified payment interface(UPI), Credit Scoring - CIBIL, Digital Banking, crypto currency and related transactions, Fintech, Block chain; Understanding Digital Payments 	6	Understand the role of digital banking and the impact of technological advancements on financial services.	3,4

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

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

Course Title		Proficient Communication (Communicative English & Soft Skills)									
Course Code		24UBPD2103R	Total Credits:		L	T	P	S	R	O/F	C
			Total Hours:		0	0	4	0	0	0	2
Pre-Requisite		ImplicativeEnglish	Co-Requisite		Nil						
Programmes		Bachelor of Arts in Psychology									
Semester		Fall/I Or Winter/I Semester Of Second Year Of The Programme									
Course Objectives:		1. To familiarize students with the transformation of sentences and the appropriate preposition. 2. To enable students, comprehend sentences accurately and quickly and controlling the emphasis in writing. 3. To enhance the writing skills in different areas including CV and cover letter writing.									
CO1		Develop student's sentence comprehension									
CO2		Improve student's ability in framing different sentences while speaking and writing.									
CO3		Develop writing skills in different areas including CV and cover letter writing.									
CO4		Develop student's self-management skills to plan their goals.									
CO5		Enhance their capacity in understanding and using different non-verbal communications throughout their communication.									
Unit No.	Contents				Contact Hours	Learning Outcome				KL	
I	Grammar i. Use of Prepositions ii. Tag questions iii. Idioms, Phrases and Clauses iv. Simple, complex, compound sentences										
II	Grammar i. Active and Passive Voice ii. Direct and Indirect Speech										
III	Writing Skills i. The Basics of Writing; avoid ambiguity and vagueness ii. Paragraph Writing iii. Precis Writing iv. Letter Writing v. Resume, CV and Cover Letter										
IV	Self-Management Skills i. SWOT Analysis ii. Self-Regulation-Goal Setting iii. Personal Hygiene										
V	Non-Verbal Communication-Sciences of Body Language i. What is Non-Verbal Communication & Body Language, ii. Elements of Communication, iii. Types of Body Language, iv. Importance and Impact of Body Language,										

	<ul style="list-style-type: none"> v. Types of Communication through Body Language, vi. Introduction to Haptic, Introduction to Kinesic, vii. Introduction to Proxemics, viii. Body Language Do's and Don'ts, Doubt Clearing Session. 			
VI	<p>Group Discussion (Theory)</p> <ul style="list-style-type: none"> i. Importance, ii. Planning, Elements, and Skills assessed; iii. Effectively disagreeing, iv. Initiating, v. Summarizing and Attaining the Objective 			

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: Zinsser, William. (2006) On Writing Well: The Classic Guide to Writing Nonfiction Harper Perennial
R2: Taylor J. and Wright, J., IELTS Advantage Reading Skills: A step-by-step guide to a high IELTS reading score, Delta Publishing by Klett
R3: Murphy, Raymond, (2012) English Grammar in Use Book with Answers: A Self-Study and Practice Book for Intermediate Learners of English, Cambridge University Press

OTHER LEARNING RESOURCES:

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

SEMESTER – III									
Course Title	Techno-Professional Skill-I								
Course code	24BAPS2108R	Total credits: 4 Total hours: 30P	L	T	P	S	R	O/F	C
			0	0	4	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Arts in Psychology								
Semester	Winter/ II semester of first year of the programme								
Course Objectives	1. To develop professionally and enhance experiential learning. 2. Prepare students to excel academically by fostering critical thinking and effective study habits. 3. Develop essential learning skills that enhance students' future career prospects.								
CO1	Develop knowledge in reading and summarizing complex ideas, including future directions, from psychological sources and research accurately.								
CO2	Apply how to organize and manage time.								
CO3	Identify communication errors and to incorporate possible strategies to prevent errors								
CO4	Analyse critical observation skills to supervise a given scenario.								
CO5	Analyse how to work and collaborate in teams								
Unit- No.	Content		Contact Hour	Learning Outcome				KL	
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.		3	Students will develop the knowledge of formulating new ideas and to conduct a quality literature review.				1,2	
II	Collaboration and teamwork Give and seek input from others (in formulating plans for recommendations). Assist others in solving problems and achieving own goals. Share information, ideas, and suggestions. Ask for help in identifying and achieving goals and solving problems.		3	Students will be able to learn how to work and collaborate in teams				1,2,3	
III	Organization/time management skills To organize mini events related to certain topics of their course		3	Students will be able to learn how to organize and manage time.				3,4,5	
IV	Communication skills and case studies Identifying communication error Identifying possible solution or strategy for preventing problems		3	The students will be able to identify communication errors and to incorporate possible strategies to prevent errors				3,4,5	
V	Social Awareness News Paper Reading, Field Observations, Domain Specific Current Affairs		3	It will enable the students with critical observation skills to watch the given scenario				5,6	

TEXT BOOKS

T1: Beins, B. C., & Beins, A. M. (2020). Effective writing in psychology: Papers, posters, and presentations (3rd ed.). 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:

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

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

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

SEMESTER – IV									
Course Title	Abnormal Psychology								
Course code	24BAPS2201R	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/_QVIH6nOJuM

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	Industrial Psychology								
Course Code	24BAPS2202R	Total Credits: 4	L	T	P	S	R	O	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	IV semester of 2 nd year of the programme								
Course Objectives	1. To develop a comprehensive understanding of industrial psychology and its applications in various organizational contexts. 2. To develop an understanding of how the various theories and methods of Industrial Psychology apply to the real work-settings. 3. To equip with knowledge and skills to effectively communicate, motivate employees, manage stress and foster a positive work environment.								
CO1	Understand the definition and scope of industrial psychology and its major influences, including scientific management, human relations schools, and the Hawthorne Experiments.								
CO2	Apply effective communication in organizations, understand the purpose of communication, identify barriers to effective communication, and learn how to manage communication effectively.								
CO3	Explore individual factors in the workplace such as motivation, job satisfaction, stress management, organizational culture, leadership, and group dynamics.								
CO4	Analyze the impact of work environment on psychology, including fatigue, boredom, accidents, and safety, as well as understand the importance of job analysis, recruitment, selection, and the reliability and validity of recruitment tests.								
CO 5	Develop an understanding of performance management and its components, with a focus on training and development to enhance employee skills and performance.								
Unit- No.	Content	Contact Hour	Learning Outcome					KL	
I	Introduction to Industrial Psychology – Definitions & Scope. Major influences on industrial Psychology- Scientific management and human relations schools Hawthorne Experiments	5	Students will be able to understand the definition and scope of industrial psychology and its major influences, including scientific management, human relations schools, and the Hawthorne Experiments.					1,2	
II	Communication in Organizations: Communication process, purpose of communication in organizations, barriers to effective communication, managing communication	5	Students will be able to apply effective communication in organizations, understand the purpose of communication, identify barriers to effective communication, and learn how to manage communication effectively.					1,2	
III	Individual in Workplace Motivation and Job satisfaction, stress management. Organizational culture, Leadership & group dynamics.	5	Students will be able to explore individual factors in the workplace such as motivation, job satisfaction, stress management, organizational culture, leadership, and group dynamics.					3	

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

TEXT BOOKS:

T1: Aamodt, M.G. (2007) *Industrial/Organizational Psychology : An Applied Approach* (5th edition) Wadsworth/Thompson : Belmont, C.A.

T2: Aswathappa K. (2008). *Human Resource Management* (fifth edition) New Delhi : Tata McGraw Hill.

REFERENCE BOOKS:

R1: Miner J.B. (1992) *Industrial/Organizational Psychology*. N Y : McGraw Hill.

R2: Blum & Naylor (1982) *Industrial Psychology. Its Theoretical & Social Foundations* CBS Publication

OTHER LEARNING RESOURCES:

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

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understand the definition and scope of industrial psychology and its major influences, including scientific management, human relations schools, and the Hawthorne Experiments.	1,2,3,6,8,9
2	Apply effective communication in organizations, understand the purpose of communication, identify barriers to effective communication, and learn how to manage communication effectively.	4,6,7,8,9
3	Explore individual factors in the workplace such as motivation, job satisfaction, stress management, organizational culture, leadership, and group dynamics.	1,3,4,5
4	Analyze the impact of work environment on psychology, including fatigue, boredom, accidents, and safety, as well as understand the importance of job analysis, recruitment, selection, and the reliability and validity of recruitment tests.	1,3,4,5,6,7,8,9
5	Develop an understanding of performance management and its components, with a focus on training and development to enhance employee skills and performance.	1,3,4,5,6,7,8,9

SEMESTER-IV									
Course title	INTERNSHIP-IV								
Course code	24BAPS2203R	Total Credits: 1 Total Hours :60S	L	T	P	S	R	O	C
			0	0	0	8	0	16	4
Pre-requisite	Nil	Co-Requisite	Nil						
Programme	Bachelor of arts in psychology								
Semester	Winter/IV semester of 2 nd year of the programme								
Course Objectives	1. To know about the organization, vision and Missions. 2. To know about the Community. 3. Initiatives taken by the Organizations in the community for the betterment of the community. 4. Understanding the problems in the community with a focus on the mental health needs.								
CO1	Develop the skills of Documentation and Reporting of Field Work.								
CO2	Demonstrate the appropriate approaches in practice and how they must be adapted to specific situations.								
CO3	Apply the knowledge in reading and summarizing complex ideas, including future directions, from psychological sources and research accurately.								
CO4	Integrate academic theory with practical application in a professional work environment.								
CO5	Synthesizes the ways to recognize and describe problems operationally in order to study them empirically.								

Internship Activities

Placement in a Rehabilitation Centre/ Hospital

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

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

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

SEMESTER – IV									
Course Title	Research Methodology in Psychology								
Course code	24BAPS2204R	Total credits: 3	L	T	P	S	R	O/F	C
		Total hours: 45T	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 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	Basic Life Saving Skills								
Course code	24UULS2201R	Total credits: 1 Total hours: 30P	L	T	P	S	R	O/F	C
			0	0	2	0	0	0	1
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of 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 – V									
Course Title	Health Psychology								
Course code	24BAPS3101R	Total credits: 3	L	T	P	S	R	O/F	C
		Total hours: 45T	3	0	2	0	0	0	4
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 Coping 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	24BAPS3102R	Total credits: 3 Total hours: 30T+90R			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/ 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 pie charts, Effective use of colour and design in data visualization			8	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.				2,3, 4,5		

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 Wiley.

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	Organizational Behaviour								
Course code	24BAPS3103R	Total credits: 4 Total hours: 45T+30P	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 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	<p>Leadership: Meaning, Styles and Theories - 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.</p> <p>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</p>	8	Students will identify various leadership styles, communication processes, conflict resolution techniques, and power dynamics in organizations.	2,3,4,5
V	<p>Organizational Structure and Design - Organizational Culture - Organizational Change</p>	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-V									
Course Title	Child And Adolescent Psychology								
Course Code	24BAPS3104R	Total Credits: 3	L	T	P	S	R	O	C
		Total Hours: 30T+30P	4	0	0	0	0	0	4
Pre-Requisite	Nil	Co-Requisite	Nil						
Programme	Bachelor of Arts in Psychology								
Semester	Fall/V Semester Of 3rd 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 analyse 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	Explain the basic theories related to child and adolescence								
CO3	Analyze the role of family, peers, schooling, and media context in influencing child and adolescence								
CO4	Identify the child and adolescence-related psychological problems (psychopathology) and Intervention.								
CO5	To identify and analyze key risk factors, including genetic, biological, family environment, and negative life events, that contribute to mental health issues.								
Unit- No.	Content			Contact Hour	Learning Outcome			KL	
I	ISSUES OF CHILD AND ADOLESCENT DEVELOPMENT : 1.1 Factors influencing development : Heredity, Environment, Importance of critical periods in development 1.2 Theories of Development– o Bowlby Attachment Theory o Vygotsky’s socio- cultural theory 1.3 Stages of Development: o Prenatal o Infancy o Childhood o Adolescent 1.4 Certain laws in the context of children o Role of National Human Rights Commission in Protecting and Promoting Children’s Rights o The Juvenile Justice (Care and protection of children)- Act, 2015			7	Identify the basic issues related to child and adolescence			1,2	
II	CONTEXTUAL ISSUES OF CHILD AND ADOLESCENT DEVELOPMENT : 2.1 Family o Parenting, family relationship Peer relations o Parental influence, peer acceptance, peer conformity. 2.3 Schooling o Teacher student interaction, grouping practices. 2.4 Media o The effects of electronic media on adolescent wellbeing, benefits of social media, risks of social media.			10	Explain the basic theories related to child and adolescence			1,2,4	

III	CHILD AND ADOLESCENT PSYCHO-SOCIAL ISSUES: Deviance as a maladaptive behavior: o Nature & meaning o Recent forms of deviance: Rudeness, Cyber Deviance, Bullying Situational contexts: o Adoption, abuse and neglect, poor discipline, dysfunctional families, broken family, parental divorce or death.	10	Analyze the role of family, peers, schooling, and media context in influencing child and adolescence	2,3,4
IV	CHILD AND ADOLESCENT INTERVENTION PROCESS: Process Issues in Child Psychotherapy: Parent and Teacher Perceptions of Problem Behaviors	8	Identify the child and adolescence-related psychological problems (psychopathology) and Intervention.	2,3,4,5
V	Preventive Intervention: Risk Factors (Genetic and Biological Factors, Family Environment, Negative Life Events). The Effectiveness of Preventive Programs (Universal Preventive Intervention)	10	.	1,2,4,5

TEXTBOOK

T1: Santrock, J. W. (2019). *Child development* (15th ed.). McGraw-Hill Education.

T2: Santrock, J. W. (2018). *Adolescence* (16th ed.). McGraw-Hill Education.

T3: McGaugh, J. R., & Brannon, B. A. (Eds.). (2009). *Child and adolescent development: A behavioral systems approach*. Oxford University Press.

T4: Bee, H. L., & Boyd, D. (2013). *The developing child* (13th ed.). Pearson Education.

REFERENCE BOOK

R1: Lerner, R. M. (Ed.). (2015). *Handbook of child psychology and developmental science* (7th ed.). Wiley.

R2: Lerner, R. M., & Steinberg, L. (Eds.). (2009). *Handbook of adolescent psychology* (3rd ed.). Wiley.

R3: McGuffin, P. A., & McAllister, D. J. K. (Eds.). (2005). *The Oxford handbook of child psychological disorders*. Oxford University Press.

R4: Bavin, E. L. (Ed.). (2017). *The Cambridge handbook of child language*. Cambridge University Press.

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	1,2,3,4,5,6,7,8,9
2	Explain the basic theories related to child and adolescence	1,2,3,4,5,6,7,8,9
3	Analyze the role of family, peers, schooling, and media context in influencing child and adolescence	1,2,3,4,5,6,7,8,9
4	Identify the child and adolescence-related psychological problems (psychopathology) and Intervention.	1,2,3,4,5,6,7,8,9
5	To identify and analyze key risk factors, including genetic, biological, family environment, and negative life events, that contribute to mental health issues.	1,2,3,4,5,6,7,8,9

SEMESTER-V									
Course title	INTERNSHIP-V								
Course code	24BAPS3105R	Total Credits: 3	L	T	P	S	R	O	C
		Total Hours: 60P	0	0	2	4	6	8	4
Pre-requisite	Nil	Co-Requisite	Nil						
Programme	Bachelor of Arts in Psychology								
Semester	Fall/V Semester of 3rd Year of The Programme								
Course Objectives	1. To acquire hands-on experience in the field of psychology 2. To bridge the gap between theoretical knowledge and real- world application. 3. To apply psychological theories, research methods, and therapeutic techniques in a professional setting. 4. To develop practical skills and enhance understanding of psychological practices. 5.To develop professional skills such as communication, collaboration, and ethical conduct, while gaining exposure to various roles and responsibilities within the field of psychology. Gaining exposure to various roles and responsibilities within the field of psychology.								
CO1	Demonstrate practical application of psychological theories and methodologies through real-world scenarios during the internship in diverse settings.								
CO2	Apply ethical principles in conducting psychological assessments, interventions, and consultations within the internship context.								
CO3	Develop effective communication and interpersonal skills in a professional psychological setting, fostering collaboration with clients and colleagues.								
CO4	Utilize data collection and analysis techniques to contribute meaningfully to ongoing projects and interventions in the field of psychology during the internship.								
CO5	Acquire hands-on experience in the implementation of evidence-based practices and interventions, enhancing practical skills for future professional roles in psychology.								

Internship Activities

Placement in a Rehabilitation Centre/ Hospital

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

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

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

SEMESTER-V									
Course Title	MINOR RESEARCH-I								
Course Code	24BAPS3106R	Total Credits: 3 Total Hours: 60P	L	T	P	S	R	O	C
			0	0	0	4	6	0	2
Pre-Requisite	-	CO-REQUISITE-	-						
Programme	Bachelor of Arts in Psychology								
Semester	Fall/V Semester of 3 rd Year of the Programme								
Course Objectives	1.To develop research competency of writing papers for Scopus indexed journals with a good impact factor. 2.To ensure that the learner develops professional competency of working in an interdisciplinary context. 3.To enhance academic professional skills for presenting papers at scholarly conferences.								
CO1	Critically analyze existing psychological literature, identifying gaps and formulating research questions.								
CO2	Evaluate research methodologies to design and implement sound psychological research protocols.								
CO3	Interpretation of research data, drawing valid conclusions and implications in the field of psychology.								
CO4	Communicate research findings effectively through written reports, presentations, and discussions.								
CO5	Synthesize knowledge and skills to critically assess the ethical considerations and limitations inherent in psychological research projects.								
Overview of the Syllabus a) Introduction to Research Project: Overview of the project's purpose and objectives b) Literature Review: Conducting a thorough review of existing literature related to the research question c) Methodology: Selection and justification of research methods and data collection techniques d) Data Analysis: Techniques for analyzing and interpreting collected data e) Ethical consideration: Addressing ethical issues in research and ensuring compliance f) Writing the Report and Presentation: Guidelines for preparing the research report and presenting findings									

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Critically analyze existing psychological literature, identifying gaps and formulating research questions.	1,2,3,4,5,6,7,8,9
2	Evaluate research methodologies to design and implement sound psychological research protocols.	1,2,3,4,5,6,7,8,9
3	Interpretation of research data, drawing valid conclusions and implications in the field of psychology.	1,2,3,4,5,6,7,8,9
4	Communicate research findings effectively through written reports, presentations, and discussions.	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	Techno-Professional Skills-IV								
Course Code	24BAPS3107R	Total Credits: 3	L	T	P	S	R	O	C
		Total Hours: 30P	0	0	4	0	0	0	2
Pre-Requisite	-	Co-Requisite-	-						
Programme	Bachelor of Arts in Psychology								
Semester	Fall/V Semester of 3 rd Year of the Programme								
Course Objectives	1.Read research articles accurately, being able to abstract their essential ideas and understand their implications. 2.Write concisely and objectively using APA format, the standard of our field.								
CO1	Critically analyze book reviews, covering introduction, content, highlights, stages, and evaluation.								
CO2	Apply effective organization and development skills in writing, including idea formulation, source assessment, literature search, and summarizing journal articles.								
CO3	Evaluate and contribute to decision-making through input, assistance, and information sharing.								
CO4	Analyze communication errors, propose solutions, and demonstrate effective communication through case studies.								
CO5	Develop social awareness through activities like newspaper reading, field observations, and staying informed on domain-specific current affairs.								
Unit- No.	Content	Contact Hour	Learning Outcome					KL	
I	Book Review Introduction, contents of book review, highlights of book review, stages of book review, evaluation of book review	7	Students will develop the knowledge of how to review a book, its various stages and evaluation.					1,2	
II	Organizing and Developing Your Ideas and Writing Formulating your ideas; Assessing your sources; How to conduct a literature search; How to read and summarize a Journal Article.	10	Students will develop the knowledge of formulating new ideas and to conduct a quality literature review.					2,4	
III	Collaboration and teamwork Give and seek input from others (in formulating plans for recommendations).Ass ist others in solving Bproblems and achieving own goals.Share information, ideas, and suggestions.Ask for help in identifying and achieving goals and solving problems.	10	Students will be able to learn how to work and collaborate in teams					2,3,4	
IV	Communication skills and case studies Identifying communication error Identifying possible solution or strategy for preventing problems	8	The students will be able to identify 91ounsellor9191n n errors and to incorporate possible strategies to prevent errors					2,5,	

V	Social Awareness News Paper Reading, Field Observations, Domain Specific Current Affairs	10	It will be enable the students with critical observation skills to watch the given scenario	2,4,5
----------	---	-----------	---	-------

REFERENCE BOOKS:

R1: Hartley, J. (2008). Academic Writing and Publishing: A Practical Guide, New York: Taylorand Francis.

OTHER LEARNING RESOURCES:

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

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

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

SEMESTER – VI									
Course Title	Counselling Psychology								
Course code	24BAPS3201R	Total credits: 03	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(3rdEd.) 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 PROGRAM OUTCOMES

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

SEMESTER – III									
Course Title	Human Resource Management								
Course code	24BAPS3202R	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. <ul style="list-style-type: none"> 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) <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> • Training: Need and significance • 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	8	Students will Understand the need and Significance of training; the process of Executive Development and Career Management	2,3,4,5
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-VI									
Course Title	Experimental Psychology								
Course Code	24BAPS3203R	Total Credits: 3	L	T	P	S	R	O	C
		Total Hours: 45T+ 30P	4	0	0	0	0	0	4
Pre-Requisite	-	Co-Requisite							
Programme	Bachelor of Arts in Psychology								
Semester	Fall/V Semester of 3 rd Year of the Programme								
Course Objectives									
CO1	Understand research methods and design in experimental psychology								
CO2	Explain sensation, perception, learning, motivation, cognition								
CO3	Apply statistical analysis and research design principles								
CO4	Critically evaluate research studies and designs								
CO5	Design and conduct experiments in psychology								
Unit- No.	Content	Contact Hour	Learning Outcome				KL		
I	Introduction to experimental psychology - Research methods (surveys, observations, experiments) - Experimental design (between/within subjects, control groups) - Ethics in research	7	Student will learn about Research methods (surveys, observations, experiments)				1,2		
II	Sensory systems (visual, auditory, tactile) - Perception (thresholds, signal detection) - Psychophysics (Weber's law, Fechner's law) - Perceptual phenomena (illusions, aftereffects)	10	Will get the knowledge about Sensory systems - Perception - Psychophysics (Weber's law, Fechner's law) - Perceptual				2,3,4		
III	Classical conditioning (Pavlov) - Operant conditioning (Skinner) - Types of learning (habituation, sensitization) - Motivation theories (drive-reduction, incentive)	10	Gain an understanding of experiments conducted by Pavlov and Skinner. Types of Learning and Motivation.				1,2		
IV	Attention and perception - Memory (short-term, long-term) - Language and thought - Social influence (conformity, obedience)	8	Gain an understanding on Attention and perception - Memory - Language and thought				2,3,4,5		
V	Descriptive statistics (mean, variance) - Inferential statistics (t-tests, ANOVA) - Research applications (program evaluation, neuropsychology) - Presenting research findings (APA style)	10	Apply statistical skills for experimental data analysis				1,2		

REFERENCE BOOKS:

- R1: Myers, A. L., & Hansen, C. H. (2020). Experimental psychology. New York, NY: Worth Publishers.
- R2: Shaughnessy, J. J., Zechmeister, E. B., & Jessica, S. (2017). Research methods in psychology: A hands-on approach. New York, NY: McGraw-Hill.
- R3: Keppel, G., & Wickens, T. D. (2004). Design and analysis: A researcher's handbook. Upper Saddle River, NJ: Pearson Prentice Hall.
- R4: Pashler, H., & Gallistel, C. R. (Eds.). (2017). Stevens' handbook of experimental psychology and cognitive neuroscience. Hoboken, NJ: Wiley.
- R5: Sternberg, R. J., & Holyoak, K. J. (Eds.). (2018). Oxford handbook of cognitive psychology. New York, NY: Oxford University Press.
- R6: Colman, A. M. (Ed.). (2015). Oxford handbook of cognitive psychology. New York, NY: Oxford University Press.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understand research methods and design in experimental psychology	1,2,3,4,5,6,7,8,9
2	Explain sensation, perception, learning, motivation, cognition	1,2,3,4,5,6,7,8,9
3	Apply statistical analysis and research design principles	1,2,3,4,5,6,7,8,9
4	Critically evaluate research studies and designs	1,2,3,4,5,6,7,8,9
5	Design and conduct experiments in psychology	1,2,3,4,5,6,7,8,9

SEMESTER-VI									
Course Title	INTERNSHIP-VI								
Course Code	24BAPS3204R	Total Credits: 1	L	T	P	S	R	O	C
Pre-Requisite	-	Total Hours :60S	0	0	0	4	6	0	2
Programme	CO-REQUISITE-								
Semester	Bachelor of Arts in Psychology								
Course Objectives	Winter/IV Semester of 2 nd Year of the Programme								
	1. To know about the organization, vision and Missions. 2. To know about the Community. 3. Initiatives taken by the Organizations in the community for the betterment of the community. 4. Understanding the problems in the community with a focus on the mental health needs.								
CO1	Develop the skills of Documentation and Reporting of Field Work.								
CO2	Demonstrate the appropriate approaches in practice and how they must be adapted to specific situations.								
CO3	Apply the knowledge in reading and summarizing complex ideas, including future directions, from psychological sources and research accurately.								
CO4	Integrate academic theory with practical application in a professional work environment.								
CO5	Synthesizes the ways to recognize and describe problems operationally in order to study them empirically.								

Internship Activities

Placement in a Rehabilitation Centre/ Hospital

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

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

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

SEMESTER-VI									
Course Title	Minor Research II								
Course Code	24BAPS3205R	Total Credits: 3 Total Hours:	L	T	P	S	R	O	C
			0	0	0	4	6	0	4
Pre-Requisite	Nil	Co-Requisite-	Nil						
Programme	Bachelor of Arts in Psychology								
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

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

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

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



Assam down town University

Curriculum and Syllabus

Bachelor of Social Work

OUTCOME BASED EDUCATION FRAMEWORK

CHOICE BASED CREDIT SYSTEM

Version: 2.2

**FACULTY OF HUMANITIES AND
SOCIAL SCIENCES**

July, 2024

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 04/06/2024 and approved by the 51st Academic Council (AC) meeting held on dated 26/07/2024.



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: 133

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, $CP = GP \times CR$

i. Credit:

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

ii. Grade Point:

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

iii. Letter Grade:

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

- (i) A Letter Grade shall signify the level of qualitative/quantitative academic achievement of a student in a Course, while the Grade Point shall indicate the numerical weight of the Letter Grade on a 10-point scale.
- (ii) There shall be 08 (eight) Letter Grades bearing specific Grade Points as listed in Table 1, where the Letter Grades 'O' to 'P' shall indicate successful completion of a course.
- (iii) Apart from the 08 (eight) regular Letter Grades listed in Table 1, there shall be 03 (three) additional Letter Grades, which shall be awarded if a Course is withdrawn or spanned over the next Semester or remains incomplete as stated in Table 2.

Table 2: Letter Grades and Grade Points

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

iv. Grade Point Average:

a. SGPA (Semester Grade Point Average)

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

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

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

b. CGPA (Cumulative Grade Point Average)

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

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

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

D. Post-Examination

i. Transcript or Grade Card or Certificate:

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

ii. Grievance Redress 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)	9
		Ability Enhancement Course (AEC)	10
		Multidisciplinary Course (MDC)	1
		Discipline Specific Elective (DSE)	0
		Value Added Course (VAC)	4
2	University Elective (UE)	Multidisciplinary Course (MDC)	8
		Value Added Course (VAC)	4
3	Programme Core (PC)	Discipline Specific Core (DSC)	88
		Field Training	3
		Research /Industry Internship	6
		Summer Internship	0
4	Programme Elective (PE)	Discipline Specific Elective (DSE)	0
		Value Added Course (VAC)	0
5	Faculty Core (FC)	Skill Enhancement Course (SEC)	0
		Ability Enhancement Course (AEC)	0
Total			133

Breakdown by categories of courses

Sl no	Category	Credits	%
1.	Humanities & Social Sciences	125	93.98%
2.	Engineering	4	3.01%
3.	Commerce and Management	2	1.50%
4.	Science	1	0.75%
5.	Paramedical	1	0.75%
	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.	24BSWO1101R	Introduction to Social Work Profession	DSC (Major)	2	0	0	0	0	0	2	40	60	0	100
	2.	24BSWO1102R	Orientation Visit	DSC (Major)	2	0	0	4	0	8	2	0	0	100	100
	3.	24BSWO1103R	Community Organisation and Development	DSC (Minor)	3	0	0	0	0	0	3	0	0	0	100
	4.	24BSWO1104R	Introduction to Indian Society	DSC (Minor)	3	0	0	0	0	0	3	40	60	0	100
	5.	24BSWO1105R	Concept of Human Growth and Development	DSC (Minor)	2	0	0	0	0	0	2	40	60	0	100
	6.	24BAHO1106R	Language Policy & Political Conflicts	MDC	3	0	0	0	0	0	3	40	60	0	100
	7.	24UBPD1102R	Elementary English	AEC	0	0	4	0	0	0	2	0	0	100	100
	8.	24UVAC1001R	Housing Justice: A view from Indian Cities (online)	VAC	0	0	4	0	0	0	2	0	0	100	100
	9.	24UBCC1101R	Co-Curricular	Co-Curricular	0	0	0	4	0	0	1	0	0	100	100
	Total				15	0	8	8	0	8	20	160	240	400	900
Semester II	1.	24BSWO1201R	Social Case Work	DSC (Major)	2	0	0	0	0	0	2	40	60	0	100
	2.	24BSWO1202R	Concurrent Field Work I	DSC (Major)	0	0	0	4	0	8	2	0	0	100	100
	3.	24BSWO1203R	Introduction to Social Psychology	DSC (Minor)	3	0	0	0	0	0	3	40	60	0	100
	4.	24BSWO1204R	Globalization and Society	DSC (Minor)	2	0	0	0	0	0	2	40	60	0	100
	5.	24BSWO1205R	Contemporary Social Problems & Social Work Interventions	DSC (Minor)	3	0	0	0	0	0	3	40	60	0	100
	6.	24UBES1001R	Environmental Studies	VAC	2	0	0	0	0	0	2	40	60	0	100
	7.	24BAPS1206R	Positive Psychology	MDC	3	0	0	0	0	0	3	40	60	0	100
	8.	24UBPD1202R	Implicit English	AEC	0	0	4	0	0	0	2	0	0	100	100
	9.	24UBCEC1201R	Extra-Curricular	Extra-Curricular	0	0	0	4	0	0	1	0	0	100	100
	10.	24UCDT1201R	Ideation and Design Thinking	SEC	0	0	2	0	0	0	1	40	60	0	100
Total				15	0	6	8	0	8	21	280	420	300	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.	24BSWO2101R	Social Work with Groups	DSC (Major)	3	0	0	0	0	0	3	40	60	0	100
	2.	24BSWO2102R	Social Welfare Administration	DSC (Major)	3	0	0	0	0	0	3	40	60	0	100
	3.	24BSWO2103R	Concurrent Field Work II	DSC (Major)	0	0	0	0	0	8	2	0	0	100	100
	4.	24BSWO2104R	Social Entrepreneurship	DSC (Minor)	4	0	0	0	0	0	4	40	60	0	100
	5.	24BSWO2105R	Child Protection and Child Rights	DSC (Minor)	4	0	0	0	0	0	4	40	60	0	100
	6.	24BSWO2106R	Community Service	Field Training	0	0	0	0	0	8	1	0	0	100	100
	7.	24BSWO2107R	Techno-professional Skills I	SEC	0	0	4	0	0	0	2	0	0	100	100
	8.	22UBPD2103R	Proficient Communication	AEC	0	0	4	0	0	0	2	0	0	100	100
	9.	24BASO2101R	Sociology of Gender	MDC	0	0	0	0	0	0	2	40	60	0	100
	10.	24UULS2201R	Basic Life Saving Skills	VAC	0	0	2	0	0	0	1	0	0	100	100
Total				14	0	10	0	0	16	24	200	300	500	1000	
Semester IV	1.	24BSWO2201R	Activism, Social Movement and Social Change	DSC (Major)	4	0	0	0	0	0	4	40	60	0	100
	2.	24BSWO2202R	Research Methodology for Social Work	DSC (Major)	4	0	0	0	0	0	4	40	60	0	100
	3.	24BSWO2203R	Concurrent Field Work III	DSC (Major)	0	0	8	16	0	8	4	0	0	100	100
	4.	24BSWO2204R	Social Work with Differently Abled	DSC (Major)	4	0	0	0	0	0	4	40	60	0	100
	5.	24BSWO2205R	Aptitude	SEC	0	0	4	0	0	0	2	0	0	100	100
	6.	24UBPD2203R	Campus to Corporate	AEC	0	0	4	0	0	0	2	0	0	100	100
	7.	24UUDL1003R	Computational Systems and Digital World	VAC	0	0	2	0	0	0	1	0	0	100	100
	8.	24BAPS2206R	Emotional and Social Intelligence	MDC	1	0	0	0	0	0	1	40	60	100	100
	Total				13	0	18	16	0	8	22	160	240	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 V	1.	24BSWO3101R	Social Work in Health Care Setting	DSC (Major)	4	0	0	0	0	0	4	40	60	0	100
	2	24BSWO3102R	Urban, Rural & Tribal Community Development	DSC (Major)	4	0	0	0	0	0	4	40	60	0	100
	3	24BSWO3103R	Social Work with Family	DSC (Major)	4	0	0	0	0	0	4	40	60	0	100
	4	24BSWO3104R	Organizational Behaviour	DSC (Major)	3	0	0	0	0	0	4	40	60	0	100
	5	24BSWO3105R	Block Placement – I	Internship	0	0	2	4	6	8	4	0	0	100	100
	6	24BSWO3106R	Minor Research I	PC	0	0	0	4	6	0	2	0	0	100	100
	7	24BSWO3107R	Techno Professional Skills II	SEC	0	0	4	0	0	0	2	0	0	100	100
	8	TBD	Logic & Reasoning Aptitude (CLPPD)	AEC	0	0	4	0	0	0	2	0	0	100	100
	Total				15	0	10	8	12	8	26	160	240	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 VI	1.	24BSWO3201R	Social Work and Mental Health	DSC (Major)	4	0	0	0	0	0	4	40	60	0	100
	2	24BSWO3202R	Livelihood and Sustainable Development	DSC (Major)	4	0	0	0	0	0	4	40	60	0	100
	3	24BSWO3203R	Social Work with Youth and Elderly	DSC (Major)	4	0	0	0	0	0	4	40	60	0	100
	4	24BSWO3204R	Social Work in Human Resource Management	DSC (Major)	4	0	0	0	0	0	4	40	60	0	100
	5	24BSWO3205R	Block Placement II (Internship II)	Industry Internship/ Organization	0	0	0	2	0	8	2	0	0	100	100
	6	24BSWO3206R	Minor Research II	Research/ Industry Internship	0	0	0	4	6	0	2	0	0	100	100
	Total				16	0	0	6	6	8	20	160	240	200	600

***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	24BSWO1101R	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	24BSWO1102R	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	24BSWO1103R	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	24BSWO1104R	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	<ol style="list-style-type: none"> 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

SEMESTER – I									
Course Title	COMMUNITY SERVICES I								
Course code	24BSWO1106R	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/ I 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 through 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 – I									
Course Title	ELEMENTARY ENGLISH								
Course code	24UBPD1102R	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 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 <ul style="list-style-type: none"> • 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	24UBEC1101R	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	24BSWO1201R	Total credits: 4 Total hours: 60T	L	T	P	S	R	O/F	C
			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	24BSWO1202R	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, characteristic s 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	24BSWO1203R	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	24UBES101R	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	<ol style="list-style-type: none"> 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 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	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	<p>Ecosystems Concept of an ecosystem. Structure and function of an ecosystem. Producers, consumers and decomposers. Energy flow in the ecosystem. Ecological succession. Food chains, food webs and ecological pyramids. Introduction, types, characteristic features, structure and function of the Following ecosystem: - Forest ecosystem, Grassland ecosystem, Desert ecosystem, Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)</p>	4	Describe the structure, function, and different types of ecosystems, along with the concept of ecological succession and energy flow.	1,2
IV	<p>Biodiversity and its conservation: Introduction – Definition: genetic, species and ecosystem diversity. Biogeographical classification of India. Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and option values. Biodiversity at global, National and local levels. India as a mega- diversity nation• Hot-spots of biodiversity. Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts. Endangered and endemic species of India. Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity</p>	4	Recognize the value of biodiversity, threats to it, and methods for its conservation at various levels.	1,2
V	<p>Environmental Pollution Definition Cause, effects and control measures of:-Air pollution, Water pollution, Soil pollution, Marine pollution, Noise pollution, Thermal pollution, Nuclear hazards. Solid waste Management: Causes, effects and control measures of urban and industrial wastes. Role of an individual in prevention of pollution. Pollution case studies. Disaster management: floods, earthquake, cyclone and landslides.</p>	4	Identify causes, effects, and control measures of various types of pollution, and understand solid waste management and disaster management strategies.	1,2
VI	<p>Social Issues and the Environment: From Unsustainable to Sustainable development. Urban problems related to energy. Water conservation, rain water harvesting, watershed management. Resettlement and rehabilitation of people; its problems and concerns. Case Studies. Environmental ethics: Issues and possible solutions. Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Case Studies. Waste land reclamation. Consumerism and waste products. Environment Protection Act. Air (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.</p>	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	24BSWO1204R	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 through 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	24UBPD1202R	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	<ol style="list-style-type: none"> To enable students to learn, understand and practice transformation of sentences, correct usage of all tenses and rectify common grammatical errors. To help students to expand their Vocabulary strength along with learning new words and collocations. To train and guide students to improve and their sharpen their listening skill and to become good listeners, 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) <ol style="list-style-type: none"> Interchange of Interrogative and Assertive Sentences, Exclamatory and Assertive Sentences Types of Tenses Common Errors 	12	Students will accurately construct and transform various sentence types and correct grammatical errors	1,2,3					
II	Vocabulary Development <ol style="list-style-type: none"> One word substitution Homonyms and Homophones Words often confused Idioms and phrases 	12	Students will enhance their vocabulary and use words accurately in context.	3,4					
III	Listening Skills <ol style="list-style-type: none"> What is listening? Types of Listening Understanding Listening Barriers 	12	Students will demonstrate effective listening skills and identify listening barriers.	3,4					
IV	Reading Skills <ol style="list-style-type: none"> Techniques of Effective Reading Gathering ideas and information from a text 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 ENTREPRENEURSHIP								
Course code	24BSWO2101R	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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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	24BSWO2102R	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	24BSWO2103R	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	<ol style="list-style-type: none"> 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	24BSWO2104R	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	24BSWO2105R	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 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	24BSWO2106R	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	24BSWO2107R	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	<ol style="list-style-type: none"> To introduce students to the concept of community service and its significance in personal and societal development. To provide students with opportunities for practical engagement in community service activities. 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	24UULS2102R	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	<ol style="list-style-type: none"> To learn and demonstrate essential Basic Life Support (BLS) techniques for assisting in medical emergencies before professional help arrives. To enhance communication, teamwork, and conflict resolution skills to improve personal and professional interactions. 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) <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ol style="list-style-type: none"> Introduction Priorities of Initial approach in pre-hospital care Scene safety Primary assessment Bleeding control Helmet removal Care of amputated body part Extrication of victims and safe transfer Cervical spine stabilization Cervical collar application Splinting of broken Limbs 		10	Explains about different trauma emergencies and methods of managing trauma emergencies.				1,2,3	

IV	Triage system <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Victim centred approach in medical emergency • Management of :- <ul style="list-style-type: none"> 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	24UBPD2102R	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	<ol style="list-style-type: none"> 1. To enable students to learn, understand and practice transformation of sentences, uses of correct preposition. 2. To augment the writing skills in different areas including CV and cover letter writing. 3. To boost productivity and performance at work, which assists in the achievement of professional goals. 4. To evaluate the required attributes in a candidate. 								
CO1	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 and 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	24UUFL2201R	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	<ol style="list-style-type: none"> 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 – <ol style="list-style-type: none"> 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– <ol style="list-style-type: none"> 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 – <ol style="list-style-type: none"> 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		

	<ul style="list-style-type: none"> iv. Financial support systems for entrepreneurs; v. Venture Capital, Business Angels, vi. Assistant of Government, vii. Commercial Bank Loans and Overdraft. 			
IV	<p>Planning for investing in securities market –</p> <ul style="list-style-type: none"> 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	<p>Planning for debts and Retirement</p> <ul style="list-style-type: none"> 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: Singhanian, V. K., & Singhanian, 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	24BSWO2201R	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 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	24BSWO2202R	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	24BSWO2203R	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 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	24BSWO2204R	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	24BSWO2205R	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, Curricular issues	9	Understand the issues associated with the disability.					3,4	
IV	Measures for the Protection of Rights of Persons with Disabilities - International initiatives for the Protection of Rights of Persons with Disabilities, National initiatives for the Protection of Rights of Persons with Disabilities, Government schemes and programmes in India for persons with disability	11	Understand the rights and policy measures taken for the differently abled persons.					1,3,4	
V	Social work intervention - Social work in the field of disability, Networking and advocacy, Models of rehabilitation	7	Know the role of social workers in the field of disability.					3,5,6	

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: Koppers, 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	24BSWO2206R	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	24BSWO2207R	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 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	24BSWO2208R	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=-mRJDdu3BqOg>

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	24UULS2201R	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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 Restaurateur, 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	24UBPD2202R	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 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 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	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	24UCDL2202R	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	<ol style="list-style-type: none"> 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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	24BSWO3101R	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	24BSWO3102R	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	24BSWO3103R	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	24BSWO3104R	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.

OTHER LEARNING RESOURCES

<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	24BSWO3105R	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.

OTHER LEARNING RESOURCES

<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	24BSWO3106R	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	24BSWO3107R	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

<https://www.youtube.com/watch?v=JVAKq-oJnFs>

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

SEMESTER – V									
Course Title	MINOR RESEARCH I								
Course code	24BSWO3108R	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	BACHELOR OF SOCIAL WORK								
Semester	Fall/ V semester of third year of the programme								
Course Objectives	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.								
CO1	Understand and apply fundamental research concepts and ethical principles in social work research.								
CO2	Identify and articulate a specific research problem with appropriate objectives.								
CO3	Conduct a comprehensive review of literature relevant to the chosen research topic.								
CO4	Develop a feasible research methodology and detailed synopsis for the proposed study.								
CO5	Present a structured and logical research synopsis, demonstrating clarity and critical insight.								
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.									

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

SEMESTER – V									
Course Title	BLOCK PLACEMENT- I								
Course code	24BSWO3109R	Total credits: 3	L	T	P	S	R	O/F	C
			0	0	0	12	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	<ol style="list-style-type: none"> 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:									
<p>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.</p>									
Evaluation Criteria									
Field Supervisor's Assessment- 40% Reflective Journal- 20% Internship Report- 20% Presentation and Viva Voce – 20%									
Requirements for Completion									
<ol style="list-style-type: none"> 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	INDIAN LEGAL SYSTEM AND CRIMINAL JUSTICE								
Course code	24BSWO3201R	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	24BSWO3202R	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	<ol style="list-style-type: none"> To gain a comprehensive understanding of policy analysis and the policy formulation process, including the techniques and tools used in policy development. To develop an in-depth understanding of social policy within the framework of national goals as stated in the Constitution of India, with particular emphasis on the directive principles of state policy and fundamental rights. To critically analyze the impact of social policies on various sectors of society, and understand the role of social workers in advocating for and implementing these policies. 								
CO1	Learn the concept, content, and process of social planning.								
CO2	Develop the capacity to identify linkages among social needs, problems, development issues, and policies.								
CO3	Understand the dynamics of social welfare policies in India.								
CO4	Utilize the best practices concerning the implementation of social policies in India.								
CO5	Apply evaluation frameworks and models to assess the implementation of social policies.								
Unit- No.	Content		Contact Hour	Learning Outcome				KL	
I	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 of Good 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	24BSWO3203R	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	24BSWO3204R	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 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: Global 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	24BSWO3205R	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;	7	Design a community-centered disaster	4,5					

	Community involvement and participation in preparedness; Designing a disaster management plan incorporating social work principles.		preparedness and response plan.	
--	---	--	---------------------------------	--

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=ygUjU09DSUFMIFdPUksgQU5EIERJU0FTVEVSIE1BTkFHRU1FTIQ%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	24BSWO3206R	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 and 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	24BSWO3207R	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	<ol style="list-style-type: none"> 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:									
<p>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.</p>									
Evaluation Criteria									
<p>Field Supervisor's Assessment- 40%</p> <p>Reflective Journal- 20%</p> <p>Internship Report- 20%</p> <p>Presentation and Viva Voce – 20%</p>									
Requirements for Completion									
<ol style="list-style-type: none"> 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	24BSWO3208R	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	<ol style="list-style-type: none"> 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:									
<p>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.</p>									

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

BA Honours

**OUTCOME BASED EDUCATION FRAMEWORK
CHOICE BASED CREDIT SYSTEM**

Version: 2.1

**FACULTY OF HUMANITIES AND
SOCIAL SCIENCES**

July, 2024

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 Humanities and Social Sciences held on dated 04/06/2024 and approved by the 51st Academic Council (AC) meeting held on dated 26/07/2024.



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 BA Honors Programme offered by the Faculty of Humanities and Social Sciences is a comprehensive and diverse course that includes 14 specializations. These specializations are BA Honours in *English, Communication, Digital Media Communication, Digital Design, Journalism and Mass Communication, Fine Arts, Theatre Arts, Public Administration, Economics, Culinary Arts/Food and Beverage Production, Sociology, Statistics and Data Science, Hospitality & Hotel Administration, and Political Science*. The programme aims to cater to a wide range of interests and career goals, allowing students to choose a field that aligns with their aspirations.

A unique feature of the program is its strong emphasis on employability. From the first semester, the curriculum integrates courses that develop practical skills essential for the workplace, such as current affairs, logic and reasoning, communicative English, and soft skills. This ensures that students are not only academically prepared but also equipped with the necessary tools to thrive in a competitive job market. The first two semesters offer a multidisciplinary foundation, providing a broad understanding of various fields. From the third semester onward, students explore their core specialization subjects, gaining in-depth knowledge and expertise in their chosen fields.

The program takes a holistic approach to education by encouraging both generalist and specialized learning. To further enhance employment prospects, the program offers courses that focus on specialized areas and research opportunities, enabling students to explore their fields of interest in greater depth. A distinctive aspect of the program is its inclusion of practical training through fieldwork practicums, which allow students to apply their theoretical knowledge in real-world settings, honing their skills and competencies. Additionally, the curriculum provides internship opportunities, which give students hands-on experience in their respective fields of study. These internships not only help students gain practical knowledge but also enable them to build professional networks and enhance their employability.

The BA Honors Programme is designed to span *four years* (eight semesters), but it offers flexibility with different certification options, allowing students to choose a pace that suits their needs. The overall goal of the program is to provide a strong foundation for students to develop their competencies in their chosen specializations. By combining theoretical knowledge with practical experience, the program prepares students for a variety of career opportunities on both national and global platforms.

I. Specific Features of the Curriculum

The curriculum is designed with several distinct features that cater to both academic and career development. It offers **diverse specializations**, allowing students to choose based on their interests. A **multidisciplinary foundation** is laid during the first two semesters, covering a wide range of subjects to ensure a well-rounded education before getting into core specializations from the third semester. The program emphasizes **employability skills** like current affairs, logic, communicative English, and soft skills from the outset. It also integrates **practical learning opportunities** through fieldwork practicums and **internship facilities**, enabling students to gain hands-on experience in their chosen fields. Additionally, the program promotes **research and innovation**, fostering critical thinking and academic exploration. With **flexible certification options**, students can tailor their academic paths, and the curriculum's structure is designed to open doors to both **global and national career opportunities**.

II. Eligibility Criteria:

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

III. Program Educational Objectives (PEOs):

1. To provide students with a strong foundation in their chosen field of study, equipping them with core concepts and theoretical knowledge.
2. To develop students' ability to analyze, evaluate, and solve complex problems in their respective disciplines.
3. To ensure that students gain practical skills, including communication, teamwork, and leadership, to excel in their careers.
4. To instil a sense of ethical responsibility and social awareness, encouraging students to contribute positively to society and the workforce.
5. To foster a commitment to continuous learning, adaptability, and innovation in both academic and professional contexts.

IV. Program Specific Outcomes (PSOs):

PSO 1: Expertise in Specialization: Demonstrate in-depth knowledge and skills in their chosen specialization, enabling them to excel in their professional fields.

PSO 2: Multidisciplinary Knowledge: Apply multidisciplinary approaches for a better understanding of social problems and situations to make a significant impact in society.

PSO 3: Practical Application of Knowledge: Graduates will effectively apply theoretical concepts to real-world scenarios through hands-on experience, internships, and projects.

V. Program Outcome: (POs)

PO1: Comprehensive Knowledge: Acquire a strong foundational understanding of the key concepts, theories, and principles related to their field of study.

PO2: Critical Thinking and Analysis: Develop the ability to critically analyze information, evaluate diverse perspectives, and make informed decisions.

PO3: Effective Communication: Achieve proficiency in both written and oral communication, allowing them to express ideas clearly and persuasively in a wide range of professional settings.

PO4: Research and Innovation: Enable to conduct research, explore innovative ideas, and contribute to academic or professional knowledge in their domain.

PO5: Practical and Technical Skills: Demonstrate practical skills and technical competencies through the application of knowledge in real-world tasks and projects.

PO6: Problem-Solving Abilities: Equip to identify, assess, and solve complex problems using logical and creative approaches.

PO7: Ethical and Social Responsibility: Exhibit ethical behavior and social awareness, contributing positively to their community and profession.

PO8: Teamwork and Leadership: Empower the students to work collaboratively in diverse teams and display leadership abilities when handling group projects or organizational responsibilities.

PO9: Lifelong Learning: Foster a dedication to ongoing personal and professional growth, ensuring they remain current with evolving knowledge and trends in their field.

VI. Total Credits to be Earned: 213 Credits

VII. Career Prospects:

The **BA Honors program** offers diverse career prospects across its 14 specializations, preparing students for a range of industries. Graduates in fields like **English, Communication, and Journalism** can pursue careers in media, content creation, and public relations, while those specializing in **Digital Media Communication and Design** can work in digital marketing, web design, and creative industries. Specializations like **Economics, Public Administration, and Political Science** open doors to careers in public policy, civil services, and governance. Additionally, students in **Sociology, Statistics, and Data Science** can explore roles in research, data analysis, and social development. The **Culinary Arts, Hospitality, and Fine Arts** specializations offer opportunities in the culinary industry, hotel management, and the arts. With a focus on practical skills and internships, this program ensures students are well-equipped for national and global job markets.

EVALUATION METHODS

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

A. INTERNAL ASSESSMENT:

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

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

**are compulsory*

Note: Total Internal assessment should be out of 40

INSTRUCTION

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

B. SEMESTER END EXAMINATION:

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

I. Pre-Examination:

Eligibility Criteria for a student to appear in University Examinations:

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

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

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

II. Admit Card:

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

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

III. Pattern of Question Papers:

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

Table

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

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

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

Table 1: Question paper pattern for End semester examination

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

IV. Examination Duration:

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

V. Practical Examinations, Viva-Voce etc.:

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

VI. Procedure of Expulsion:

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

VII. Instruction to the Students:

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

VIII. Provision for an Amanuensis (writer):

- (i) A candidate may be provided with an Amanuensis (writer) to write down on dictation on his / her behalf on ground of his / her physical disability to write down by himself / herself due to accident or any other reason. The amanuensis may be provided till he / she recovers from the physical disability. The physical disability to write down by himself / herself must be supported by Medical Certificate from a competent Medical Officer.
- (ii) The qualifications of the amanuensis so provided must not be equal or higher than that of the candidate. This is also to be supported by Certificate from the Faculty of Study where the Amanuensis is provided.

- (iii) Such candidates are to be accommodated in a separate room under the supervision of an invigilator so that the fellow candidates are not disturbed in the process.

C. Credit Point:

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

i. Credit:

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

ii. Grade Point:

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

iii. Letter Grade:

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

- (i) A Letter Grade shall signify the level of qualitative/quantitative academic achievement of a student in a Course, while the Grade Point shall indicate the numerical weight of the Letter Grade on a 10-point scale.
- (ii) There shall be 08 (eight) Letter Grades bearing specific Grade Points as listed in Table 1, where the Letter Grades 'O' to 'P' shall indicate successful completion of a course.
- (iii) Apart from the 08 (eight) regular Letter Grades listed in Table 1, there shall be 03 (three) additional Letter Grades, which shall be awarded if a Course is withdrawn or spanned over the next Semester or remains incomplete as stated in Table 2.

Table 2: Letter Grades and Grade Points

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

iv. Grade Point Average:

a. SGPA (Semester Grade Point Average)

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

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

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

b. CGPA (Cumulative Grade Point Average)

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

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

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

D. Post-Examination

i. Transcript or Grade Card or Certificate:

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

ii. Grievance Readdress Mechanism:

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

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

INSTRUCTION TO TEACHERS AND STUDENTS

(Teaching and Learning Methods)

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

1. Student- centric / Constructivist Approach:

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

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

b. Inquiry-Based Learning: The teacher/ students are supposed to list at least five questions in each contact hour and student solve these question or search for answer which becomes the home work for the students “question-driven” learning approach. The teacher may look for the correctness of the solution or the best possible answer and discuss in the successive class. This will help in the preparation for various competitive examination and develop a habit for search for solutions.

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

d. Cooperative Learning: The remaining five percent has to be completed by cooperative learning approach. In this approach, the students are allotted problems. During library hours the students

along with the teacher visit the library and search for probable solutions for the assigned problem. The same has to be done in groups so that the students discuss among themselves for the appropriate answers. Essentially, cooperative learning believes that social interactions can improve learning. In addition, the approach recreates real-world work situations in which collaboration and cooperation are required.

The percentage categorization for the completion of a theory course

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

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

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

SEMESTER – I									
Course Title	ENGLISH PAPER I								
Course code	24BAHO1101R	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	BA Honours								
Semester	Fall/ I semester of first year of the programme								
Course Objectives	1 To enable students to apply literary analysis techniques. 2 To understand the emotional and philosophical elements. 3 To enable students to compare and contrast the use of setting, dialogue, and plot development. 4 To enhance the ability to apply acquired reading strategies. 5 To develop a deeper understanding of grammar concepts.								
CO1	Enable to apply literary analysis techniques to explore themes, character development, and narrative style in prose works.								
CO2	Understand the emotional and philosophical elements conveyed in poetry through poetic analysis.								
CO3	Enable to compare and contrast the use of setting, dialogue, and plot development in short story formats.								
CO4	Enhance your ability to apply acquired reading strategies for accurately interpreting and thoughtfully responding to complex texts across various genres								
CO5	Develop a deeper understanding of grammar concepts and enhance the language proficiency.								
Unit- No.	Content		Contact Hour	Learning Outcome				KL	
I	Prose i. The Knowledge Society: APJ Abdul Kalam ii. Good Manner: J C Hills		7	Gain insights into human experiences and societal issues.				1,2	
II	Poetry i. The Solitary Reaper: William Wordsworth ii. The road not taken: Robert Frost iii. Night of the Scorpion: Nissim Ezekiel		7	Understand the emotional and philosophical elements conveyed in poetry				1,2	
III	Short story i. Breakfast: John Steinbeck ii. A horse and two goats: R K Narayan		6	Compare and contrast different prose styles and narrative voices.				1,2	
IV	Reading comprehension		5	Demonstrate the ability to comprehend and interpret written texts.				1,2, 3	
V	Grammar i. Voice change ii. Use of determiners		5	Demonstrate a clear understanding of key grammatical concepts.				1,2, 3	

TEXT BOOKS:

- 1 Kumar, R. N. (2018). *Learning of Dr. Apj Abdul Kalam: An Impetus to the Youth*, Publisher:https://www.google.co.in/search?hl=en&q=inpublisher:%22Compass+Publishing%22&tbm=bks&sa=X&ved=2ahUKEwjnryM_5GDAXNa2wGHeQhCBUQmxMoAHoECBYQAg&sxsrf=AM9HKKk4ba6GTtCsaH6sE7zRs1zz9mp_9Q:1702662233058 Independently Published.
- 2 Hill, J.C. (1948). *An Introduction to Citizenship*. Publisher: Oxford University Press.
- 3 [Steinbeck](#), J. (1938). *The Long Valley*. Publisher: Viking Press.
- 4 Narayan, R. K. (1970). *A Horse and two Goats*. Publisher: Viking Press.
- 5 Wordsworth, W. (1807). *The Solitary Reaper*. In *Poems, in Two Volumes*.
- 6 Frost, R. (1916). *The Road Not Taken*. In *Mountain Interval*.
- 7 Ezekiel, N. (1965). *Night of the Scorpion*. In *The Exact Name*.

REFERENCE BOOKS:

1. Meltzer, E. L. (2017). *The critical reader: The complete guide to SAT reading* (3rd ed.). The Critical Reader.
2. Azar, B. S., & Hagen, S. A. (2017). *Understanding and using English grammar* (5th ed.). Pearson Education.
3. Swan, M. (2016). *Practical English usage* (4th ed.). Oxford University Press.

OTHER LEARNING SOURCES

1. Purdue University Online Writing Lab (OWL). (n.d.). *Grammar resources*. Purdue University. Retrieved from https://owl.purdue.edu/owl/general_writing/grammar/index.html
2. Grammarly Blog. (n.d.). *Grammar 101: Everything you need to know about grammar*. Grammarly. Retrieved from <https://www.grammarly.com/blog/grammar/>
3. British Council. (n.d.). *English grammar*. British Council. Retrieved from <https://learnenglish.britishcouncil.org/grammar>
4. University of North Carolina at Chapel Hill Writing Center. (n.d.). *Grammar and mechanics*. Retrieved from <https://writingcenter.unc.edu/tips-and-tools/grammar/>

SEMESTER – II									
Course Title	ENGLISH PAPER II								
Course code	24BAHO1201R	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	BA Honors								
Semester	Fall/ II semester of first year of the programme								
Course Objectives	<ol style="list-style-type: none"> To gain an understanding of prose works, focusing on their thematic elements and rhetorical techniques. To develop the ability to interpret poetic compositions, analyzing poetic devices, themes, and emotional impact. To explore the essayistic style and identify perspectives, arguments, and literary techniques within the essay form. To enhance practical knowledge and techniques for composing various types of letters, encompassing formal, informal, and persuasive styles. To develop the skill to identify different types and uses of adjectives, prepositions, and adverbs to improve writing clarity, precision, and style across different contexts. 								
CO1	Gain an understanding of the prose works, focusing on their thematic elements and rhetorical techniques.								
CO2	Develop the ability to interpret poetic compositions, analyzing poetic devices, themes, and emotional impact.								
CO3	Enable to explore the essayistic style and identify perspectives, arguments, and literary techniques within the essay form.								
CO4	Enhance practical knowledge and techniques for composing various types of letters, encompassing formal, informal, and persuasive styles.								
CO5	Develop the skill to identify different types and uses of adjectives, prepositions, and adverbs to improve writing clarity, precision, and style across different contexts.								
Unit- No.	Content		Contact Hour	Learning Outcome				KL	
I	Prose i. Playing the English Gentleman: M K Gandhi ii. Sir Roger at the theatre: Joseph Addison		7	Gain an understanding of prose works, focusing on their thematic elements.				1,2	
II	Poetry i. Ode to Autumn: John Keats ii. Break break break: Alfred Lord Tennyson iii. How do I love thee: Elizabeth Barret Browning		7	Develop the ability to interpret poetic compositions by analyzing poetic devices.				1,2	
III	Essay i. Two races of man: Charles Lamb ii. On fear: A G Gardiner		6	Explore the essayistic style, identifying perspectives, arguments, and literary techniques within essays.				1,2	
IV	Letter Writing		5	Develop practical knowledge and techniques for composing various types of letters				1,2, 3	
V	Grammar i. Adjectives: Its types. ii. Prepositions: Its types. iii. Adverbs: Its types		5	Identify and effectively use adjectives, prepositions, and adverbs to improve clarity, precision, and style across various writing contexts.				1,2, 3	

TEXT BOOKS:

- 1 Gandhi, M. K. (1927). *The story of my experiments with truth* (M. Desai, Trans.). Navajivan Publishing House.
- 2 Addison, J. (2001). *The spectator* (D. F. Bond, Ed.). Clarendon Press. (Original work published 1711).
- 3 Keats, J. (2001). *The complete poems* (J. Barnard, Ed.). Penguin Classics. (Original work published 1820).
- 4 Tennyson, A. (2019). *Poems of Alfred Lord Tennyson* (E. G. Gardner, Ed.). Cambridge University Press. (Original work published 1842).
- 5 Browning, E. B. (2006). *The sonnets from the Portuguese and other poems*. Dover Publications. (Original work published 1850).
- 6 Lamb, C. (2003). *The essays of Elia*. Oxford University Press. (Original work published 1823)
- 7 Gardiner, A. G. (2008). *Pebbles on the shore*. Bibliobazaar.

REFERENCE BOOKS:

1. Swan, M. (2016). *Practical English usage* (4th ed.). Oxford University Press.
2. Leech, G., & Svartvik, J. (2002). *A communicative grammar of English* (3rd ed.). Pearson Education.

OTHER LEARNING RESOURCES:

- 1 https://owl.purdue.edu/owl/general_writing/grammar/index.html
- 2 <https://dictionary.cambridge.org/grammar>

SEMESTER – III									
Course Title	History of English Literature								
Course code	24BAHN2101R	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	BA Honours: English								
Semester	Fall/ I semester of second year of the programme								
Course Objectives	1 To identify key literary forms and genres of British literature from the 17th to 18th centuries, with a particular focus on drama and non-fiction prose. 2 To analyze the historical and cultural contexts that influenced the creation and themes of literary works during this period. 3 To evaluate the contributions of significant authors and texts to the development of English drama and non-fiction prose. 4 To compare the stylistic and thematic evolution of dramatic works and non-fiction prose within the socio-political landscape of the era. 5 To apply critical perspectives to interpret and discuss the literary and cultural significance of texts from this period.								
CO1	Identify key literary forms and genres of British literature from the 17th to 18th centuries, with a particular focus on drama and non-fiction prose.								
CO2	Analyze the historical and cultural contexts that influenced the creation and themes of literary works during this period.								
CO3	Evaluate the contributions of significant authors and texts to the development of English drama and non-fiction prose.								
CO4	Compare the stylistic and thematic evolution of dramatic works and non-fiction prose within the socio-political landscape of the era.								
CO5	Apply critical perspectives to interpret and discuss the literary and cultural significance of texts from this period.								
Unit- No.	Content	Contact Hour	Learning Outcome				KL		
I	The Restoration and Its Literary Landscape (1660–1700)	7	Understand the impact of the Restoration of the monarchy on literature.				1,2		
II	The Age of Satire and Reason (1700–1740)	7	Understand the rise of Augustan literature and neoclassicism.				1,2		
III	The Evolution of Drama and Theatre	6	The transition from Restoration comedy to sentimental drama.				1,2		
IV	The Rise of Non-Fiction Prose and Early Novelistic Forms	5	Growth of essays, biographies, and philosophical writings (e.g., Samuel Johnson, Daniel Defoe).				1,2, 3		
V	Society, Politics, and Literary Expression (1740–1800)	5	The impact of shifting political landscapes on literary themes.				1,2, 3		

TEXT BOOKS:

- 1 Greenblatt, S., Christ, C. T., David, A., Lewalski, B. K., Logan, G. M., & Ramazani, J. (2018). *The Norton Anthology of English Literature, Vol. B: The Sixteenth Century and The Early Seventeenth Century* (10th ed.). W.W. Norton & Company.
- 2 Damrosch, D., Dettmar, K. J., Baswell, C., Carroll, C., & Henderson, H. (2010). *The Longman Anthology of British Literature, Volume 1C: The Restoration and the 18th Century* (4th ed.). Pearson.
- 3 Spacks, P. M. (1995). *Eighteenth-Century English Literature*. W.W. Norton & Company.
- 4 Rogers, P. (2005). *The Oxford Illustrated History of English Literature: The Eighteenth Century*. Oxford University Press.
- 5 Johnson, S., & Boswell, J. (2009). *The Major Works of Samuel Johnson*. Oxford University Press.

SEMESTER – III									
Course Title	Modern Indian Writing in English Translation								
Course code	24BAHN2102R	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	BA Honours: English								
Semester	Fall/ I semester of second year of the programme								
Course Objectives	1 To introduce students to significant works of Indian literature translated into English from various regional languages. 2 To develop an understanding of the cultural, social, and political contexts that shape modern Indian literary works. 3 To explore key themes such as identity, caste, gender, nationalism, and resistance in translated texts. 4 To critically analyze the literary techniques, styles, and narrative structures used in translated works. 5 To appreciate the challenges and nuances involved in the process of translation.								
CO1	Identify major literary works, authors, and themes in modern Indian writing translated into English.								
CO2	Analyze the historical, cultural, and political influences on modern Indian literature.								
CO3	Analyze the historical, cultural, and political influences on modern Indian literature.								
CO4	Compare different literary forms, including prose, poetry, and drama, and their thematic concerns in translation.								
CO5	Apply critical thinking skills in interpreting and discussing translated texts from multiple perspectives.								
Unit- No.	Content	Contact Hour	Learning Outcome					KL	
I	Introduction to Modern Indian Writing in English Translation	7	The impact of colonialism and postcolonial themes in translated works.					1,2	
II	Prose: Short Stories and Novellas	7	Themes of caste, gender, and nationalism in translated short stories.					1,2	
III	Poetry in Translation: Voices of Resistance and Identity	6	Themes of tradition vs. modernity, spirituality, and social justice.					1,2	
IV	Drama and Folk Traditions in Translation	5	The adaptation of folk narratives and myths in modern Indian drama.					1,2, 3	
V	Women's Voices and Marginalized Narratives	5	The translation of feminist literature and Dalit narratives (e.g., Bama's <i>Karukku</i> , Mahasweta Devi's <i>Draupadi</i>).					1,2, 3	

TEXT BOOKS:

- 6 Devy, G. N. (1995). *After Amnesia: Tradition and Change in Indian Literary Criticism*. Orient Blackswan.
- 7 Dharwadker, V. (Ed.). (2002). *The Collected Essays of A. K. Ramanujan*. Oxford University Press.
- 8 King, B. (2001). *Modern Indian Poetry in English*. Oxford University Press.
- 9 Mukherjee, M. (2013). *The Perishable Empire: Essays on Indian Writing in English*. Oxford University Press.
- 10 Tharu, S., & Lalita, K. (Eds.). (1991). *Women Writing in India: 600 B.C. to the Present* (Vol. 1 & 2). Feminist Press.

SEMESTER – III									
Course Title	Popular Literature								
Course code	24BAHN2103R	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	BA Honours: English								
Semester	Fall/ I semester of second year of the programme								
Course Objectives	1 To understand the characteristics and historical context of popular literature, examining its evolution and cultural significance. 2 To analyze key theories in popular literature and culture, exploring their societal implications and relevance in contemporary discourse. 3 To explore various popular literary genres, identifying their conventions, themes, and impact on readers. 4 To investigate the processes and effects of adaptation and transmedia narratives in shaping storytelling across different media. 5 To apply theoretical concepts in critically analyzing popular literary texts and media adaptations, demonstrating an informed perspective.								
CO1	Understand the characteristics, and historical context of popular literature.								
CO2	Enable to analyse key theories in popular literature and culture and explore their societal implications.								
CO3	Explore various popular literary genres, dissecting their conventions and themes.								
CO4	Enable to investigate adaptation and transmedia narratives' processes and impacts.								
CO5	Learn to apply theoretical concepts to analyze popular literary texts and media adaptations.								
Unit-No.	Content			Contact Hour	Learning Outcome				KL
I	Introduction to Popular Literature: 11 Definition and characteristics of popular literature 12 Historical evolution and cultural significance			7	The impact of colonialism and postcolonial themes in translated works.				1,2
II	Popular Literature and Culture - Theories 1 The Work of Art in the Age of Mechanical Reproduction –Walter Benjamin 2 The Culture Industry. Enlightenment as Mass Deception –Theodore Adorno and Max Horkheimer 3 Encoding, Decoding – Stuart Hall 4 The Institutional Matrix of Romance – Janice A. Radway 5 The Readers and their Romances (from Reading the Romance: Women, Patriarchy and Popular Literature)–Janice A. Radway 6 The Ideology of the Detective Story (from Delightful Murder A Social History of the Crime Story) Ernest Mandel			7	Themes of caste, gender, and nationalism in translated short stories.				1,2
III	Genres of Popular Literature: 1. Detective fiction 2. Science fiction 3. Fantasy 4. Romance 5. Horror 6. Thriller/suspense			6	Themes of tradition vs. modernity, spirituality, and social justice.				1,2

IV	Adaptation and Transmedia Narratives	5	The adaptation of folk narratives and myths in modern Indian drama.	1,2, 3
V	Assignments and Presentations	5	The translation of feminist literature and Dalit narratives (e.g., Bama's <i>Karukku</i> , Mahasweta Devi's <i>Draupadi</i>).	1,2, 3

TEXT BOOKS:

- 1 Storey, J. (2018). *Cultural Theory and Popular Culture: An Introduction* (8th ed.). Routledge.
- 2 Fiske, J. (2010). *Understanding Popular Culture* (2nd ed.). Routledge.
- 3 McKee, A. (2007). *Textual Analysis: A Beginner's Guide*. Sage Publications.
- 4 Hollows, J., & Moseley, R. (2006). *Feminism in Popular Culture*. Wiley-Blackwell.
- 5 Radway, J. A. (1991). *Reading the Romance: Women, Patriarchy, and Popular Literature*. University of North Carolina Press.

SEMESTER – IV									
Course Title	British Poetry and Drama: 14th and 18th Century								
Course code	24BAHN2201R	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	BA Honours: English								
Semester	Fall/ I semester of first year of the programme								
Course Objectives	1 To gain knowledge on different types of English-language drama and poetry, understanding their unique characteristics and historical development. 2 To develop insight into how genre conventions and expectations associated with drama and poetry convey meaning, themes, and emotions. 3 To enable the use of English-language terminology related to drama and poetry in discussions and written analyses. 4 To learn the basics of library research, utilizing resources to explore and analyze literary texts effectively. 5 To acquire critical thinking skills through the examination and discussion of complex literary texts, fostering a deeper understanding of literature's cultural and artistic value.								
CO1	Gain knowledge on different types of English-language drama and poetry.								
CO2	Develop insight into how genre conventions and expectations associated with drama and poetry convey meaning.								
CO3	Enable to use the English-language terminology associated with drama and poetry.								
CO4	Learn the basics of library research.								
CO5	Acquire critical thinking skills through the examination and discussion of complex literary text								
Unit- No.	Content		Contact Hour	Learning Outcome				KL	
I	Historical overview		7	Gain insights into human experiences and societal issues.				1,2	
II	Geoffrey Chaucer 1 Pardoner's Tale Dryden 1 All for Love		7	Understand the emotional and philosophical elements conveyed in poetry				1,2	
III	Spenser's Sonnet 34 1 Shakespeare: 'That time of the year...' 2 John Donne: 'Sunne Rising'		6	Compare and contrast different prose styles and narrative voices.				1,2	
IV	Shakespeare 1 Macbeth		5	Demonstrate the ability to comprehend and interpret written texts.				1,2,3	
V	Milton's Lycidas 1 Andrew Marvell: 'To His Coy Mistress' 2 Alexander Pope: "Ode On Solitude" 3 Aphra Behn: "I Led my Silvia to a Grove" 4 Robert Herrick: "His Return to London"		5	Demonstrate a clear understanding of key grammatical concepts.				1,2,3	

TEXT BOOKS:

1. Chaucer, G. (2008). *The Canterbury Tales* (N. F. Blake, Ed.). Penguin Classics. (Original work published 1400).
2. Spenser, E. (2007). *The Faerie Queene* (A. C. Hamilton, Ed.). Longman.
3. Shakespeare, W. (2009). *The Sonnets* (R. A. Foakes, Ed.). Arden Shakespeare.
4. Donne, J. (2011). *The Complete English Poems* (C. A. Patrides, Ed.). Penguin Classics.
5. Shakespeare, W. (2015). *Macbeth* (A. R. Braunmuller, Ed.). Arden Shakespeare.
6. Milton, J. (2003). *Lycidas and Other Poems* (J. Carey, Ed.). Oxford University Press.
7. Marvell, A. (2006). *The Poems of Andrew Marvell* (M. M. Rees, Ed.). Longman.
8. Pope, A. (2008). *The Rape of the Lock and Other Major Writings* (E. M. Wilmot-Buxton, Ed.). Oxford University Press.
9. Behn, A. (2001). *The Rover and Other Works* (E. R. McClintock, Ed.). Penguin Classics.
10. Herrick, R. (2004). *The Complete Poetry of Robert Herrick* (J. Maxey, Ed.). Modern Library.
11. Dryden, J. (2000). *All for Love and Other Plays** (J. C. T. Oates, Ed.). Penguin Classics.

SEMESTER – IV									
Course Title	Language and Linguistics								
Course code	24BAHN2203R	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	BA Honours: English								
Semester	Fall/ I semester of first year of the programme								
Course Objectives	1 To introduce students to the foundational concepts and subfields of linguistics, including phonetics, morphology, syntax, semantics, and pragmatics. 2 To develop an understanding of the relationship between language and society, focusing on sociolinguistic factors such as dialects, accents, and language variation. 3 To explore how meaning is conveyed through linguistic structures and the role of context in shaping communication. 4 To analyze how language evolves and the cognitive and social factors that influence linguistic change. 5 To enable students to apply linguistic theory to the analysis of real-world language use in literature, media, and everyday communication.								
CO1	Understand the key concepts and theoretical frameworks in linguistics, including phonetics, morphology, syntax, semantics, and pragmatics.								
CO2	Analyze the structure and function of language, examining how sounds, words, and sentences contribute to meaning.								
CO3	Identify the sociolinguistic factors that influence language use, including dialects, gender, age, and cultural context.								
CO4	Evaluate the relationship between language and society, exploring language variation and change across different social contexts.								
CO5	Apply linguistic concepts and theories to critically analyze texts, conversations, and media, demonstrating an understanding of the complexities of language use.								
Unit- No.	Content	Contact Hour	Learning Outcome					KL	
I	Introduction to Language and Linguistics	7	The basic components of language: phonetics, phonology, morphology, syntax, semantics, and pragmatics.					1,2	
II	Phonetics and Phonology	7	The study of sounds in language: articulation and acoustics.					1,2	
III	Morphology and Syntax	6	The structure of words and morphemes: inflection, derivation, and compounding.					1,2	
IV	Semantics and Pragmatics	5	The study of meaning in language: word meaning, sentence meaning, and context.					1,2, 3	
V	Sociolinguistics and Language Variation	5	Language in society: how social factors like class, gender, and age affect language use.					1,2, 3	

TEXT BOOKS:

1. Fromkin, V., Rodman, R., & Hyams, N. (2018). *An Introduction to Language* (11th ed.). Cengage Learning.
2. Yule, G. (2016). *The Study of Language* (7th ed.). Cambridge University Press.
3. O'Grady, W., Archibald, J., Aronoff, M., & Rees-Miller, J. (2017). *Contemporary Linguistic Analysis: An Introduction* (8th ed.). Pearson.
4. Crystal, D. (2010). *The Cambridge Encyclopedia of Language* (3rd ed.). Cambridge University Press.
5. Wardhaugh, R. (2015). *An Introduction to Sociolinguistics* (7th ed.). Wiley-Blackwell.

SEMESTER – IV									
Course Title	Language Criticism								
Course code	24BAHN2202R	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	BA Honours: English								
Semester	Fall/ I semester of first year of the programme								
Course Objectives	1 To introduce students to key concepts and theories in language criticism, including structuralism, post-structuralism, and deconstruction. 2 To develop an understanding of the role of language in shaping meaning, interpretation, and textual analysis. 3 To explore linguistic and stylistic techniques used in the analysis of literary texts. 4 To examine how language constructs and reflects power, ideology, and social dynamics within literary works. 5 To enable students to apply language criticism methods in analyzing various literary genres and texts.								
CO1	Understand the theoretical foundations of language criticism and its application to literary analysis.								
CO2	Analyze texts using structuralist, post-structuralist, and deconstructionist frameworks, exploring the relationship between language and meaning.								
CO3	Examine the role of language in shaping power structures, ideologies, and social constructs in literature.								
CO4	Apply linguistic and stylistic analysis techniques in the interpretation of literary works, focusing on syntax, semantics, and pragmatics.								
CO5	Engage in critical discussions and written analyses that demonstrate a deep understanding of language criticism and its impact on literary theory.								
Unit- No.	Content	Contact Hour	Learning Outcome				KL		
I	Introduction to Language Criticism	7	Key concepts: semiotics, structuralism, post-structuralism.				1,2		
II	Structuralism and Language	7	Theories of Ferdinand de Saussure and his influence on structuralist approaches.				1,2		
III	Post-Structuralism and Deconstruction	6	The role of language in revealing hidden meanings and contradictions in texts.				1,2		
IV	Linguistic and Stylistic Criticism	5	The analysis of literary style through the lens of linguistics.				1,2, 3		
V	Language, Power, and Ideology	5	Language as a tool for constructing and reinforcing social power structures.				1,2, 3		

TEXT BOOKS:

1. Culler, J. (2002). *Structuralist Poetics: Structuralism, Linguistics, and the Study of Literature*. Routledge.
2. Derrida, J. (1976). *Of Grammatology* (G. C. Spivak, Trans.). Johns Hopkins University Press. (Original work published 1967)
3. Eagleton, T. (2011). *The Event of Literature*. Yale University Press.
4. Fairclough, N. (2001). *Language and Power* (2nd ed.). Longman.
5. Widdowson, H. G. (1998). *Contextualizing Language and Literature*. Longman.

SEMESTER – V									
Course Title	British Literature:18-20 Century								
Course code	24BAHN3102R	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	BA Honours: English								
Semester	Fall/ I semester of first year of the programme								
Course Objectives	<ol style="list-style-type: none"> 1. To develop a nuanced understanding of the historical and cultural contexts shaping British literature from the 18th to the 20th century. 2. To enable students to analyze and interpret diverse literary texts, exploring themes, motifs, and stylistic techniques employed by authors across different periods. 3. To cultivate critical thinking skills through close reading, textual analysis, and the evaluation of complex ideas presented in literary works. 4. To gain knowledge on the evolution of literary movements and genres, recognizing how societal shifts influence artistic expression over time. 5. To engage students in meaningful discussions and written reflections that demonstrate the ability to articulate insights, interpretations, and personal responses to the texts studied. 								
CO1	Develop a nuanced understanding of the historical and cultural contexts shaping British literature from the 18th to the 20th century.								
CO2	Enable to analyse and interpret diverse literary texts, exploring themes, motifs, and stylistic techniques employed by authors across different periods.								
CO3	Cultivate critical thinking skills through close reading, textual analysis, and the evaluation of complex ideas presented in literary works.								
CO4	Gain knowledge on the evolution of literary movements and genres, recognizing how societal shifts influence artistic expression over time.								
CO5	Engage in meaningful discussions and written reflections that demonstrate the ability to articulate insights, interpretations, and personal responses to the texts studied.								
Unit- No.	Content		Contact Hour	Learning Outcome				KL	
I	18th Century		7	Understand the historical, cultural, and intellectual forces that shaped British literature from the 18th to the 20th century.				1,2	
<ol style="list-style-type: none"> 1. Alexander Pope - Selections from "The Rape of the Lock" (1712-1714) 2. Samuel Richardson - "Pamela" 									
II	Early 19th Century		7	Analyze and interpret a range of British literary texts, identifying key themes, motifs, and stylistic techniques that define different literary periods.				1,2	
<ol style="list-style-type: none"> 1. William Wordsworth - Selected poems from "Lyrical Ballads" (1798) 									
III	Victorian Literature		6	Apply critical reading and analytical skills to evaluate complex ideas, arguments, and perspectives presented in literary works.				1,2	
<ol style="list-style-type: none"> 1. Jane Austen - "Pride and Prejudice" (1813) 2. John Keats - Selected poems 3. William Blake - Selected poems and engravings 4. Robert Louis Stevenson - "Strange Case of Dr Jekyll and Mr Hyde" (1886) 									

IV	Modernism 1. Joseph Conrad - "Heart of Darkness" (1899) 2. D.H. Lawrence - "Sons and Lovers" (1913) 3. T.S. Eliot - "The Waste Land" (1922)	5	Recognize the evolution of literary movements and genres, linking them to broader social, political, and historical changes across time.	1,2, 3
V	20th Century Drama and Prose 1. Samuel Beckett - "Waiting for Godot" (1953) 2. H.G. Wells - "The War of the Worlds" (1898)	5	Communicate thoughtful, well-supported reflections on literary texts, articulating personal insights and responses through written and oral discussions.	1,2, 3

TEXT BOOKS:

- Greenblatt, S., Cain, J., Christ, M., Davidoff, L., & McMahan, L. (2012). *The Norton Anthology of English Literature* (9th ed., Vols. 2-3). W. W. Norton & Company.
- Leavis, Q. D., & Leavis, F. R. (Eds.). (1967). *The English Novel: From Dickens to Hardy*. Chatto & Windus.
- Bradley, A. C. (2004). *Shakespearean Tragedy: Lectures on Hamlet, Othello, King Lear, and Macbeth*. Macmillan.
- Dutt, T. (1881). *Our Casuarina Tree*. In *Poems of Toru Dutt*. Macmillan.
- Mack, M. (Ed.). (2003). *The Cambridge Companion to Victorian Literature*. Cambridge University Press.

SEMESTER – V									
Course Title	British Romantic Literature								
Course code	24BAHN3103R	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	BA Honours: English								
Semester	Fall/ I semester of first year of the programme								
Course Objectives	<ol style="list-style-type: none"> To introduce students to the historical and cultural context of British Romantic literature (late 18th to early 19th century). To examine the major themes and stylistic characteristics of Romantic poetry, prose, novels, and autobiographies. To analyze the works of key Romantic poets such as Wordsworth, Coleridge, Shelley, Byron, and Keats, focusing on their contributions to the literary movement. To explore the evolution of Romantic prose and novels, identifying their narrative techniques, thematic concerns, and philosophical underpinnings. To develop critical thinking and interpretative skills through close reading and discussion of primary Romantic texts. 								
CO1	Gain a comprehensive understanding of the Romantic period in British literature, including its historical context and key literary features.								
CO2	Enable to analyse the works of major Romantic poets, exploring themes of nature, imagination, and individualism in their poetry.								
CO3	Develop critical reading and interpretive skills through close analysis of lyrical ballads, odes, and narrative poems by Wordsworth, Coleridge, Shelley, Byron, and Keats.								
CO4	Explore the diversity of Romantic expression through the study of Romantic prose, novels, and autobiographies.								
CO5	Participate in discussions and write essays to share thoughts and understandings about Romantic literature.								
Unit- No.	Content	Contact Hour	Learning Outcome	KL					
I	Introduction to British Romantic Literature <ol style="list-style-type: none"> Overview of the Romantic period in British literature (late 18th to early 19th century) Major themes and characteristics of Romantic literature 	7	Understand the defining characteristics, themes, and historical background of British Romantic literature.	1,2					
II	Romantic Poetry <ol style="list-style-type: none"> Works of William Wordsworth, Samuel Taylor Coleridge, Percy Bysshe Shelley, Lord Byron, and John Keats Analysis of their major works, including lyrical ballads, odes, and narrative poems 	7	Analyze the works of major Romantic poets, evaluating their literary techniques, philosophical ideas, and contributions to the movement.	1,2					
III	Romantic Prose	6	Interpret Romantic prose and novels, assessing their role in shaping literary history and their reflection of contemporary social and political contexts.	1,2					

IV	Novel	5	Evaluate the influence of Romanticism on later literary movements and its continued relevance in modern literary studies.	1,2, 3
V	Autobiography	5	Apply critical and theoretical approaches to the study of Romantic literature, demonstrating the ability to articulate well-supported arguments in written and oral discussions.	1,2, 3

TEXT BOOKS:

1. Wu, D. (Ed.). (2012). *Romanticism: An Anthology* (4th ed.). Wiley-Blackwell.
2. Curran, S. (Ed.). (2010). *The Cambridge Companion to British Romanticism* (2nd ed.). Cambridge University Press.
3. Ferber, M. (2012). *Romanticism: A Very Short Introduction*. Oxford University Press.
4. Butler, M. (1981). *Romantics, Rebels and Reactionaries: English Literature and its Background, 1760-1830*. Oxford University Press.
5. McGann, J. J. (1983). *The Romantic Ideology: A Critical Investigation*. University of Chicago Press.
6. Mellor, A. K. (1993). *Romanticism and Gender*. Routledge.

SEMESTER – V									
Course Title	Indian Writing in English								
Course code	24BAHN3101R	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	BA Honours: English								
Semester	Fall/ I semester of first year of the programme								
Course Objectives	<ol style="list-style-type: none"> 1. To evaluate the depiction of Indian society in the early 20th century, particularly regarding the educational system and colonial influences. 2. To analyze the intersection of personal identity, gender roles, and cultural tradition within the context of Northeast India. 3. To analyze Nissim Ezekiel's portrayal of rural life and the role of superstition in Indian society through the personal experience of the poet. 4. To examine the portrayal of disability, societal expectations, and the complex realities of gender and familial loyalty. 5. To analyze Dattani's use of theater and dialogue to reveal deep-seated social and cultural issues such as sexism and inequality. 								
CO1	Enable to contextualize Indian Writing in English within its historical, cultural, and socio-political contexts.								
CO2	Enable to analyze the thematic concerns and narrative techniques employed by Indian writers in English.								
CO3	Explore the intersections of language, identity, and power in the colonial and postcolonial contexts.								
CO4	Engage critically with issues of representation, authenticity, and appropriation in Indian Writing in English.								
CO5	Develop advanced skills in textual analysis, critical thinking, and oral/written communication.								
Unit- No.	Content	Contact Hour	Learning Outcome					KL	
I	Kiran Desai: <i>Hullabaloo in the Guava Orchard</i> (1998)	7	Understand the themes of individualism, societal expectations, and the search for personal identity in postcolonial India.					1,2	
II	R.K. Narayan: <i>Swami and Friends</i> (1935)	7	analyze Narayan's use of humor and simplicity in tackling serious social issues such as colonialism, religion, and familial expectations.					1,2	
III	Easterine Kire: <i>A Terrible Matriarchy</i> (2007)	6	understand the dynamics of matriarchy in the Naga society and its impact on individual lives, particularly women.					1,2	
IV	Toru Dutt: "Our Casaurina Tree" (1881) / Nissim Ezekiel: "Night of the Scorpion" (1965)	5	critically evaluate the structure and narrative techniques in <i>Tara</i> , particularly Dattani's use of non-linear storytelling and dramatic tension to address contemporary social concerns and modernity, as reflected in the protagonist's life choices.					1,2, 3	
V	Mahesh Dattani: <i>Tara</i> (1995)	5	Demonstrate a clear understanding of key grammatical concepts.					1,2, 3	

TEXT BOOKS:

- 1 Desai, K. (1998). *Hullabaloo in the Guava Orchard*. Penguin Books.
- 2 Narayan, R. K. (1935). *Swami and Friends*. Indian Thought Publications.
- 3 Kire, E. (2007). *A Terrible Matriarchy*. Penguin India.
- 4 Dutt, T. (1881). *Our Casuarina Tree*. In *Poems of Toru Dutt*. Macmillan.
- 5 Ezekiel, N. (1965). *Night of the Scorpion*. In *The Exact Name* (pp. 55–57). Asia Publishing House.
- 6 Dattani, M. (1995). *Tara*. In *Collected Plays* (pp. 77–98). Penguin India.

SEMESTER – V									
Course Title	Women’s Writing								
Course code	24BAHN3104R	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	BA Honours: English								
Semester	Fall/ I semester of first year of the programme								
Course Objectives	1. To analyze the representation of gender and female identity in literary texts from different historical periods and cultural contexts. 2. To explore the intersections of gender with other axes of identity, including race, class, and sexuality, through the study of women's writing. 3. To examine the formal and stylistic innovations employed by women writers and their contributions to literary traditions. 4. To engage with feminist theory and criticism to interrogate patriarchal structures within literature and society. 5. To understand the role of literature in shaping and challenging gender ideologies across various cultural and historical contexts.								
CO1	Enable to analyse the representation of gender and female identity in literary texts from different historical periods and cultural contexts.								
CO2	Explore the intersections of gender with other axes of identity, including race, class, and sexuality, through the study of women's writing.								
CO3	Examine the formal and stylistic innovations employed by women writers.								
CO4	Engage with feminist theory and criticism to interrogate patriarchal structures within literature and society.								
CO5	Understand the role of literature in shaping gender ideologies.								
Unit- No.	Content	Contact Hour	Learning Outcome				KL		
I	Mary Shelly: <i>Frankenstein</i> (1818)	7	Analyze the themes of creation, monstrosity, and gendered power dynamics in Shelley's Gothic novel				1,2		
II	George Eliot: <i>The Mill on the Floss</i> (1860)	7	Examine the constraints of gender roles and societal expectations through the character of Maggie Tulliver.				1,2		
III	Charlotte Bronte: <i>Jane Eyre</i> (1847)	6	Explore themes of female autonomy, identity, and resistance within the framework of Victorian patriarchy.				1,2		
IV	Mahashweta Devi: “Draupadi”, tr. Gayatri Chakravorty Spivak (2002)	5	Critique gendered violence, resistance, and subaltern identity through the lens of postcolonial feminism.				1,2, 3		
V	Christina Rossetti: “Goblin Market” (1862)	5	Interpret themes of sisterhood, female desire, and moral allegory in Rossetti’s Victorian poetry.				1,2, 3		

TEXT BOOKS:

1. Mary Shelly: *Frankenstein* (1818)
2. George Eliot: *The Mill on the Floss* (1860)
3. Charlotte Bronte: *Jane Eyre* (1847)
4. Mahashweta Devi: “Draupadi”, tr. Gayatri Chakravorty Spivak (2002)
5. Christina Rossetti: “Goblin Market” (1862)

SEMESTER – VI									
Course Title	American Literature								
Course code	24BAHN3203R	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	BA Honours: English								
Semester	Fall/ I semester of first year of the programme								
Course Objectives	<ol style="list-style-type: none"> To analyze and interpret diverse forms of American literature, including poetry, prose, drama, short stories, and fiction. To explore key themes and motifs prevalent in American literary traditions across different genres and time periods. To develop critical thinking skills through close reading and textual analysis of literary works. To gain insight into the historical, social, and cultural contexts that shape American literature and its significance. To enhance communication skills through discussions, presentations, and written assignments on American literary texts. 								
CO1	Enable to analyse and interpret diverse forms of American literature, including poetry, prose, drama, short stories, and fiction.								
CO2	Learn key themes and motifs prevalent in American literary traditions across different genres and time periods.								
CO3	Develop critical thinking skills through close reading and textual analysis of literary works.								
CO4	Gain insight into the historical, social, and cultural contexts that shape American literature and its significance.								
CO5	Enhance communication skills through discussions, presentations, and written assignments on American literary texts.								
Unit- No.	Content				Contact Hour	Learning Outcome			KL
I	Poetry 1 Robert Frost- The Mending Wall 2 Walt Whitman, I Sing the Body Electric, Sections 1, 2, 3 3 Maya Angelou, Caged Bird 4 Langston Hughes, Mother to Son 5 R. W. Emerson, Brahma 6 Emily Dickinson, “Because I could not stop for Death 7 Walt Whitman, Leaves of Grass: ‘O Captain, My Captain’; ‘Passage to India’ (lines 1–68)				7	Analyze and interpret diverse forms of American literature, including poetry, prose, drama, short stories, and fiction.			1,2
II	Prose 1. “Where I Lived, and What I Lived For” H.D. Thoreau 2. “The Philosophy of Composition” Edgar Allan Poe 3. “The American Scholar” R. W. Emerson 4. “The Slaves' New Year's Day” Harriet Jacobs				7	Key themes and motifs prevalent in American literary traditions across different genres and time periods.			1,2

III	Play 1. Arthur Miller: All My Sons 2. Tennessee Williams: The Glass Menagerie	6	Gain insight into the historical, social, and cultural contexts that shape American literature and its significance.	1,2
IV	Short Story 3. "The Purloined Letter" Edgar Allan Poe 4. "Jim Baker's Blue Jay's Yarn" Mark Twain 5. "The Luck of Roaring Camp" Bret Harte	5	Enhance communication skills through discussions, presentations, and written assignments on American literary texts.	1,2, 3
V	Fiction 1. Adventures of Huckleberry Finn Mark Twain	5	Critical thinking skills by analyzing the influence of literature on society and its impact on individual perspectives	1,2, 3

TEXT BOOKS:

1. Frost, R. (1914). *The mending wall*. In *North of Boston* (pp. 31-32). David Nutt.
2. Whitman, W. (1855). *I sing the body electric* (Sections 1, 2, 3). In *Leaves of Grass* (pp. 91-94).
3. Angelou, M. (1969). *Caged bird*. In *I Know Why the Caged Bird Sings* (pp. 209-211). Random House.
4. Hughes, L. (1922). *Mother to son*. In *The Weary Blues* (p. 49). Knopf.
5. Emerson, R. W. (1857). *Brahma*. In *Poems* (pp. 75-78). James Munroe & Company.
6. Dickinson, E. (1890). *Because I could not stop for Death*. In *Poems by Emily Dickinson* (pp. 235-236). Roberts Brothers.
7. Whitman, W. (1855). *Leaves of grass: 'O Captain, My Captain'; 'Passage to India' (lines 1-68)*. In *Leaves of Grass* (pp. 35-45).
8. Thoreau, H. D. (1854). *Where I lived, and what I lived for*. In *Walden* (pp. 79-88). Ticknor and Fields.
9. Poe, E. A. (1846). *The philosophy of composition*. *Graham's Magazine*, 29(1), 163-167.
10. Emerson, R. W. (1837). *The American scholar*. In *Essays: First Series* (pp. 1-22). James Munroe & Company.
11. Jacobs, H. (1861). *The slaves' new year's day*. In *Incidents in the Life of a Slave Girl* (pp. 213-218).
12. Miller, A. (1947). *All my sons*. Dramatists Play Service.
13. Williams, T. (1944). *The Glass Menagerie*. New Directions.
14. Poe, E. A. (1844). *The purloined letter*. In *The Complete Tales and Poems of Edgar Allan Poe* (pp. 465-472). Modern Library.
15. Twain, M. (1879). *Jim Baker's Blue Jay's Yarn*. In *The Innocents Abroad* (pp. 287-289).
16. Harte, B. (1868). *The luck of roaring camp*. *The Overland Monthly*, 1(5), 141-152.
17. Chopin, K. (1894). *Regret*. In *Bayou Folk* (pp. 139-144). Houghton, Mifflin, and Co.
18. Twain, M. (1884). *Adventures of Huckleberry Finn*. Chatto & Windus.

SEMESTER – VI									
Course Title	English Literature and Forms								
Course code	24BAHN3202R	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	BA Honours: English								
Semester	Fall/ I semester of first year of the programme								
Course Objectives	<ol style="list-style-type: none"> 1. To understand the key traits of poetry, drama, and prose, recognizing their distinct literary features and stylistic elements. 2. To describe themes and characteristics of texts studied, connecting them to significant movements in English literary history. 3. To develop research skills for exploring literary topics and presenting findings in a clear, structured manner. 4. To cultivate a deeper appreciation for literature as a reflection of human experiences, emotions, and cultural contexts. 5. To enhance critical thinking skills by analyzing the influence of literature on society and its impact on individual perspectives. 								
CO1	Understand the key traits of poetry, drama, and prose.								
CO2	Enable to describe themes and features of texts studied, connecting them to English literary history.								
CO3	Learn research skills to explore literary topics and present findings clearly.								
CO4	Develop a deeper love for literature and its reflection of human experiences.								
CO5	Enhance critical thinking skills by analysing the influence of literature in society and individual perspectives.								
Unit- No.	Content	Contact Hour	Learning Outcome					KL	
I	Prose 1. Fictional prose 2. Non-Fictional prose	7	Key traits of poetry, drama, and prose, recognizing their distinct literary features and stylistic elements.					1,2	
II	Poetry 1. Ballads 2. Free verse 3. Sonnet 4. Ode 5. Elegy	7	Describe themes and characteristics of texts studied, connecting them to significant movements in English literary history					1,2	
III	Drama 1. Tragedy 2. Comedy 3. Satire	6	Develop research skills for exploring literary topics and presenting findings in a clear, structured manner.					1,2	
IV	Fiction 1. Romance 2. Myth 3. Horror 4. Crime	5	Cultivate a deeper appreciation for literature as a reflection of human experiences, emotions, and cultural contexts.					1,2,3	
V	Fiction 1. Horror 2. Crime	5	Critical thinking skills by analyzing the influence of literature on society and its impact on individual perspectives					1,2,3	

TEXT BOOKS:

3. Abrams, M. H., & Harpham, G. G. (2015). *A glossary of literary terms* (11th ed.). Cengage Learning.
4. Cuddon, J. A., & Preston, C. (2013). *The Penguin dictionary of literary terms and literary theory* (5th ed.). Penguin Books.
5. Klarer, M. (2013). *An introduction to literary studies* (3rd ed.). Routledge.
6. Kennedy, X. J., & Gioia, D. (2016). *Literature: An introduction to fiction, poetry, drama, and writing* (13th ed.). Pearson.
7. Childs, P., & Fowler, R. (2006). *The Routledge dictionary of literary terms*. Routledge.

SEMESTER – VI									
Course Title	Modern European Drama								
Course code	24BAHN3204R	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	BA Honours: English								
Semester	Fall/ I semester of first year of the programme								
Course Objectives	1. To examine the evolution of modern European drama, focusing on key playwrights and movements from the 19th and 20th centuries. 2. To analyze the themes, structures, and stylistic innovations of modern European plays in their cultural, political, and historical contexts. 3. To explore the influence of modern European drama on global theatrical traditions and the development of modern theatre. 4. To engage critically with various dramatic forms, including realism, expressionism, absurdism, and postmodernism. 5. To develop the ability to interpret and critique dramatic texts through close reading and application of literary and theatrical theories.								
CO1	Demonstrate an understanding of the major themes and historical movements in modern European drama.								
CO2	Analyze the works of key playwrights, understanding their influence on both theatre and society.								
CO3	Evaluate the relationship between modern European drama and its social, cultural, and political contexts.								
CO4	Apply critical perspectives to interpret and discuss modern European dramatic works.								
CO5	Enhance written and verbal communication skills through the articulation of insights and arguments in essays, presentations, and discussions.								
Unit- No.	Content	Contact Hour	Learning Outcome					KL	
I	Introduction to Modern European Drama	7	Overview of the development of European drama from the 19th to the 20th century.					1,2	
II	Realism and Naturalism	7	Thematic focus: Social issues, psychological depth, and representation of everyday life.					1,2	
III	Expressionism and Theatre of the Absurd	6	Themes of alienation, the absurdity of human existence, and the breakdown of traditional structures.					1,2	
IV	Post-War Theatre and Political Drama	5	Political drama and the role of theatre in addressing societal and political change.					1,2,3	
V	Contemporary European Drama	5	The evolution of theatre forms in the 21st century.					1,2,3	

TEXT BOOKS:

- Esslin, M. (2004). *Theatre of the absurd* (3rd ed.). Penguin Books.
- Pavis, P. (1996). *Dictionary of the theatre: Terms, concepts, and analysis* (2nd ed.). University of Toronto Press.
- Babbage, F. (2000). *European drama in the twentieth century: A critical history* (2nd ed.). Routledge.
- Innes, C. (2002). *Modern European drama: A critical introduction*. Routledge.
- Pinter, H. (2001). *The birthday party and other plays*. Grove Press.
- Reza, Y. (2004). *Art: A play* (C. Reynolds, Trans.). Faber and Faber.

SEMESTER – VI									
Course Title	Postcolonial Literature								
Course code	24BAHN3201R	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	BA Honours: English								
Semester	Fall/ I semester of first year of the programme								
Course Objectives	1. To analyze the impact of colonialism and cultural clash on Igbo society through the tragic downfall of Okonkwo. 2. To explore indigenous Naga spirituality, folklore, and the quest for meaning in contemporary fiction. 3. To examine the use of magical realism in depicting postcolonial identity and historical memory in India. 4. To understand the intersections of war, identity, and gender through the lens of the Nigerian Civil War. 5. To critically engage with themes of gender roles, empowerment, and cultural expectations in African literature.								
CO1	Enable to analyze the historical and cultural contexts of postcolonial literature, including the impact of colonization on societies and individuals.								
CO2	Enable to evaluate the representation of identity, power dynamics, and resistance in postcolonial texts.								
CO3	Understand literary techniques employed by postcolonial authors to subvert dominant narratives and challenge colonial ideologies.								
CO4	Gain knowledge on postcolonial theory and its application to literary texts.								
CO5	Develop effective written and oral communication skills through close reading, discussion, and analysis of postcolonial literature.								
Unit- No.	Content	Contact Hour	Learning Outcome					KL	
I	Chinua Achebe: <i>Things Fall Apart</i> (1958)	7	Analyze the impact of colonialism and cultural clash on Igbo society through the tragic downfall of Okonkwo.					1,2	
II	Easterine Kire: <i>When the River Sleeps</i> (2014)	7	Explore indigenous Naga spirituality, folklore, and the quest for meaning in contemporary fiction.					1,2	
III	Salman Rushdie: <i>Midnight's Children</i> (1981)	6	Examine the use of magical realism in depicting postcolonial identity and historical memory in India.					1,2	
IV	Chimamanda Ngozi Adichie: <i>Half of a Yellow Sun</i> (2006)	5	Understand the intersections of war, identity, and gender through the lens of the Nigerian Civil War.					1,2, 3	
V	Ama Ata Aidoo: "The Girl Who Can" (1997)	5	Critically engage with themes of gender roles, empowerment, and cultural expectations in African literature.					1,2, 3	

TEXT BOOKS:

- 1 Chinua Achebe: *Things Fall Apart* (1958)
- 2 Easterine Kire: *When the River Sleeps* (2014)
- 3 Salman Rushdie: *Midnight's Children* (1981)
- 4 Chimamanda Ngozi Adichie: *Half of a Yellow Sun* (2006)
- 5 Ama Ata Aidoo: "The Girl Who Can" (1997)



Assam down town University

Curriculum and Syllabus

**Master of Arts
in
Applied Psychology**

**OUTCOME BASED EDUCATION FRAMEWORK
CHOICE BASED CREDIT SYSTEM
Version: 2.2**

**FACULTY OF HUMANITIES
AND SOCIAL SCIENCES**

July, 2024

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 04/06/2024 and approved by the 51st Academic Council (AC) meeting held on dated 26/07/2024.



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. Programme 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. Programme 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. Programme 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: 88

VII. Career Prospects:

MA in Applied Psychology offers diverse career prospects, including roles in clinical and counselling psychology, human resources, organizational development, and research. Graduates are equipped to work in hospitals, private practices, educational institutions, corporate settings, and non-profit organizations. They can address mental health issues, improve workplace dynamics, and contribute to academic research. The growing demand for mental health professionals globally further enhances job opportunities, making this degree a valuable asset for a rewarding and impactful career.

EVALUATION METHODS

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

A. INTERNAL ASSESSMENT:

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

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

**are compulsory*

Note: Total Internal assessment should be out of 40

INSTRUCTION

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

B. SEMESTER END EXAMINATION:

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

I. Pre-Examination:

Eligibility Criteria for a student to appear in University Examinations:

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

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

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

II. Admit Card:

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

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

III. Pattern of Question Papers:

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

Table

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

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

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

Table 1: Question paper pattern for End semester examination

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

IV. Examination Duration:

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

V. Practical Examinations, Viva-Voce etc.:

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

VI. Procedure of Expulsion:

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

VII. Instruction to the Students:

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

VIII. Provision for an Amanuensis (writer):

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

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

C. Credit Point:

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

i. Credit:

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

ii. Grade Point:

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

iii. Letter Grade:

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

- (i) A Letter Grade shall signify the level of qualitative/quantitative academic achievement of a student in a Course, while the Grade Point shall indicate the numerical weight of the Letter Grade on a 10-point scale.
- (ii) There shall be 08 (eight) Letter Grades bearing specific Grade Points as listed in Table 1, where the Letter Grades 'O' to 'P' shall indicate successful completion of a course.
- (iii) Apart from the 08 (eight) regular Letter Grades listed in Table 1, there shall be 03 (three) additional Letter Grades, which shall be awarded if a Course is withdrawn or spanned over the next Semester or remains incomplete as stated in Table 2.

Table 2: Letter Grades and Grade Points

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

iv. Grade Point Average:

a. SGPA (Semester Grade Point Average)

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

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

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

b. CGPA (Cumulative Grade Point Average)

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

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

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

D. Post-Examination

i. Transcript or Grade Card or Certificate:

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

ii. Grievance Readdress Mechanism:

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

- (i) A student has options to appeal for re-evaluation of his /her answer script to the Controller of Examination.
- (ii) Application for re-evaluation / re-scrutiny of answer scripts shall be made in the definite proforma available with the Examination Office through the head of the respective departments within 10 days of declaration of the results of the respective examinations.
- (iii) The Controller of Examination may appoint an examiner for re-evaluation and will consider and recognize the evaluation done by a University appointed examiner.
- (iv) There shall be no provision for re-evaluation of the Practical Papers, Project Work, and Dissertation etc. However, the students fail in practical examination or viva voce and wish to appear again may apply to be evaluated can do so with the next schedule.
- (v) After screening the application for re-evaluation, the CoE may send the answer scripts of the student to the examiners appointed by the CoE with the approval of Vice Chancellor.
- (vi) The marks/grades achieved by the students after the re-evaluation shall be final and binding.
- (vii) Fresh Marks – sheets / Grade Card shall be issued only if the candidate secures pass marks / passing grade in the re-evaluated paper.
- (viii) 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)	6
		Ability Enhancement Course (AEC)	4
		Field Training	
		Discipline Specific Elective (DSE)	
		Value Added Course (VAC)	4
2	University Elective (UE)	Multidisciplinary Course (MDC)	2
		Value Added Course (VAC)	
3	Program Core (PC)	Discipline Specific Core (DSC)	36
		Field Training	2
		Research /Industry Internship	16
		Summer Internship	8
4	Program Elective (PE)	Discipline Specific Elective (DSE)	8
		Value Added Course (VAC)	
5	Faculty Core (FC)	Skill Enhancement Course (SEC)	2
		Ability Enhancement Course (AEC)	
Total			88

Breakdown by categories of courses

Sl. No.	Category	Credits	%
1	Humanities	80	90%
2	Science	08	10%
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.	24MAPY1101R	Cognitive Psychology	DSC (Major)	1	0	2	0	0	0	2	40	60	100	200
	2	24MAPY1102R	Personality Psychology	DSC (Major)	1	0	2	0	0	0	2	40	60	100	200
	3	24MAPY1103R	Indian Psychology	DSC (Minor)	2	0	0	0	0	0	2	40	60	0	100
	4	24MAPY1104R	Basics of Physiological Psychology	DSC (Minor)	2	0	0	0	0	0	2	40	60	0	100
	5	24MAPY1105R	Positive Psychology	DSC (Minor)	2	0	0	0	0	0	2	40	60	0	100
	6	24MAPY1106R	Internship-I	DSC (Minor)	0	0	0	4	0	8	2	0	0	100	100
	7	24UMFS1101R	Fundamentals of Statistics	MDC	2	0	0	0	0	0	2	40	60	0	100
	8	24UMPD1101R	Effective English	AEC	0	0	4	0	0	0	2	0	0	100	100
	9	24UCEC1101R	Co- Curricular	Co-Curricular	0	0	0	4	0	0	1	0	0	100	100
	Total					10	0	8	8	0	8	17	240	360	500
Semester II	1.	24MAPY1201R	Social Psychology	DSC (Major)	2	0	2	0	0	0	3	40	60	100	200
	2	24MAPY1202R	Psychopathology	DSC (Major)	2	0	2	0	0	0	3	40	60	100	200
	3	24MAPY1203R	Organizational Psychology	DSC (Major)	2	0	0	0	0	0	2	40	60	0	100
	4	24MAPY1204R	Research Methodology & Statistical Analysis	DSC (Major)	1	0	2	0	0	0	2	40	60	100	200
	5	24MAPY1205R	Internship-II	DSC (Major)	0	0	0	8	0	0	2	0	0	100	100
	6	24UMPD1201R	Advanced Communication	AEC	0	0	4	0	0	0	2	0	0	100	100
	7	24MAPY1206R	Post Graduate Practice Teaching	SEC	0	0	0	4	0	0	1	0	0	100	100
	8	24UMUI1201R	Understanding India	VAC (Online)	0	0	6	0	0	0	2	0	0	100	100
	9	24MAPY1207R	Techno-Professional Skills	SEC	0	0	4	0	0	0	2	0	0	100	100
	10	24MAPY1208R	Community Service/ Field Work	Field Training	0	0	0	0	0	8	1	0	0	100	100
	11	24UMEC1201R	Extra-Curricular	Extra-Curricular	0	0	0	4	0	0	1	0	0	100	100
	12	24UCDT1201R	Ideation and Design Thinking	SEC	1	0	0	0	0	0	1	40	60	0	100
	Total					8	0	20	16	0	8	22	200	300	1000

Sl. No.	Course Code	Course Title	Course Category	Engagement								Maximum Marks for			
				L	T	P	S	R	O	C	IA*	SEE*	PE*	Total	
1.	24MAPY2101R	Psychometrics	DSC (Major)	2	0	0	0	0	0	0	2	40	60	0	100
2	24MAPY2102R	Counselling Psychology	DSC (Major)	3	0	0	0	0	0	0	3	40	60	0	100
3	24UMPD2101R	Logic and Reasoning Aptitude	AEC	0	0	4	0	0	0	0	2	0	0	100	100
4	24MAPY2103R	Internship-III	Summer Internship	0	0	0	8	0	16	4	0	0	0	100	100
5	24MAPY2104R	Research Project Phase I	Research/ Industry Internship	0	0	4	8	12	16	4	0	0	0	100	100
6	24MAPY2105R	Community Service	Field Training	0	0	0	0	0	8	1	0	0	0	100	100
7	24UUHV2101R	UHV	VAC	1	0	2	0	0	0	2	40	60	100	200	
To opt 1 Specialization from the following Group															
Group A: CHILD AND ADOLESCENCE COUNSELING															
1	24MAPC2101R	Psychology of Lifespan Development	DSC (Major)	2	0	2	0	0	0	0	3	40	60	100	200
2	24MAPC2102R	Child And Adolescence Psychology	DSC (Major)	2	0	2	0	0	0	0	3	40	60	100	200
3	24MAPC2103R	Developmental Disorders	DSC (Major)	2	0	2	0	0	0	0	3	40	60	100	200
Group B: PSYCHOLOGY AT WORKPLACE															
1	24MAPP2101R	Organizational Change and Development	DSC (Major)	2	0	2	0	0	0	0	3	40	60	100	200
2	24MAPP2102R	Occupational Health Psychology	DSC (Major)	2	0	2	0	0	0	0	3	40	60	100	200
2	24MAPP2103R	Human Resource Management	DSC (Major)	2	0	2	0	0	0	0	3	40	60	100	200
Group C: COMMUNITY AND SOCIAL ISSUES															
1	24MAPS2101R	Community Mental Health	DSC (Major)	2	0	2	0	0	0	0	3	40	60	100	200
2	24MAPS2102R	Conflict Resolution & Peace Psychology	DSC (Major)	2	0	2	0	0	0	0	3	40	60	100	200
3	24MAPS2103R	Gender Psychology	DSC (Major)	2	0	2	0	0	0	0	3	40	60	100	200
Total				12	0	16	16	12	40	27	240	360	800	1400	
Semester III															
Sl. No.	Course Code	Course Title	Course Category	Engagement								Maximum Marks for			
1	24MAPY2201R	Behaviour and Health	DSC (Major)	2	0	2	0	0	0	0	3	40	60	100	200
Elective Papers (To opt any one of the following two groups)															
Group 1 Elective Papers															
2	24MAPC2201R	Child & Adolescence Disorder Management	DSE (Major)	2	0	2	0	0	0	0	3	40	60	100	200
	24MAPP2201R	Workplace Counselling													
	24MAPS2201R	Community Rehabilitation Psychology													
Group 2 Elective Papers															
3	24MAPY2202R	Internship-IV	Industry Internship/ Block Placement	0	0	0	8	0	16	4	0	0	0	100	100
4	24MAPY2203R	Research Project Phase II	Research	0	0	4	8	12	16	12	0	0	0	100	100
Total				4	0	8	16	12	32	22	80	120	400	600	
Semester IV															

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

SEMESTER – I										
Course Title	APPLIED COGNITIVE PSYCHOLOGY									
Course code	24MAAP1101R	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 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:

- <https://www.youtube.com/watch?v=O6Bt66jhrYg>
- 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	24MAAP1102R	Total credits: 3 Total hours: 45T	L	T	P	S	R	O/F	C
			3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Masters of Arts in Applied Psychology								
Semester	Fall/ I semester of first year of the Programme								
Course Objectives	1. To familiarize the students with the rich systems of Psychology in India. 2. To explore the main concepts of Psychology from an Indian perspective. 3. To explore the progressive movement - an evolution of consciousness, taking place in India over the years.								
CO1	Explain and apply the Psychological based on Indian ethos to address various psychological issues of the present time								
CO2	Explain the main concepts of psychology from an Indian perspective and its applications								
CO3	Integrate Indian traditions into modern psychology for innovative theories, insights, applications, and future research avenues.								
CO4	Understand the unique challenges faced by Indigenous populations in achieving equitable outcomes.								
CO5	Acquire progressive movement - an evolution of consciousness, taking place in India over the years								
Unit- No.	Content		Contact Hour	Learning Outcome				KL	
I	Introduction to Indian Psychology: Definition, Characteristics, Difference between Indian and Western Psychology, Overview of different schools of thought.		9	The students will be able to understand the basic concept of the origin of Indian Psychology.				1,2	
II	Emotions from an Indian Perspective: Meaning of Emotions from an Indian Perspective, The Rasa and Bhava theory of emotion.		9	The students will learn about the different concepts of Emotions from Indian and Western perspectives.				1,2	
III	Perspectives on Self, Identity, and Personality in Indian Psychology: Primacy of Self-knowledge in Indian Psychology, Self and Identity in the Indian Tradition, Trishula - The trident model of the person, Concept of Personality - Triguna, and Panchakosha.		9	The students will be able to understand the concept of personality, Identity, and primacy of self-knowledge.				1,2	
IV	Transcendence and Transformation - Spiritual Leaders of Our Times: Sri Aurobindo and his concept of knowledge, Gautam Buddha and Buddhist Psychology, Sufism - its essence, historical background, and as a means of psychotherapy, Scope and applications of Indian Psychology, Future challenges of Indian Psychology.		9	It will enable the students to understand the great contributions of great religious leaders in the formation of Indian psychology.				1,2	
V	Yoga Psychology: Definition and its applications in contemporary society.		9	The students will be able to conceptualize the importance of Yoga and its application in 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	24MAAP1103R	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*, (13th Edition). 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:

- <https://www.youtube.com/watch?v=AIRM2zIJCg&list=PL3t6jgZu2GQnLwhXc0P3p2b0NNKyeBaGK>
- Mansager, E., Garrison, R. (2022). *Psychopathology*. In: *The Palgrave Encyclopedia of the ePossible*. Palgrave Macmillan, Cham. https://doi.org/10.1007/978-3-319-98390-5_171-1
- https://www.researchgate.net/publication/359017115_Psychopathology

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Comprehend psychopathology and the mental disorder classification system, critically assessing their strengths and limitations.	1,2
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	24MAAP1104R	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 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	<ol style="list-style-type: none"> 1. Stereo Type Inventory (English) 2. Prejudice Scale (Hindi /English) 3. Family Environment Scale 4. Social Intelligence Scale 5. Brief-Cope Scale 	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 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.	1,2,3
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	24MAAP1105R	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	<ol style="list-style-type: none"> 1. To know about the organization, vision and Missions 2. To know about the Community/ area where the Organization is working. 3. Initiatives taken by the Organization for the betterment of the community. 4. Understanding the problems in the community 								
CO1	Develop professional skills in working as a psychologist in a community setting.								
CO2	Understand cross-cultural values and importance of cultural competency.								
CO3	Apply the theoretical knowledge of intervention techniques in real-world scenarios.								
CO4	Engage in continuous self-assessment, fostering personal and professional growth throughout the internship experience.								
CO5	Integrate theoretical knowledge with practical skills to navigate and contribute effectively within the field of psychology during hands-on experiences.								

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	24UMFS1101R	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, Binomial 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	<p>1.Introduction to R - A programming language and environment for data analysis and graphics. Syntax of R expressions: Vectors and assignment, vector arithmetic, generating regular sequence, logical vector, character vectors, Index vectors; selecting and modifying subsets of dataset</p> <p>2.Data objects: Basic data objects, matrices, partition of matrices, arrays, lists, creating and using these objects; Functions- Elementary functions and summary functions, applying functions to subsets of data. Data frames: The benefits of data frames, creating data frames, combining data frames, Adding new classes of variables to data frames; Data frame attributes.</p> <p>3.Importing data files: import. data function, read. table function; Exporting data: export. data function, cat, write, and write. table functions, function, formatting output - options, and format functions; Exporting graphs -export. graph function. Graphics in R: creating graphs using plot function, box plot, histogram, line plot, steam and leaf plot, pie chart, bar chart, multiple plot layout, plot titles, formatting plot axes; Visualizing the multivariate data: Scatter plot, Q-Q plot, P-Pplot.</p> <p>4.Performing data analysis tasks: Reading data with scan function, exploring data using graphical tools, computing descriptive statistics, one sample tests, two sample tests, Goodness of fit tests.</p> <p>5.Parametric test and Non-Parametric test</p>	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	24MAPR1101R	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	24UMPD1101R	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	24MAAP1201R	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 Logotherapy, 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	24MAAP1202R	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	24MAAP1203R	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: Kuppaswamy, B. (2001). *Elements of Ancient Indian Psychology*. New Delhi, India: Konark Publishers Pvt. Ltd.
- R3: Misra, G., & Mohanty, A. K. (Eds.) (2002). *Perspectives on Indigenous Psychology*. New Delhi, India: Concept Publishing Company.
- R4: Morf, C. C., & Ayduk, O. (Eds.) (2005). *Current Directions in Personality Psychology*. Upper Saddle River, NJ: Pearson/Prentice Hall.
- R5: Mroczek, D. K., & Little, T. D. (Eds.) (2006). *Handbook of Personality Development*. Mahwah, NJ: Lawrence Erlbaum Associates.
- R6: Paranjpe, A. C. (1984). *Theoretical Psychology: The Meeting of East and West*. New York: Plenum Press.

OTHER LEARNING RESOURCES:

1. Kendra Cherry (2022). Personality Psychology. <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	24MAAP1204R	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	24MAAP1205R	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 7 th 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 Association (7th ed.). Washington, DC: American Psychological Association.
 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	24UMRM1201R	Total credits: 2 Total hours: 30T	L	T	P	S	R	O/F	C
			0	0	4	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Masters of Arts in Applied Psychology								
Semester	Winter/ II semester of first year of the programme								
Course Objectives	<p>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.</p> <p>2. The course seeks to enhance the students’ skills for developing critical thinking through research literature review in different domain. Consequently,</p> <p>3. To develop Students competency in planning, conducting, evaluating and presenting a research project.</p>								
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 the research report, Different steps of writing report, layout of the research report, How to organize thesis/Dissertation, mechanics of writing a research report, standard methods of quoting- presenting the result, written and oral reports, Uses of the abstract, format of the research report, presentation of statistics - tabular and graphic references, and uses of references, Bibliography, and presentation of bibliography	6	Able to organize and write a comprehensive research report	1,2
V	Intellectual property right (IPR), Introduction and the need for IPR, IPR in India and worldwide, Patents, Trademarks, Copyright & Related Rights, Industrial Design, Traditional Knowledge and Geographical Indications, Patentable and non-patentable, patenting life, Filing of a patent application, The different layers of the international patent system, Case studies on Basmati rice, Turmeric, and Neem patents	6	Knowledge on importance of Intellectual Property Rights (IPR) both in India and globally	1,2

TEXT BOOKS:

T1: Methods in Biostatistics by K S Negi, ISBN:9789374735053,4th Edition, Year:2023, AITBS Publishers, INDIA

REFERENCE BOOKS:

R1. Johnson & Christensen. (2004). Educational Research: Quantitative, qualitative and mixed approaches, 2nd Ed. Boston: Allyn & Bacon.

OTHER LEARNING RESOURCES:

<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 theoretical research knowledge	5

SEMESTER – II									
Course Title	MINI RESEARCH (RESEARCH GAP ANALYSIS-R2)								
Course code	24MAPR1201R	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	24UUHV101R	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	<ol style="list-style-type: none"> 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	<p>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.</p>				9	<p>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.</p>			2,3	
II	<p>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 Suvridha, must be comprehended. The Body should be seen as an instrument of 'I,' with 'I' being the doer, seer, and enjoyer. Recognizing the characteristics and activities of 'I' and achieving harmony within 'I' is essential. Harmony with the Body involves Sanyam and Swasthya, and a correct appraisal of physical needs, defining prosperity in detail. Programs to ensure Sanyam and Swasthya through practice exercises and case studies will be conducted in practice sessions.</p>				9	<p>Students will comprehend the coexistence of 'I' and the body, ensuring personal harmony through self-awareness and the balance of physical and mental needs.</p>			2,3,4	

<p style="text-align: center;">III</p>	<p>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.</p>	<p>9</p>	<p>Students will learn to foster trust, respect, and justice in family and societal relationships, promoting a harmonious social order.</p>	<p>2,3</p>
<p style="text-align: center;">IV</p>	<p>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.</p>	<p>9</p>	<p>Students will explore the interconnectedness and mutual fulfillment within nature and existence, developing a holistic perception of harmony.</p>	<p>2,3,4</p>
<p style="text-align: center;">V</p>	<p>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.</p>	<p>9</p>	<p>Students will apply human values and ethical principles in professional contexts, supporting a humanistic universal order through sustainable practices.</p>	<p>4,5</p>

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	24UMPD1201R	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 Indispensable 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, 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	24MAAP2101R	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	24MAAP2104R	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 7 th 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.). 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	24UMRE2101R	Total credits: 1	L	T	P	S	R	O/F	C
		Total hours: 15T	1	0	0	0	0	0	1
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Masters of Arts in Applied Psychology								
Semester	Fall/ III semester of Second year of the Programme								
Course Objectives	1. This course aims to lay a foundation for empirical research. 2. To make students aware of relevant guidelines, policies, and codes relating to ethical research. 3. To provide information via a study of ethical theories, concepts.								
CO1	To be able to describe and apply theories and methods in ethics and research ethics.								
CO2	To acquire an overview of important issues in research ethics, like responsibility for research, ethical vetting, and scientific misconduct.								
CO3	To acquire skills of presenting arguments and results of ethical inquiries.								
CO4	To be able to Identify the concepts and procedures of sampling, data collection, analysis and reporting.								
CO5	Acquire the knowledge of basic Data Analysis Procedure for day- to- day use.								
Unit- No.	Content		Contact Hour	Learning Outcome				KL	
I	Research Methods and Methodologies Definitions. Knowledge kinds and interrelationships. Empirical Research Basic Research. Applied Research. Practical Research. Action Research. Parameters of research. Kinds of research: qualitative, descriptive and experimental. Applying research methodologies to computing, software and software Development. Case studies and examples.		3	The student will learn about the kinds and interrelationships of research. Gain knowledge on treatment of the data and presentation through software application.				1,2	
II	Research and Research Strategies Constitution of research papers. Standards. Search strategies including: web, library, inter-library loan, Databases such as-IEEE and ACM, search engines. Literature review and systematic literature review.		3	To equip the students with the knowledge of Searching the research information and the steps to follow in writing literature reviews.				2,3	
III	Research Planning Issues within 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, Marjorie DeVault 2016, *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: James D. Lester 2014, *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:

- Nick Bostrom, Eliezer Yudkowsky 2014, *The Ethics of Artificial Intelligence*, The Cambridge handbook of artificial intelligence, 316-3. <https://intelligence.org/files/EthicsofAI.pdf>
- 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
- Website: Henrichsen, L. et al. 2007, *Taming the Research Beast*. <http://linguistics.byu.edu/faculty/henrichsen/ResearchMethods/>
- 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	24MAPR2101R	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	24UMPD2101R	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 <ul style="list-style-type: none"> Introduction Essential characteristics of a good presentation Preparation of a good presentation 	8	Develop the ability to create and deliver impactful presentations by understanding essential characteristics, preparation techniques, and the use of visual aids.				1,2		
II	Public Skills <ul style="list-style-type: none"> Fear of Public Speaking, Understanding and Overcoming Fear of Public Speaking, Confidence and Control, Physiology and Stress -Control/ Process, Tips for Presentations and Public Speaking, Tips for Using Visual Aids in Presentations, Process for Preparing and Creating Presentations, Delivering Presentations Successfully, Doubt Clearing and Summary of Main Points 	9	Overcome the fear of public speaking and gain confidence through techniques in stress control, effective delivery, and audience engagement.				2,3,4		

III	Practical session on Resume, Curriculum Vitae, Writing cover letter & LinkedIn Profile <ul style="list-style-type: none"> • Preparation, submission & screening of Resume. • Practical session on cover letter screening session • Creating a profile on LinkedIn • 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 <ul style="list-style-type: none"> • Concepts of Leadership, • Leadership Styles, • Manager VS Leader, • How to be an Effective Leader, • Mock/Practice Session, • Doubt Clearing Session 	9	Learn the concepts of leadership, different leadership styles, and practical skills to be an effective leader through mock sessions and feedback.	2,3,4
V	Research Paper – Writing Skills <ul style="list-style-type: none"> • How to write a research paper • Key point in Research Work 	8	Acquire the skills to write and structure a research paper effectively, focusing on key aspects of research work.	2,3,4
VI	Interview Skills & Dress code Ethics <ul style="list-style-type: none"> • Types of the interview- telephonic, virtual & face to face • Online interview, personal interview, • Panel interview, • Group interview, • JAM session, • Types of interview questions- traditional/common interview questions, 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 <ul style="list-style-type: none"> • Practical Mock Interview, • Feedback-Receiving Feedback, • Giving Feedback, • Advantages of Effective Feedback, • How to deal with negative feedback. 	8	Gain practical interview experience, receive constructive feedback, and learn to handle both positive and negative feedback effectively.	3,4,5,6

TEXT BOOKS:

T1: Barrett, Grant. 2016. Perfect English Grammar: The Indispensable Guide to Excellent Writing and Speaking, Zephyros Press.

T2: 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	24MAAP2101R	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. Aptitude 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=3gKr1eIF-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	24MAAP2102R	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	24MAAP2103R	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	<p>CHILD AND ADOLESCENT PSYCHO-SOCIAL ISSUES:</p> <ul style="list-style-type: none"> 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	<p>CHILD AND ADOLESCENT INTERVENTION PROCESS: Process Issues in Child Psychotherapy: Parent and Teacher Perceptions of Problem Behaviors</p>	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	<p>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).</p>	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	<ul style="list-style-type: none"> 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: PSYCHOLOGY AT WORKPLACE

SEMESTER – III									
Course Title	ORGANIZATIONAL BEHAVIOR								
Course code	24MAAP2104R	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	24MAAP2105R	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	<ol style="list-style-type: none"> 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	24MAAP2106R	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=PL9Cd7H8NFRQyHThG3ol8UEt4UD8Gy>
[clo-](#)

<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: COMMUNITY AND SOCIAL ISSUES

SEMESTER – III									
Course Title	ENVIRONMENTAL PSYCHOLOGY								
Course code	24MAAP2107R	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 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 recycled 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	24MAAP2108R	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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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	<ol style="list-style-type: none"> 1. Multidimensional Perceived Social Support Scale 2. Jenness Experiment on Conformity 3. Liebowitz Social Anxiety Scale 4. Group Discussion 5. Role Play 	30	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	24MAAP2109R	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). *Fraternalities 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	24MAAP2101R	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	24MAPR2201R	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	24UUDL103R	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	<ol style="list-style-type: none"> Students will be able to understand the fundamentals of computer systems and Internet search along with advanced features of MS-Office. Students will be able to learn data management, statistical analysis and visualization. Students will be able to use social media and e-commerce portals, Digital Payment systems, and other utility software. 								
CO1	Students will have basic understanding of Computer Systems and Internet search.								
CO2	Students will be able to solve data analysis, management and visualization issues using MS-Office products.								
CO3	Students will be able to efficiently and ethically use social media and e-commerce sites.								
CO4	Students will have introduction to various utility software used in research and information management.								
CO5	Students will have basic understanding of Computer Systems and Internet search.								
Unit -No.	Content	Contact Hour	Learning Outcome	KL					
I	Fundamentals of Computer Systems, Office Automation and Internet Search <ol style="list-style-type: none"> 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. 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 <ol style="list-style-type: none"> 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, DuckDuckGo, Ask.com etc. 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	<p>Introduction to social media and E-Commerce</p> <p>i. Relevance of social media in present scenario. Posting different types of contents in social media.</p> <p>ii. Creating accounts and using some popular social media portals and Apps like WhatsApp, Facebook, etc. Social Media Etiquettes & Crimes.</p> <p>iii. Definition of E-Commerce; E-Commerce versus traditional Commerce.</p> <p>iv. Case studies of popular E-Commerce portals like Amazon. v. E-commerce Etiquettes & Crimes.</p>	5	Students will grasp social media usage, create and manage social media accounts, understand E-Commerce, and review popular E-Commerce platforms.	1,2
IV	<p>Digital Payments and Digital Transactions</p> <p>i. Introduction to Digital Payment Systems.</p> <p>ii. Creating accounts and using Digital Payment Systems like Credit Cards, Debit Cards, Net banking, UPI.</p> <p>iii. Digital payments Etiquettes & Crimes.</p>	5	Students will use digital payment systems, manage accounts, and understand digital payment etiquettes.	1,2
V	<p>Basic Accounting and Utility Software</p> <p>i. Introduction to Basic accounting concepts, Introduction to an Accounting Software like GnuCash or Tally</p> <p>ii. Introduction to Technical Document writing using LaTeX.</p> <p>iii. Introduction to Data Visualization software – Sigma, Google Charts, Tableau.</p>	5	Students will apply basic accounting concepts, use accounting software, create documents with LaTeX, and visualize data with tools like Sigma and Tableau.	1,2

TEXT BOOKS:

- 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	24MAAP2202R	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	24MAAP2204R	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	24MAAP2205R	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	24MAAP2206R	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 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 learn stress management techniques and related therapies.				3,4		
IV	Identify, Prevent and Manage Negative Behaviour at Work, Working with difficult clients	6	The students will be able to identify negative behaviour at workplace and will be able to deal with it.				1,5		
V	Ethics and Documentation	6	The students will be well equipped with the existing ethics and the process of documentation				5,6		

Practical	<ol style="list-style-type: none"> 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: 2.02

**FACULTY OF HUMANITIES AND
SOCIAL SCIENCES**

July, 2024

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 04/06/2024 and approved by the 51st Academic Council (AC) meeting held on dated 26/07/2024



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 Master in Sociology is a 2-year postgraduate program that offers an in-depth study of social structures, cultural dynamics, and societal transformations. It includes teaching and examination schemes, focusing on advanced concepts such as social stratification, culture, social change, and research methodology. Courses cover topics like urban sociology, political sociology, and social problems, addressing themes such as power, authority, democracy, social movements, caste, gender, and class. The program references essential textbooks and reports, equipping students with a profound understanding of societal issues and preparing them for careers in research, education, public policy, and social services.

I. Specific Features of the Curriculum

The Master of Arts in Sociology programme provides fieldwork and practice-based knowledge gaining opportunity along with the theoretical study of the subject. The programme incorporates learning not only on the specific subject knowledge but the holistic development of the student by engaging them with co-curricular and extra-curricular activities. Opportunities are provided to take up the courses provided by the top global universities through online platforms and Personality Development Programme is incorporated in every semester to prepare the students to face the interview after the completion of the programme. The programme emphasize on the social research based on the theoretical framework moulding the students to have a sense of responsibility to understand and solve the social issues contributing in creating a better society.

II. Eligibility Criteria:

To be eligible for the program, the students should have a Bachelor's degree in any discipline or equivalent degree.

III. Program Educational Objectives (PEOs):

Program Educational objectives of MA Sociology Program are:

PEO1: Develop the skills to study society scientifically and systematically.

PEO2: Bring out the different ways in which inequality exists in society are explained and emphasize on promoting social justice and harmony.

PEO3: Develop critical thinking and analytical ability to interpret social reality.

PEO4: To build a strong foundation of sociological perspectives and methodological approaches which can be applied to diverse aspects of society.

PEO5: To cultivate methodological understanding and a field-based research project that focuses on contributing to filling the gap in social research.

IV. Program Specific Outcomes (PSOs):

PSO 1: Disciplinary knowledge the student will exhibit understanding in sociological concepts demonstrating proficiency in understanding the societal issues. They will validate an aptitude for competitive examinations and academics.

PSO 2: Research skill the student will have adequate understanding of the research concepts. Formulate research question, develop research proposal for the conduct and analysis of empirical and ethnographical studies.

PSO 3: Competency Student will demonstrate professional attribute while dealing with individual, family, group, community and organizations. This course is designed in such a way that offers multiple opportunities to the learners. Various internationally offered courses will give a global competency to the student.

V. Program Outcome: (POs)

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 life long 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.

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

**are compulsory*

Note: Total Internal assessment should be out of 40

INSTRUCTION

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

B. SEMESTER END EXAMINATION:

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

I. Pre-Examination:

Eligibility Criteria for a student to appear in University Examinations:

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

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

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

II. Admit Card:

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

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

III. Pattern of Question Papers:

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

Table

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

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

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

Table 1: Question paper pattern for End semester examination

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

IV. Examination Duration:

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

V. Practical Examinations, Viva-Voce etc.:

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

VI. Procedure of Expulsion:

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

VII. Instruction to the Students:

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

VIII. Provision for an Amanuensis (writer):

- (i) A candidate may be provided with an Amanuensis (writer) to write down on dictation on his / her behalf on ground of his / her physical disability to write down by himself / herself due to accident or any other reason. The amanuensis may be provided till he / she recovers from the physical disability. The physical disability to write down by himself / herself must be supported by Medical Certificate from a competent Medical Officer.
- (ii) The qualifications of the amanuensis so provided must not be equal or higher than that of the candidate. This is also to be supported by Certificate from the Faculty of Study where the Amanuensis is provided.
- (iii) Such candidates are to be accommodated in a separate room under the supervision of an invigilator so that the fellow candidates are not disturbed in the process.

C. Credit Point:

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

i. Credit:

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

ii. Grade Point:

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

iii. Letter Grade:

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

- (i) A Letter Grade shall signify the level of qualitative/quantitative academic achievement of a student in a Course, while the Grade Point shall indicate the numerical weight of the Letter Grade on a 10-point scale.
- (ii) There shall be 08 (eight) Letter Grades bearing specific Grade Points as listed in Table 1, where the Letter Grades 'O' to 'P' shall indicate successful completion of a course.
- (iii) Apart from the 08 (eight) regular Letter Grades listed in Table 1, there shall be 03 (three) additional Letter Grades, which shall be awarded if a Course is withdrawn or spanned over the next Semester or remains incomplete as stated in Table 2.

Table 2: Letter Grades and Grade Points

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

iv. Grade Point Average:**a. SGPA (Semester Grade Point Average)**

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

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

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

b. CGPA (Cumulative Grade Point Average)

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

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

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

D. Post-Examination

i. Transcript or Grade Card or Certificate:

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

ii. Grievance Readdress Mechanism:

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

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

INSTRUCTION TO TEACHERS AND STUDENTS

(Teaching and Learning Methods)

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

1. Student- centric / Constructivist Approach:

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

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

b. Inquiry-Based Learning: The teacher/ students are supposed to list at least five questions in each contact hour and student solve these question or search for answer which becomes the home work for the students “question-driven” learning approach. The teacher may look for the correctness of the solution or the best possible answer and discuss in the successive class. This will help in the preparation for various competitive examination and develop a habit for search for solutions.

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

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

The percentage categorization for the completion of a theory course

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

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

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

SEMESTER WISE COURSE DISTRIBUTION

SEMESTER-I															
Sl.No	Course Title	Course Code	Category II	Credit	L	T	P	S	R	O	Max In-Sem Marks	Max End Sem Marks	Max In Sem Marks	Max End Sem Marks	Total Marks
											(Theory)		(Practical)		
1	Principles of Sociology	24MASO1101R	DSC (Major)	2	3	0	0	0	0	0	40	60	0	0	100
2	Theoretical Perspectives in Sociology - I	24MASO1102R	DSC (Major)	2	3	0	0	0	0	0	40	60	0	0	100
3	Family, Marriage and Kinship	24MASO1103R	DSC (Minor)	2	3	0	0	0	0	0	40	60	0	0	100
4	Social Stratification	24MASO1104R	DSC (Minor)	2	2	0	0	0	0	0	40	60	0	0	100
6	Mini Research (Review of literature- R1)	24MSOR1101R	DSC (Minor)	2	2	0	0	0	0	0	0	0	40	60	100
5	Field Work	24MSOR1102R	DSC (Minor)	2	0	0	0	4	0	8	0	0	40	60	100
7	Fundamentals of Statistics	24UMFS1101R	MDC	2	2	0	0	0	0	0	40	60	0	0	100
8	Effective English	24UMPD1101R	AEC	2	0	0	4	0	0	0	0	0	40	60	100
9	Co- Curricular	24UMCC1101R	Co and extra-Curricular	1	0	0	0	4	0	0	0	0	0	100	100
Total				17	15	0	4	8	0	8	200	300	120	280	900

SEMESTER-II															
Sl. No	Course Title	Course Code	Category II	C	L	T	P	S	R	O	Max In-Sem Marks	Max End Sem Marks	Max In Sem Marks	Max End Sem Marks	Total Marks
											(Theory)		(Practical)		
1	Gender and Sexuality	24MASO1201R	DSC (Major)	3	3	0	0	0	0	0	40	60	0	0	100
2	Theoretical Perspectives in Sociology- II	24MASO1202R	DSC (Major)	3	3	0	0	0	0	0	40	60	0	0	100
3	Sociology of Health and Medicine	24MASO1203R	DSC (Major)	3	3	0	0	0	0	0	40	60	0	0	100
4	Ethnography	24MASO1204R	DSC (Major)	2	0	0	2	4	0	8	0	0	40	60	100
5	Techno Professional Skills	24MASO1205R	DSC (Major)	2	0	0	4	0	0	0	0	0	40	60	100
6	Advance Communication	24UMPD1201R	SEC	2	0	0	4	0	0	0	0	0	0	100	100
7	Post Graduate Practice Teaching	24MAPY1207R	SEC	1	0	0	0	4	0	0	0	0	0	100	100
8	Indian Knowledge System	24UMIK1001R	VAC (online)	3	3	0	0	0	0	0	0	0	0	100	100
9	UHV + Professional Ethics	24UUHV1001R	VAC	2	2	0	0	0	0	0	40	60	0	0	100
10	Digital Literacy	24UUDL1003R	VAC	1	0	0	4	0	0	0	0	0	40	60	100
11	Community Service/ Fieldwork	24MAPY1208R	Field Training	1	0	0	0	0	0	8	0	0	40	60	100
12	Co-Curricular	24UMCC1201R	Co-Curricular	1	0	0	0	4	0	0	0	0	0	100	100
Total				24	14	0	10	12	0	16	160	240	160	540	1100

SEMESTER-III															
Sl. No	Course Title	Course Code	Category II	C	L	T	P	S	R	O	Max In-Sem Marks	Max End Sem Marks	Max In Sem Marks	Max End Sem Marks	Total Marks
											(Theory)		(Practical)		
1	Techno-Professional Skill II	24MASO2101R	DSC (Major)	3	3	0	0	0	0	0	40	60	0	0	100
2	Mini Research (Survey/experiments-R3)	24MASO2102R	DSC (Major)	2	2	0	0	0	0	0	40	60	0	0	100
3	Internship	24MASO2103R	Summer Internship Block Placement	4	0	0	2	4	6	8	0	0	40	60	100
4	Research Project Phase- I	24MASO2104R	Research/ Industry Internship	8	0	0	4	8	12	16	0	0	0	100	100
5	Community Service	24MASO2105R	Field Training	1	0	0	0	0	0	8	0	0	0	100	100
6	Logic and Reasoning Aptitude	24UMPD2101R	AEC	2	0	0	4	0	0	0	0	0	0	100	100
To Opt Specialization from One of the Following Groups															
Group 1: Contemporary Social Issues (CSI)															
7	Sociology of India	24MASC2101R	DSC (Major)	3	3	0	0	0	0	0	40	60	0	0	100
8	Sociology of Development	24MASC2102R	DSC (Major)	3	3	0	0	0	0	0	40	60	0	0	100
9	Sociology of Religion	24MASC2103R	DSC (Major)	3	3	0	0	0	0	0	40	60	0	0	100
Group 2: Emerging Sociology (ES)															
7	Sociology of Law	24MASE2101R	DSC (Major)	3	3	0	0	0	0	0	40	60	0	0	100
8	Sociology of Education	24MASE2102R	DSC (Major)	3	3	0	0	0	0	0	40	60	0	0	100
9	Sociology of Aging	24MASE2103R	DSC (Major)	3	3	0	0	0	0	0	40	60	0	0	100
Group 3: Sociological Perspectives (SP)															
7	Perspectives on Indian Society	24MASS2101R	DSC (Major)	3	3	0	0	0	0	0	40	60	0	0	100
8	Political Sociology	24MASS2102R	DSC (Major)	3	3	0	0	0	0	0	40	60	0	0	100
9	History and Development of Ethnographic Studies	24MASS2103R	DSC (Major)	3	3	0	0	0	0	0	40	60	0	0	100
Total				29	14	0	6	12	18	32	200	300	40	260	800

SEMESTER-IV															
Sl. No	Course Title	Course Code	Category II	C	L	T	P	S	R	O	Max In-Sem Marks	Max End Sem Marks	Max In Sem Marks	Max End Sem Marks	Total Marks
											(Theory)		(Practical)		
1	Sociology of Social Movement	24MASO2201R	DSC (Major)	3	3	0	0	0	0	0	40	60	0	0	100
2	Internship	24MASO2202R	Industry Internship/Block Placement	4	0	0	4	8	0	0	0	0	40	60	100
3	Research Project Phase-II	24MASO2203R	Research (Data analysis/documentation)	8	0	0	4	8	12	16	0	0	0	100	100
To Opt Specialization from One of the Following Groups															
4	Urban Sociology	24MASC2201R	DSC (Major)	3	3	0	0	0	0	0	40	60	0	0	100
	Comparative Sociology	24MASE2201R													
	Societies of North-East India	24MASS2201R													
Total				18	6	0	8	16	12	16	80	120	40	160	400

SEMESTER – I									
Course Title	PRINCIPLES OF SOCIOLOGY								
Course code	24MASO1101R	Total credits: 2	L	T	P	S	R	O/F	C
		Total hours: 60	3	0	0	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master in Sociology								
Semester	Fall/ I semester of first year of the programme								
Course Objectives	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) History and development of sociology as a discipline		12	Student will understand about different social sciences disciplines in relation with sociology				1,2	
II	Basic Concepts: 1. Society and Community 2. Social system - Meaning, Elements, Characteristics and Types; 3. Culture: Definition types and nature of culture Folkways, Mores, Norms, Value, Status, Role.		12	Students will learn major theories and concepts related to the societal values and norms				1,2	
III	Individual and Society 1. Socialization/Enculturation – Definition, Processes, Theories, Stages and Agencies 2. Social Processes: Social Action, Accommodation, Assimilation, 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 Problems 1. Poverty and Inequality 2. Crime and Deviance 3. Environmental Issues 4. Urbanization and Migration	12	Students will understand the nature of social problems in our society.	1,2
V	Social Control and Social Change 1. Meaning and Definition of Social Control 2. Meaning and Nature of Social change 3. Modernization, Westernization, Globalization and Social Change	12	This unit will help students to understand the sociological theories in general	1,2

TEXT BOOKS:

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

REFERENCE BOOKS:

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

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Demonstrate the nature, scope, and importance of Sociology and its association with other social sciences.	1,5,9
2	Identify the elementary notions of sociology.	1,5,6 &7
3	Analyse the relationship of individuals with society and to evaluate the role of social change	1,3,5,6
4	Appraise the necessity of social control in human society and also to determine the mechanisms through which social control is exercised in human society.	1,4&7
5	Critically evaluate the factors and theories of social change.	1,3,9

SEMESTER – I									
Course Title	THEORETICAL PERSPECTIVES IN SOCIOLOGY-I								
Course code	24MASO1102R	Total credits: 2	L	T	P	S	R	O/F	C
		Total hours: 60	3	0	0	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master in Sociology								
Semester	Fall/ I semester of first year of the programme								
Course Objectives	1.To acquaint the student regarding the historical roots and inception of sociology 2.To introduce sociological theories to the students and its relevance in the contemporary society. 3.To relate sociological theories in everyday life								
CO1	Recognise and interpret the historical roots and inception of sociology.								
CO2	Apprise the role of classical sociologists in interpreting human society								
CO3	Edify the students regarding the relevance of sociological theories in human society								
CO4	Evaluate the impact of social institutions on individual behavior and societal development.								
CO5	Assess the influence of cultural dynamics and social change on contemporary social issues.								
Unit- No.	Content	Contact Hour	Learning Outcome	KL					
I	Inception of Sociological Thought 1. Emergence of Sociological Thought- Social and Intellectual Forces in the development of Sociological. 2. Auguste Comte – Law of three Stages; 3. Auguste Comte’s Methodology 4. Herbert Spencer- Concept of Social Evolution; 5. Herbert Spencer- Application of Biology to Social Thought	12	Students will learn about the emergence of sociology and the founding fathers of Sociology	1,2					
II	Emile Durkheim 1 Social Facts 2 Rules of sociological method 3 Division of labour in society 4 Theory of Suicide 5 Elementary forms of religious life	12	Students will learn about the concepts given by Emile Durkheim	1,2					
III	Max Weber 1) Concepts of Sociology: Social Action, Verstehen, Ideal Types 2) Power and Authority 3) Religion and Social Change 4) Bureaucracy 5)) Protestant ethic and spirit of capitalism, Authority and power	12	Students will learn about Social Action, Power and Authority and other important concepts given by weber.	1,2					

IV	Karl Mark 1) Historical and dialectical materialism 2) Marx's theory of social change 3) Surplus value 4) Class and class struggle Religion; Estranged labour	12	Students will understand about the concept of Class and Class Conflict	1,2
V	Limitations of Classical Theory – 1) Race (Du Bois), 2) Gender (Gilman) and colonialism Rationale for a feminist methodology in social research	12	Students can analyse the limitations of classical Sociological Theory	1,2

TEXT BOOKS:

- T.1. Abraham, Francis and Morgan Henry John.(2010). Sociological Thought. MacMillan
- T.2. Haralambos, 2007, Sociology: Themes and Perspectives, Bombay: OUP
- T.3. Giddens, Anthony, 2010, Sociology, 6th edition, Polity Press.

REFERENCE BOOKS:

- R.1. Giddens, A. (1994), Capitalism and Modern Social Theory. New Delhi: Cambridge University Press.
- R. 2.Ritzer, George. 1992 (3rd edition).Sociological theory. New York: McGraw-Hill.
- R.3.Turner, Jonathan H. 1995 (4th edition).The structure of sociological theory. Jaipur and New Delhi: Rawat
- R. 4. 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

CO PO Mapping		
SN	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 behavior and societal development.	4,9
5	Assess the influence of cultural dynamics and social change on contemporary social issues.	1, 5

SEMESTER – I									
Course Title	FAMILY, MARRIAGE AND KINSHIP								
Course code	24MASO1103R	Total credits: 2	L	T	P	S	R	O/F	C
		Total hours: 45	3	0	0	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master in Sociology								
Semester	Fall/ I semester of first year of the programme								
Course Objectives	1. To study the concepts relevant for understanding kinship, marriage and family. 2. To enrich students understanding of family-line relationships. 3. To enrich students understanding of major concepts, theoretical perspectives, and new technologies in the field of family, kinship and marriage.								
CO1	Capability to understand the sociological interpretation of multiple perspectives in the study of family, marriage, and kinship.								
CO2	Recognise and interpret the institution of kinship and family patterns in India.								
CO3	Evaluate the varying forms of kinship and marriage.								
CO4	Analyze the impact of social institutions on individual behavior and societal development.								
CO5	Assess the influence of cultural dynamics and social change on contemporary social issues.								
Unit- No.	Content		Contact Hour	Learning Outcome				KL	
I	Major concepts and key terms: Consanguinity, Affinity, Descent, Incest Taboo, Family- household		9	Student will understand about the different concepts in relation to kinship, family and marriage				1,2	
II	Family and Marriage: Types of Marriage, Types of Family, Rules of Residence		9	Students will learn about general practices relating to rules of residence pre and post marriage, types of marriage and family				1,2	
III	Kinship and related Concepts: Types of Kinship, Usage of Kinship, Inheritance of Property in Patrilineal and Matrilineal 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:

T.1. Slariya, M. K., & Slariya, A. (2023). *Marriage, family and kinship*. Mahaveer Publications.

T.2. Indira Gandhi National Open University. (2020). *Block-2: Family, marriage and kinship*. Indira Gandhi National Open University.

REFERENCE BOOKS:

- R.1. Dumont, Louis (1957). Marriage in India. Cambridge University Press
R.2. Srinivas, M.N., (1987). The Dominant Caste and Other Essays. Delhi: Oxford University Press
R.3. Uberoi, P. (1997). Family, Kinship and Marriage in India. Delhi: Oxford University Press
R.4. McNeil, Mureen, Varcoe, Ian, & Yearley, Steven (1999). The New Reproductive Technologies. Oxford University Press
R.5. Shah, A.M., (1998). The Family in India: Critical Essays. New Delhi: Orient Longman
T.6. 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

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Capability to understand the sociological interpretation of multiple perspectives in the study of family, marriage, and kinship.	1,2,4
2	Recognise and interpret the institution of kinship and family patterns in India.	3,4,9
3	Evaluate the varying forms of kinship and marriage.	5,7
4	Analyze the impact of social institutions on individual behavior and societal development.	2,5
5	Assess the influence of cultural dynamics and social change on contemporary social issues.	4,5,9

SEMESTER – I									
Course Title	Social Stratification								
Course code	24MASO1104R	Total credits: 2	L	T	P	S	R	O/F	C
		Total hours: 45	3	0	0	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master in Sociology								
Semester	Fall/ I semester of first year of the programme								
Course Objectives	<ol style="list-style-type: none"> 1. This paper aims to introduce the nature, scope and the importance of Social Stratification 2. To introduce the students to the basic social structure of society. 3. This course introduces students to Sociological Study of Social Inequalities. 4. It will acquaint students with principal theoretical perspectives on and diverse forms of social inequality in articulation with each other. 								
CO1	Outline the nature, scope and the importance of Social Stratification								
CO2	Analyse the theories on Social Stratification by Karl Marx and Max Weber								
CO3	Apply the Principles of Functionalism related to social stratification								
CO4	Identify different forms of social stratification								
CO5	Evaluate the types and patterns of social mobility								
Unit- No.	Content	Contact Hour	Learning Outcome					KL	
I	Introduction: Introduction to Social Stratification: Meaning, characteristics, nature of stratification, Natural inequality, social inequality	12	Student will understand about Social Stratification and its characteristics.					1,2	
II	Theories of Stratification: Karl Marx- subsistence society to surplus mode of production, Max Weber- Status and Power Feminist perspectives on inequality	12	Students will learn major theories and concepts related to Social Stratification.					1,2	
III	Functionalism Approach on Stratification. Basic principles of functionalist perspective. Role of civil society and social movements	12	This unit will provide a basic understanding of the functionalistic approach on stratification.					1,2	
IV	Identities and Inequalities: Caste, Race and Ethnicity, Gendered Stratification. Dimensions of stratification: wealth, power, and prestige	12	Students will understand fundamental concept of identities and inequalities					1,2	
V	Social Mobility: Definition and types of social mobility-vertical, horizontal and intergenerational. Factor effecting social mobility- Education, economy, social policies. Forms and Patterns, Mobility in Close and Open Society	12	This unit will help students to understand the various forms of social mobility.					1,2	

TEXT BOOKS:

- T 1. Littlejohn, J. (2022). *Social stratification: An introduction*. Routledge.
- T 2. Mills, C. W., & Wolfe, A. (2021). *The power elite* (2nd ed.). Oxford University Press.
- T 3. Flynn, A. (2021). *The hidden rules of race: Barriers to an inclusive economy*. Cambridge University Press.

REFERENCE BOOKS:

- R 1. Beteille, Andre Inequality among Men. London: Blackwell, 1977. Chapter 1. Dennis H. 'The Functional Theory of Stratification: Some Neglected Considerations' American Sociological Review, Vol. 24, No. 6 (Dec., 1959), pp. 772-782
- R 2 Stinchcombe, Arthur L 'Some Empirical Consequences of the Davis-Moore Theory of Stratification'. American Sociological Review 28.5 (1963), pp. 805-808
- R 3. 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

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Outline the nature, scope and the importance of Social Stratification	1 & 5
2	Analyze the theories on Social Stratification by Karl Marx and Max Weber	1 & 5
3	Apply the Principles of Functionalism related to social stratification	1,2 & 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	24MSOR1101R	Total credits: 2	L	T	P	S	R	O/F	C
		Total hours: 30	0	0	0	4	8	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master in Sociology								
Semester	Fall/ I semester of first year of the programme								
Course Objectives	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:

T 1. Fink, A. (2019). Conducting research literature reviews: From the internet to paper. Sage publications.

T 2 Hart, C. (2018). Doing a literature review: Releasing the research imagination.

REFERENCE BOOKS:

R 1.Fink, A. (2019). *Conducting research literature reviews: From the internet to paper*. Sage publications.

R 2. Cooper, H. (1998). Cooper, Harris, Synthesizing Research: A Guide for Literature Reviews, Thousand Oaks, CA: Sage, 1998.

R 3. 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

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Will become familiar with and learn to identify the most relevant textbooks, reviews, papers and journals for their research topics.	3 & 4
2	Understanding on how to critically read and assess research papers and reviews.	2,3 & 5
3	Identifying the research gaps in the relevant areas of research	7, 5
4	Develop the skills to conduct a review built on the framework of evidence-based practice	3, 5, 7
5	learn to review and assess scientific literature critically.	3,5 & 9

SEMESTER – I									
Course Title	Field Work								
Course code	24MSOR1102R	Total credits: 2	L	T	P	S	R	O/F	C
		Total hours: 45	0	0	4	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master in Sociology								
Semester	Fall/ I semester of first year of the programme								
Course Objectives	1. To develop practical skills in conducting field-based research and gathering empirical data. 2. To enhance understanding of community dynamics, societal challenges, and cultural practices. 3. To foster critical thinking and problem-solving skills through hands-on experiences in real-world settings.								
CO1	Able to design and implement fieldwork projects effectively.								
CO2	Demonstrate the ability to collect, analyze, and interpret field data.								
CO3	Exhibit an understanding of ethical practices in field research.								
CO4	Apply theoretical knowledge to address practical challenges in diverse societal contexts.								
CO5	Develop teamwork and communication skills essential for field-based collaborative research.								

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Gain a solid understanding of the subject matter, including key concepts and theories.	3 & 4
2	Develop skills to analyze information critically and propose effective solutions.	2,7 & 9
3	Improve ability to communicate ideas clearly, both in writing and speaking.	6,8 & 9
4	Apply knowledge and skills learned in the course to real-world situations effectively.	7 & 9
5	Enhance collaborative and teamwork abilities by engaging in group projects and discussions, fostering a cooperative learning environment.	3,8 & 9

SEMESTER – I									
Course Title	FUNDAMENTAL OF STATISTICS								
Course code	24UMFS1101R	Total credits: 2	L	T	P	S	R	O/F	C
		Total hours: 45	2	0	2	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master in Sociology								
Semester	Fall/ I semester of first year of the programme								
Course Objectives	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	Analyze relationships between variables using correlation and regression.				1,2	
IV	Random experiment: trial, sample point and sample space, event, Operations of Events, concepts of mutually exclusive and exhaustive events. Definition of probability: classical and relative frequency approach. Discrete probability space, Properties of probability, Independence of events, Conditional probability, total and compound probability rules, Normal probability Distribution, Binomial probability Distribution, Poisson Probability Distribution, Bayes' theorem, and its applications.		9	Compute probabilities and apply different probability distributions.				1,2	

V	Testing of hypothesis, parametric test: t-test, z-test, chi-square test. Non-Parametric test: One sample Kolmogorov test, wilcoxon Signed test, Mann-Whitney Test, Kruskal walis test	9	Conduct and interpret both parametric and non-parametric hypothesis tests.	1,2
Practical	<p>1. Introduction to R - A programming language and environment for data analysis and graphics. Syntax of R expressions: Vectors and assignment, vector arithmetic, generating regular sequence, logical vector, character vectors, Index vectors; selecting and modifying subsets of data set</p> <p>2. Data objects: Basic data objects, matrices, partition of matrices, arrays, lists, creating and using these objects; Functions- Elementary functions and summary functions, applying functions to subsets of data. Data frames: The benefits of data frames, creating data frames, combining data frames, Adding new classes of variables to data frames; Data frame attributes.</p> <p>3. Importing data files: import. data function, read. table function; Exporting data: export. data function, cat, write, and write. table functions, function, formatting output - options, and format functions; Exporting graphs -export. graph function. Graphics in R: creating graphs using plot function, box plot, histogram, line plot, steam and leaf plot, pie chart, bar chart, multiple plot layout, plot titles, formatting plot axes; Visualizing them ultivariate data: Scatter plot, Q-Q plot, P-P plot.</p> <p>4. Performing data analysis tasks: Reading data with scan function, Exploring data using graphical tools, computing descriptive statistics, one sample tests, two sample tests, Goodness of fit tests.</p> <p>5. Parametric test and non-Parametric test</p>	9	Perform data analysis tasks using R, including data manipulation and visualization	

TEXT BOOKS:

T 1. 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

T 2 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:

R 1. 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.

R 2. 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

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Students will have basic knowledge of Statistical methods.	2, 3 & 4
2	Students will gain the knowledge of organizing & Cleaning of Data.	2,9
3	Students will be able to gain the Analytical Skill concept	7,8,9
4	Students will be able to acquire the knowledge of basic Data Analysis Procedure for day-to-day use.	3,7
5	Students will effectively use statistical methods, organize and clean data, and perform basic data analysis.	3,9

SEMESTER – I									
Course Title	CO-CURRICULAR								
Course code	24UMCC11101R	Total credits: 1	L	T	P	S	R	O/F	C
		Total hours: 20	0	0	0	4	0	0	1
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master in Sociology								
Semester	Fall/ I semester of first year of the programme								
Course Objectives	1. The paper intends to acquaint the students with a range of activities outside the regular curriculum intended to meet learner's interest 2. To develop the social and soft skills and promote a holistic development of the learners 3. To let the student participate in regular club activities, workshops, competitions as per their interest and hobbies.								
CO1	The students will be engaged in different activities headed under different clubs namely dance, music, photography, drama, literacy, etc.								
CO2	The students will participate in regular club activities like workshops, competitions as per their interest and hobbies.								
CO3	The students will be trained to represent ADTU in various inter university, state and national level competitions.								
CO4	The students will be given a platform to earn from invited experts in their respective fields.								
CO5	The students will get an exposure of 360 degrees learning methodology considering the overall growth along with the academics.								

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	The students will be engaged in different activities headed under different clubs namely dance, music, photography, drama, literacy, etc.	6,7 & 9
2	The students will participate in regular club activities like workshops, competitions as per their interest and hobbies.	6,7,8
3	The students will be trained to represent ADTU in various inter university, state and national level competitions.	8,9
4	The students will be given a platform to earn from invited experts in their respective fields.	3,6,9
5	The students will get an exposure of 360 degrees learning methodology considering the overall growth along with the academics.	6 & 9

SEMESTER – II									
Course Title	Gender and Sexuality								
Course code	24MASO1201R	Total credits: 3	L	T	P	S	R	O/F	C
		Total hours: 45	3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master in Sociology								
Semester	Fall/ I semester of first year of the programme								
Course Objectives	1.The paper intends to acquaint the students with to the major concepts in gender and sexuality studies 2. The paper also focuses on theoretical approaches in gender studies 3The students will be made to understand the linkages between gender and development								
CO1	Develop the ability to highlight the concepts of gender studies.								
CO2	Identify different sexual orientation of an individuals								
CO3	Analyze different forms of gender discrimination, violence and oppressions.								
CO4	Synthesize the changing pattern gender discrimination.								
CO5	Apply the theoretical perspectives related to gender and sexuality feminism								
Unit- No.	Content	Contact Hour	Learning Outcome	KL					
I	Basic Concepts in Gender studies: a) Sex and Gender, b) Patriarchy and Matriarchy b) Gender socialization, Gender stereotypes, Gender identity, Gender role, Gender discrimination, Gender Dysphoria, Gender Expression, Gender fluid- a brief overview c) Gender continuum, Gender Heteronormativity	12	Aware about the basic concepts in gender studies.	1,2					
II	Invention of Sexuality- based Identities Sexuality; Sexual Orientation Conceptualizing LGBTQIA+ Community Coming out and leaving the closet behind	12	Identify the different sexual orientations	1,2					
III	Oppression and Liberation Production versus reproduction, invisibility of household work 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, Womens’ Movement in India, Intersex and Transgender Movements, Violence against men	12	Gender and discrimination.	1,2					
IV	Gender and Development Impact of globalisation on women, Development and women empowerment Development of LGBTQIA+ Community Legislative Measures	5	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;	5	Different theories in the area of gender studies	1,2
----------	--	---	--	-----

TEXT BOOKS:

- T 1. Delamont Sara. (2003). Feminist Sociology. London: Sage Publications. Delhi: Sage Publications
- T 2. Hesse-Biber, Nagy Sharelene (2007). Handbook of Feminist Research: Theory and Praxis. New
- T 3. MadhuKumari (2011) Women Empowerment and Social Change, Random Publications: New Delhi.

REFERENCE BOOKS:

- R. 1. Mary Holmes, 2007. What is Gender? Sociological Approaches. New Delhi: Sage
- R 2. Shefal iMoitra. 2002. Feminist Thought. Kolkata: Munshiram Manoharlal Publishers.
- R 3. Sharmila Rege. 2003. Sociology of Gender. New Delhi: Sage.
- R 4. 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

CO PO Mapping		
SN	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	Analyze different forms of gender discrimination, violence and oppressions.	2, 3 & 5
4	Synthesize the changing 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	24MASO1202R	Total credits: 3	L	T	P	S	R	O/F	C
		Total hours: 45	3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master in Sociology								
Semester	Fall/ I semester of first year of the programme								
Course Objectives	1.To introduce different theoretical perspective to the students. 2.To orient the students about the relevance of Sociological theories 3.To enhance students skill in sociological imagination								
CO1	Outline the structural-functional perspective and its relevance in the society								
CO2	Comprehend theory of structuralism propounded by Claude Levi-Strauss								
CO3	Analyse various forms of conflict theories								
CO4	Apply the significance of the Frankfurt School of critical thought								
CO5	Evaluate the principles of interpretative Sociology								
Unit- No.	Content		Contact Hour	Learning Outcome				KL	
I	Structural- Functional Perspective Talcott Parsons- Action Frame of Reference, Pattern Variables, AGIL Paradigm, Robert King Merton- Reference Group Theory, Paradigm for Functional Analysis, Middle Range Theory, Anomie Jeffrey Alexander- Neo - Functionalism:		9	Students shall learn about the structural-functional perspective and its relevance in the society				1,2	
II	Structuralism Levi-Strauss and S. F. Nadel		9	Students will be aware about the concept of structuralism				1,2	
III	Conflict Perspective Functional Analysis: Lewis Coser Dialectics of Conflict: Ralf Dahrendorf		9	Students will get to know about the work of Lewis Coser and Ralf Dahrendorf				1,2	
IV	Critical Perspective Emergence of critical theory – Frankfurt School Revival of Critical theory – Jurgen Habermas Structural Marxism - Louis Althusser Neo-Marxian Approach		9	This unit talks about how critical theorist looks into the society.				1,2	
V	Interpretative Sociology 1. G.H. Mead -Mind Self and Society 2. Erving Goffman - Dramaturgy: 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:

- T 1. Abraham , F. M. (2000). Modern Sociological Theory: An Introduction. Delhi: Oxford University Press
T 2. Ritzer, George. (2013). Sociological Theory. New Delhi: McGraw Hill
T 3. Delaney, Tim. (2008). Contemporary Social Theory. New Delhi: Pearson Education Inc.
T 4. Dorling Kindersley 4.Homans, George C. (2007). History, Theory, and Method. New York: Routledge.

REFERENCE BOOKS:

- R 1. Coser, Lewis. A. (1956). The Functions of Social Conflict. London: Free Press
R 2. Turner, Bryan S. (2000). The Blackwell Companion to Social theory. Blackwell
R 3. Turner, Jonathan H. (2011). The Structure of Sociological theory. Delhi: Rawat
R 4. Zeitlin, I.M. (1996). Rethinking Sociology: A Critique of Contemporary Theory. Delhi: Rawat

OTHER LEARNING RESOURCES:

1. <https://journals.sagepub.com/doi/abs/10.1177/0022002782026002006>
2. https://journals.lww.com/advancesinnursingscience/fulltext/1999/06000/middle_range_theory_spinning_research_and.11.aspx

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Outline the structural-functional perspective and its relevance in the society	1,2,4,5
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	24MASO1203R	Total credits: 3	L	T	P	S	R	O/F	C
		Total hours: 45	3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master in Sociology								
Semester	Fall/ I semester of first year of the programme								
Course Objectives	1. The paper aims to introduce the basic concept of health and medicine. 2. To familiarize the students with the theoretical perspectives on Sociology of health. 3. To acquaint the students with the health care institutions and indigenous knowledge system of medicine.								
CO1	Demonstrate the basic concept of health and medicine with respect to the society.								
CO2	Analyse the theoretical perspectives on the Sociology of health.								
CO3	Identify the various conditions that led to the rise of formal health care institutions								
CO4	Comprehend the significance of traditional belief system on care system and benefits of indigenous medicines								
CO5	Evaluate the health policies, programmes and the role of health care institutions.								
Unit- No.	Content		Contact Hour	Learning Outcome				KL	
I	Sociology of Health: Basic Concepts and Approaches 1. Health, Illness, sickness, diseases, healing, hygiene; 2. Medicalization; 3. Dimensions and indicators of health 4. Social epidemiology: Approaches		9	This unit will teach the students to highlight medical sociological methods and thinking.				1,2	
II	Perspectives on Sociology of Health: An overview 1. Functionalist 2. Conflict 3. Interactionist 4. Post-Modern		9	It will discuss the theoretical overview of the medical sociology.				1,2	
III	Health Care Institutions 1. Family and Health care 2. State and health Care: Health for all; maternal and child health; family welfare programs; Drug policies and patents; Sanitation. 3. Hospitals and Health Care: Hospital as a social organization (Doctors, Nurses and Patients); Community Health Care; Rural Health Programs; Commercialization of health care services		9	The will include historical rise of the health care institutions.				1,2	
IV	Indigenous knowledge systems of medicine 1. Traditional Medicine 2. Folk Healing 3. NGOs and Health Care		9	It will analyse how indigenous knowledge system help the society we live in.				1,2	

V	Health Policies and Programmes 1. Health Policies 2. Politics of Global Health 3. Health policies in India	9	This theme addresses social inequality and the way social class, race, gender and environment connect to health disparities.	1,2
----------	--	----------	--	-----

TEXT BOOKS:

- T 1. Cockerham, W.C. (2009). The New Blackwell Companion to Medical Sociology. Willey: Blackwell.
T 2. Sujatha, V. (2014) Sociology of Health and Medicine, New Delhi, Oxford University
T 3. Deborah, L. (2012). Medicine as Culture: Illness, Disease and the Body. London: Sage.
T 4. 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:

- R 1. Nichter, M. (2008). Global Health: Why cultural perceptions, social representations and bio-politics matter. Tucson: University of Arizona Press.
R 2. Quadeer, I. (1988). Reproductive Health: A Public Health perspective. Economic and Political Weekly. Vol.33, No.41, pp.2675-84.
R 3. Foucault, M. (1975). The Birth of the Clinic: Archaeology of Medical Perception. New York. Vintage Books.
R 4. Press Conrad, P. (1996). Medicalization and Social Control. In Perspectives in Medical Sociology (Second Edition), edited by P. Brown. Illinois: Waveland Press.
R 5. 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

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Demonstrate the basic concept of health and medicine with respect to the society.	1,3 & 4
2	Analyse the theoretical perspectives on the Sociology of health.	1,2,5
3	Identify the various conditions that led to the rise of formal health care institutions	4,7,9,
4	Comprehend the significance of traditional belief system on care system and benefits of indigenous medicines	2,7
5	Evaluate the health policies, programmes and the role of health care institutions.	2,5

SEMESTER – II									
Course Title	Ethnography								
Course code	24MASO1204R	Total credits: 4	L	T	P	S	R	O/F	C
		Total hours: 45T+0P	4	0	0	0	0	0	4
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master in Sociology								
Semester	Fall/ I semester of first year of the programme								
Course Objectives	<ol style="list-style-type: none"> To enlightened the students about ethnographic methods. To enlightened the students about various cultures. 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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 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 research design based on their fieldwork.				1,2	
IV	Collection & Analysis of Ethnographic Data: <ol style="list-style-type: none"> 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 ethnographic research for their own projects.				1,2	

V	Ethnographic report: 1. Developing outline for a scientific report 2. Summarizing the survey results for sub-groups on demographic data 3 Summarizing the survey results for the whole group 4 Providing an answer to the research problem.	12	This unit the students have to submit their reports, summarizing their objects and present their reports.	1,2
----------	--	-----------	---	-----

TEXT BOOKS:

- T 1. Hammersley, M., & Atkinson, P. (2019). *Ethnography: Principles in practice* (4th ed.). Routledge.
T 2. Cefkin, M. (Ed.). (2019). *Ethnography and the corporate encounter: Reflections on research in and of corporations*. Berghahn Books
T 3. Mannik, L., & McGarry, K. (2017). *Practicing ethnography: A student guide to method and methodology*. University of Toronto Press.

REFERENCE BOOKS:

- R 1. Fetterman David 1989 ‘Ethnography Step by Step’, Sage Publication.
R 2. Hammersley, M. 1983 ‘Ethnography Principles in Practice’, Tavistock Publications.
R 3. Royal Anthropological Instt. of G. Britain & Ireland 1967 ‘Notes and Queries in Anthropology’, Routledge and Kegan Paul Ltd. London.
R 4. Ember CR, Ember M. 2009 ‘Cross-cultural Research Methods’, Altamira Press, USA.
R 5. Hand wecker WP. 2001 ‘Quick Ethnography’, Altamira Press, USA.
R 6. 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

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understand the meaning and concept of Ethnography and Ethnology	3 & 4
2	Analyse major theories and concepts related to 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	TECHNO PROFESSIONAL SKILL								
Course code	24MASO1205R	Total credits: 2	L	T	P	S	R	O/F	C
		Total hours: 60P	0	0	4	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master in Sociology								
Semester	Fall/ I 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. 3. To improve students' scientific writing skills and presentation skills.								
CO1	Apply the theoretical knowledge in reading and summarizing complex ideas.								
CO2	Identify the ways in recognizing and describe problems operationally to study them empirically.								
CO3	Demonstrate the knowledge of quantitative and qualitative research								
CO4	Analyze the ways in constructing arguments clearly and concisely using evidence-based concepts and theories in sociology								
CO5	Use of grammar appropriate to professional standards and conventions								

TEXTBOOKS:

- T 1. Jones, D. (2021). *Own your tech career: Soft skills for technologists*. Manning Publications.
- R 2. Retz, R. (2020). *The professional skills handbook for engineers and technical professionals*. CRC Press.
- R 3. Kim, G., Humble, J., Debois, P., Willis, J., & Forsgren, N. (2021). *The DevOps handbook: How to create world-class agility, reliability, & security in technology organizations* (2nd ed.). IT Revolution Press.

REFERENCE BOOKS:

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

OTHER LEARNING RESOURCES:

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

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Apply the theoretical knowledge in reading and summarizing complex ideas.	3 & 4
2	Identify the ways in recognizing and describe problems operationally to study them empirically.	6 & 7
3	Demonstrate the knowledge of quantitative and qualitative research	3, 8,9
4	Analyze the ways in constructing arguments clearly and concisely using evidence-based concepts and theories in sociology	6, & 8
5	Use of grammar appropriate to professional standards and conventions	7 & 9

SEMESTER – II									
Course Title	MOOCS								
Course code	23MACE121R	Total credits: 2 Total hours: 30	L	T	P	S	R	O/F	C
			2	0	4	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master in Sociology								
Semester	Fall/ II semester of first year of the programme								
Course Objectives	1. Understand key concepts and theories through course materials and practical examples. 2. Analyze information critically and develop evidence-based solutions. 3. Improve communication skills through writing, presentations, and feedback.								
CO1	Gain a solid understanding of the subject matter, including key concepts and theories.								
CO2	Develop skills to analyze information critically and propose effective solutions.								
CO3	Improve ability to communicate ideas clearly, both in writing and speaking.								
CO4	Apply knowledge and skills learned in the course to real-world situations effectively.								
CO5	Enhance collaborative and teamwork abilities by engaging in group projects and discussions, fostering a cooperative learning environment.								

TEXT BOOKS:

- T 1. Fink, A. (2019). *Conducting research literature reviews: From the internet to paper*. Sage publications.
 T 2. Hart, C. (2018). *Doing a literature review: Releasing the research imagination*.

REFERENCE BOOKS:

- R 1. Fink, A. (2019). *Conducting research literature reviews: From the internet to paper*. Sage publications.
 R 2. Cooper, H. (1998). *Cooper, Harris, Synthesizing Research: A Guide for Literature Reviews*, Thousand Oaks, CA: Sage, 1998.
 R 3. Winckel, A., & Hart, B. (1995). *Report writing style guide for engineering students*. University of South Australia, Faculty of Engineering.

OTHER LEARNING RESOURCES:

1. Laura Aaron (2008). Writing a literature review article. *Radiologic Technology* 80(2):185-6

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Gain a solid understanding of the subject matter, including key concepts and theories.	1,2,3,5
2	Develop skills to analyze information critically and propose effective solutions.	3,7,9
3	Improve ability to communicate ideas clearly, both in writing and speaking.	6,7,8,9
4	Apply knowledge and skills learned in the course to real-world situations effectively.	3,5,7
5	Enhance collaborative and teamwork abilities by engaging in group projects and discussions, fostering a cooperative learning environment.	8,9

SEMESTER – II									
Course Title	COMMUNITY SERVICES								
Course code	24MASO1207R	Total credits: 2	L	T	P	S	R	O/F	C
		Total hours: 30	1	0	2	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master in Sociology								
Semester	Fall/ II semester of first year of the programme								
Course Objectives	1 To developed civic engagement and social responsibility 2 To apply theoretical knowledge in real world community setting. 3 To foster personal and cultural competency.								
CO1	Demonstrate the ability to identify and address the needs of diverse communities through effective service initiatives.								
CO2	Develop teamwork and leadership skills by collaborating with community members and organizations.								
CO3	Apply ethical principles and a sense of social responsibility to foster positive societal change.								
CO4	Utilize critical thinking to propose and implement sustainable solutions to community challenges.								
CO5	Exhibit cultural awareness and respect for diversity in all community service activities.								

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Demonstrate the ability to identify and address the needs of diverse communities through effective service initiatives.	6, 8
2	Develop teamwork and leadership skills by collaborating with community members and organizations.	7, 8, 9
3	Apply ethical principles and a sense of social responsibility to foster positive societal change.	8,9
4	Utilize critical thinking to propose and implement sustainable solutions to community challenges.	4,7
5	Exhibit cultural awareness and respect for diversity in all community service activities.	7,8,9

SEMESTER – II									
Course Title	EXTRA-CURRICULAR								
Course code	24UMEC1201R	Total credits: 1	L	T	P	S	R	O/F	C
Pre-requisite	Nil	Total hours: 20	0	0	0	4	0	0	1
Co-requisite	Nil								
Programme	Master in Sociology								
Semester	Fall/ II semester of first year of the programme								
Course Objectives	1.The paper intends to acquaint the students with a range of activities outside the regular curriculum intended to meet learner’s interest 2. To develop the social and soft skills and promote a holistic development of the learners 3 To let the student participate in regular club activities, workshops, competitions as per their interest and hobbies.								
CO1	The students will be engaged in different activities headed under different clubs namely dance, music, photography, drama, literacy, etc.								
CO2	The students will participate in regular club activities like workshops, competitions as per their interest and hobbies.								
CO3	The students will be trained to represent ADTU in various inter university, state and national level competitions.								
CO4	The students will be given a platform to earn from invited experts in their respective fields.								
CO5	The students will get an exposure of 360 degrees learning methodology considering the overall growth along with the academics.								

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	The students will be engaged in different activities headed under different clubs namely dance, music, photography, drama, literacy, etc.	6,7 & 9
2	The students will participate in regular club activities like workshops, competitions as per their interest and hobbies.	6,7,8
3	The students will be trained to represent ADTU in various inter university, state and national level competitions.	8,9
4	The students will be given a platform to earn from invited experts in their respective fields.	3,6,9
5	The students will get an exposure of 360 degrees learning methodology considering the overall growth along with the academics.	6 & 9

SEMESTER – III									
Course Title	Sociology of India								
Course code	24MASC2101R	Total credits: 3	L	T	P	S	R	O/F	C
		Total hours: 45	3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master in Sociology								
Semester	Fall/ I semester of Second year of the programme								
Course Objectives	1. Understanding key concepts of Indian culture, caste structure of Indian society. 2. To acquaint the students regarding the status of women in India. 3. To familiarize the students with the processes of social change in India.								
CO1	Analyze colonialism's impact on India's social structure								
CO2	Examine caste, class, and gender-based inequalities.								
CO3	Understand social change through modernization and migration.								
CO4	Explore religion, ethnicity, and regional identity in India.								
CO5	Evaluate social movements and policies on key issues.								
Unit- No.	Content		Contact Hour	Learning Outcome				KL	
I	Introduction to Indian Society Demographic Structure of Indian Society, Racial ethnic, religious, linguistic, and cultural diversity in India. Unity in the midst of diversity in India Types of Indian Society: Tribal, Agrarian, Urban and Industrial.		9	Student will understand Demographic Structure of Indian Society and cultural diversity in India				1,2,3	
II	Caste System in India – Meaning of Caste, Functional importance of caste in traditional India. Origin of caste, caste and ethnicity, caste and politic, negative impact of caste politics in Indian Democracy.		9	Students will learn about the Meaning of Caste, Functional importance of caste in traditional India				1,2,4	
III	Status of Women in India - Women in Ancient India, Vedic period, medieval period, British period, and After Independence - Women and empowerment, role of different social movement in empowering women - Social Political and economic rights of women - 73 rd amendment of the Indian Constitution and Indian Women Legislative Remedies		9	Students will learn about the Status of Women in India				1,2,3	
IV	Tribe in India Regional distribution of tribe in India - Tribe definition, meaning characteristic - Social Institution of tribal communities in India marriage - Development Scheme - Constitutional Provision - Tribal Identity and movement problem and changing trends		9	Students will be able to understand the regional distribution of tribe in India				2,4	

V	Processes of Social Change in India. - Sanskritization - Westernization - Modernization	9	Students will learn the Processes of Social Change in India	1,2,4
----------	---	----------	---	-------

TEXT BOOKS:

- T 1. Srinivas, M. N. (2009). *Sociology of India: Structures and change*. Orient BlackSwan.
T 2 Srinivas, M. N. (1996). *Social change in modern India*. University of California Press.
T 3 Ahuja, R. (2004). *Indian society: Institutions and change* (3rd ed.). Rawat Publications.
T 4 Rao, V. V. (2004). *Indian society and culture*. S. Chand & Co.
T 5 Béteille, A. (2002). *Sociology of India: A reader*. Oxford University Press.

REFERENCE BOOKS:

- R 1 Shah, A. M. (2003). *The structure of Indian society*. Rawat Publications.
R 2 Sharma, R. K. (2011). *Sociology of Indian society* (2nd ed.). Anmol Publications.
R 3 Das, V. (2003). *The sociology of India: An introduction*. Oxford University Press.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Analyze colonialism's impact on India's social structure	1,2 & 4
2	Examine caste, class, and gender-based inequalities.	1 & 4
3	Understand social change through modernization and migration.	4, 8 & 9
4	Explore religion, ethnicity, and regional identity in India.	4,7
5	Evaluate social movements and policies on key issues.	5, 8 & 7

SEMESTER – III									
Course Title	Sociology of Development								
Course code	24MASC2102R	Total credits: 3	L	T	P	S	R	O/F	C
		Total hours: 45	3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master in Sociology								
Semester	Fall/ I semester of Second 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	Analyze 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: 1. Meaning of development and under-development 2. Social development 3. Economic development 4. Human development	9	The student will understand the concept of development and its dimensions					1,2,3	
II	Models of Economic Development: 1. Capitalism 2. Socialism 3. Mixed Economy	9	The students will learn the models of economic development					1,2,4	
III	Composition of Social Structure and Economic Development: 1. Population, Urbanization, 2. Communication 3. Preservation and Proper utilization of Natural Resources 4. Establishment of Industry	9	This unit will provide a basic understanding on the composition of social structure and economic development					1,2,3	
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					2,4	
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					1,2,4	

TEXT BOOKS

- T 1. Martha C. Nussbaum. 2000. *Women and Human Development –The Capabilities Approach*, Kali for Women.
- T 2. Giddens, Anthony, 2010, *Sociology*, 6th edition, Polity Press.
- T 3. Sen, A. (2000). *Development as Freedom*. New Delhi, Oxford University Press

REFERENCE BOOKS:

- R 1. Jean Dreze & Amartya Sen. 1995. *India: Economic Development and Social Opportunity*, OUP.
- R 2. Smelser, N.J. (1963). *The Sociology of Economic Life*. Prentice Hall of India, Delhi.
- R 3. Mehta S.R. (1966). *Dynamics of Development: A Sociological Perspective*. Gyan Publishing House, Delhi
- R 4. Preston, P.W. (1996). *Development Theory – An Introduction*, Oxford, Blackwell.
- R 5. 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

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

SEMESTER – III									
Course Title	Sociology of Religion								
Course code	24MASC2103R	Total credits: 3	L	T	P	S	R	O/F	C
		Total hours: 45	3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master in Sociology								
Semester	Fall/ I semester of Second year of the programme								
Course Objectives	1. Develop a sociological understanding of religion and its role in society.. 2. Analyze the interaction between religion and social institutions. 3. Assess the impact of religion on contemporary social issues.								
CO1	Analyze key sociological theories to understand the role of religion in society								
CO2	Examine the relationship between religion and social institutions like family, politics, and the economy								
CO3	Explore religious diversity and pluralism across different cultures and societies.								
CO4	Investigate the impact of modernity, secularization, and globalization on religion.								
CO5	Evaluate the role of religion in addressing or influencing social issues and conflicts.								
Unit- No.	Content	Contact Hour	Learning Outcome				KL		
I	Introduction to Sociology of Religion – Definition, scope, and significance; classical and contemporary sociological theories of religion.	9	Student will understand contemporary sociological theories of religion				1,2,3		
II	Religion and Society – Functions and dysfunctions of religion; relationship between religion and social institutions (family, economy, politics, education).	9	Students will learn about the Functions and dysfunctions of religion				1,2,4		
III	Religious Diversity and Pluralism – Major world religions; religious beliefs, rituals, and practices; secularism and religious tolerance.	9	Students will learn about the Major world religions; religious beliefs, rituals, and practices				1,2,3		
IV	Religion, Modernity, and Social Change – Secularization, fundamentalism, globalization, and the role of religion in contemporary society.	9	Students will be able to understand the Religion, Modernity, and Social Change				2,4		
V	Religion and Social Issues – Religion and gender, caste, communalism, and its role in social movements and conflicts.	9	Students will learn the role of gender, caste, communalism, and its role in social movements and conflicts				1,2,4		

TEXT BOOKS:

- T 1 Sociology of Religion: Contemporary Developments" by Kevin J. Christiano, William H. Swatos Jr., and Peter Kivisto (4th Edition, 2020)
- T 2 The New Blackwell Companion to the Sociology of Religion" edited by Bryan S. Turner (2010)
- T 3 "Sociology of Religion: A Rodney Stark Reader" edited by Roger Finke and Christopher Bader (2015)

REFERENCE BOOKS:

- R 1 **Durkheim, Émile (1912).** *The Elementary Forms of Religious Life.* New York: The Free Press.
- R 2 **Weber, Max (1922).** *The Sociology of Religion.* Boston: Beacon Press.
- R 3 **Berger, Peter L. (1967).** *The Sacred Canopy: Elements of a Sociological Theory of Religion.* New York: Anchor Books.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Analyze key sociological theories to understand the role of religion in society	1,2,3 & 4
2	Examine the relationship between religion and social institutions like family, politics, and the economy	1 & 6
3	Explore religious diversity and pluralism across different cultures and societies.	4, 8 & 9
4	Investigate the impact of modernity, secularization, and globalization on religion.	4,7
5	Evaluate the role of religion in addressing or influencing social issues and conflicts.	5, 8 & 7

SEMESTER – III									
Course Title	Sociology of Law								
Course code	24MASE2101R	Total credits: 3 Total hours: 45	L	T	P	S	R	O/F	C
			3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master in Sociology								
Semester	Fall/ I semester of Second year of the programme								
Course Objectives	1. Explore the relationship between law and society, focusing on how legal systems shape and are shaped by social structures. 2. Analyze the role of law in social control and its function in regulating behavior, resolving conflicts, and maintaining societal order. 3. Assess the impact of law on inequality, justice, and human rights, focusing on how legal frameworks influence social values and power.								
CO1	Understand sociological theories of law and their real-world applications.								
CO2	Evaluate how law shapes social behavior and societal values.								
CO3	Analyze the intersection of law with social structures like class, race, and gender.								
CO4	Assess the relationship between law and social change in society.								
CO5	Apply sociological perspectives to contemporary legal issues, such as justice and legal reforms.								
Unit- No.	Content	Contact Hour	Learning Outcome				KL		
I	Introduction to Sociology of Law – Definition, scope, and significance of law in society; major sociological perspectives on law (functionalism, conflict theory, interactionism).	9	Student will understand the significance of law in society				1,2,3		
II	Law and Social Control – The role of law in maintaining social order; mechanisms of social control; law enforcement, crime, and punishment.	9	Students will learn about the role of law in maintaining social order				1,2,4		
III	Law and Social Stratification – The relationship between law and social inequality; law's role in regulating class, race, and gender disparities.	9	Students will learn about the relationship between law and social inequality				1,2,3		
IV	Law, Power, and Justice – Theories of justice, legal reforms, and the impact of law on societal power structures and social movements.	9	Students will be able to understand the impact of law on societal power structures and social movements				2,4		
V	Law and Social Change – The relationship between law and social change; legal responses to issues like human rights, environmental law, and labor rights.	9	Students will learn legal responses to issues like human rights, environmental law, and labor rights				1,2,4		

TEXT BOOKS:

T 1 Cotterrell, Roger (2014). *The Sociology of Law: A Social Structural Approach*. Routledge.

T 2 Berk, Richard A. (2017). *Sociology of Law: A Critical Perspective*. Oxford University Press.

T 3 Weber, Max (2012). *Economy and Society: An Outline of Interpretive Sociology* (Revised Edition). University of California Press.

T 4 Lemert, Charles (2015). *Social Theory: The Multicultural and Classic Readings* (Sociology of Law Edition). Pearson.

REFERENCE BOOKS:

R 1 **Hunt, Alan (2001).** *Explaining Law: A Critical Introduction to the Philosophy of Law.* Routledge.

R 2 **Sarat, Austin, & Kearns, Thomas (2011).** *Law in Social Theory: Perspectives on Justice and Legal Theory.* Cambridge University Press.

R 3 **Friedman, Lawrence M. (2017).** *The Legal System: A Social Science Perspective.* Russell Sage Foundation.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understand sociological theories of law and their real-world applications.	1,2 & 3
2	Evaluate how law shapes social behavior and societal values.	1 & 6
3	Analyze the intersection of law with social structures like class, race, and gender.	2 & 9
4	Assess the relationship between law and social change in society.	4,7, 8
5	Apply sociological perspectives to contemporary legal issues, such as justice and legal reforms.	5, 8, 7 & 9

SEMESTER – III									
Course Title	Sociology of Education								
Course code	24MASE2102R	Total credits: 3 Total hours: 45	L	T	P	S	R	O/F	C
			3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master in Sociology								
Semester	Fall/ I semester of Second year of the programme								
Course Objectives	1. To explore the sociological perspectives on education and its role in society. 2. To understand the relationship between education and social stratification. 3. To analyze the impact of education on social mobility and change.								
CO1	Explain the foundational concepts and theories in the sociology of education.								
CO2	Analyze the relationship between education and various social structures, including class, caste, gender, and ethnicity.								
CO3	Evaluate the role of education in social change and development.								
CO4	Assess the impact of globalization and policy changes on education systems.								
CO5	Critically examine contemporary debates in educational sociology.								
Unit- No.	Content	Contact Hour	Learning Outcome				KL		
I	Introduction to Sociology of Education: Meaning, Scope, and Significance	9	Student will understand				1,2,3		
II	Education and Social Stratification: Class, Caste, Gender, and Ethnicity	9	Students will learn about the				1,2,4		
III	Education and Social Change: Role of Education in Development	9	Students will learn about the				1,2,3		
IV	Education and Globalization: Impact on Curriculum, Policy, and Access	9	Students will be able to understand the				2,4		
V	Contemporary Issues in Education: Privatization, Digital Divide, Inclusive Education	9	Students will learn the role of				1,2,4		

TEXT BOOKS:

T 1 Ballantine, J. H., & Hammack, F. M. (2012). *The Sociology of Education: A Systematic Analysis*. Pearson.

T 2 Bourdieu, P., & Passeron, J. C. (1990). *Reproduction in Education, Society and Culture*. Sage.

REFERENCE BOOKS:

R 1 Apple, M. W. (2013). *Education and Power*. Routledge.

R 2 Durkheim, E. (1956). *Education and Sociology*. Free Press.

R 3 Illich, I. (1971). *Deschooling Society*. Harper & Row.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Explain the foundational concepts and theories in the sociology of education.	1,2,3 & 4
2	Analyze the relationship between education and various social structures, including class, caste, gender, and ethnicity.	1 & 6
3	Evaluate the role of education in social change and development.	4, 8 & 9
4	Assess the impact of globalization and policy changes on education systems.	4,7
5	Critically examine contemporary debates in educational sociology.	5, 8 & 7

SEMESTER – III									
Course Title	Sociology of Aging								
Course code	24MASE2103R	Total credits: 3	L	T	P	S	R	O/F	C
		Total hours: 45	3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master in Sociology								
Semester	Fall/ I semester of Second year of the programme								
Course Objectives	1. To understand the sociological perspectives on aging and the aging process. 2. To analyze the social, cultural, and economic implications of an aging population. 3. To examine policies and programs related to aging and elder care.								
CO1	Explain the sociological concepts and theories related to aging.								
CO2	Analyze the role of family, community, and institutions in elderly care.								
CO3	Evaluate the impact of aging on health, economy, and social relationships.								
CO4	Assess government policies and programs for the elderly.								
CO5	Critically examine contemporary debates on aging and elder rights.								
Unit- No.	Content	Contact Hour	Learning Outcome				KL		
I	Introduction to Sociology of Aging: Concepts, Theories, and Perspectives.	9	Student will understand				1,2,3		
II	Aging and Society: Family, Community, and Institutional Support	9	Students will learn about the				1,2,4		
III	Aging and Health: Physical, Mental, and Emotional Well-being.	9	Students will learn about the				1,2,3		
IV	Policies and Programs for the Elderly: National and International Perspectives	9	Students will be able to understand the				2,4		
V	Contemporary Issues in Aging: Elder Abuse, Ageism, and Rights of the Elderl	9	Students will learn the role of				1,2,4		

TEXT BOOKS:

T 1 Quadagno, J. (2014). *Aging and the Life Course: An Introduction to Social Gerontology*. McGraw Hill.

T 2 Bengtson, V. L., & Settersten, R. A. (2016). *Handbook of Theories of Aging*. Springer.

REFERENCE BOOKS:

R 1 Hillipson, C. (2013). *Ageing*. Polity Press.

R 2 Estes, C. L. (2001). *Social Policy & Aging: A Critical Perspective*. Sage.

R 3 Moody, H. R., & Sasser, J. R. (2017). *Aging: Concepts and Controversies*. SAGE Publications.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Explain the sociological concepts and theories related to aging.	1,2,3 & 4
2	Analyze the role of family, community, and institutions in elderly care.	1 & 6
3	Evaluate the impact of aging on health, economy, and social relationships.	4, 8 & 9
4	Assess government policies and programs for the elderly.	4,7
5	Critically examine contemporary debates on aging and elder rights.	5, 8 & 7

SEMESTER – III									
Course Title	Perspectives on Indian Society								
Course code	24MASS2101R	Total credits: 3	L	T	P	S	R	O/F	C
		Total hours: 45	3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master in Sociology								
Semester	Fall/ I semester of first year of the programme								
Course Objectives	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	Analyze the light of prominent theoretical and empirical observations								
CO4	Ability to think creatively, solve complex problems, develop complex thinking, and communicate efficiently								
CO5	Ability to comprehend and respect diverse cultures.								
Unit- No.	Content	Contact Hour	Learning Outcome	KL					
I	Conceptualizing Indian society: The scale and magnitude of diversity in religious beliefs and rituals, race, ethnicity, caste, and linguistic diversity; The census, district gazetteers and the imperial gazetteer as instruments of colonial policy; The representation of Indian society as fragmentary and static in colonial ethnography	9	Students will learn about the various elements of Indian society and the different elements used during the colonial period	1,2					
II	Schools of thoughts in Indian sociology: Bombay School, Lucknow School and Calcutta School of thoughts, Trends of change, processes of change; 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	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:

T 1. Dhawan, Nitish (2008) Indian Society: Perspectives and Issues. OakBridge Publishing

T 2 Rijesh, S, Senthil, M. (2019) (3rd edition). Indian Society. Pearson Education

REFERENCE BOOKS:

R 1. Jha, Hetukar (2002) Perspectives on India Society and History. Manohar Publishers and Distributors

R 2. 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

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Outline the understanding of Indian social structure.	1,3 & 4
2	Identify structural and phenomenological aspects of Indian social system.	1,2,4
3	Analyze the light of prominent theoretical and empirical observations	1, 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	24MASS2102R	Total credits: 3	L	T	P	S	R	O/F	C
		Total hours: 45	3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master in Sociology								
Semester	Fall/ I semester of first year of the programme								
Course Objectives	<p>1.The endeavor in this course is to render it compact, contemporaneous and make it contextual for Indian students, while familiarizing them with enduring conceptual and theoretical concerns.</p> <p>2.The course is an intensive introduction to the theoretical debates that equips students to learn both classical and contemporary arguments about age old questions of power, authority and resistance and their manifestations in political institutions and political systems.</p> <p>3.Familiarity with different theoretical and conceptual issues in political sociology and a capacity to use them to grasp political phenomena in a cross-cultural and comparative perspective is of significance.</p>								
CO1	Ability to understand various approaches to study political sociology as well as the very essence of the subject matter								
CO2	Demonstrate the role of political parties and pressure groups.								
CO3	Identify the role of factors such as caste, religion, region, language, and other elements in Indian politics								
CO4	Asses the relationship between political parties, pressure groups and society								
CO5	Enhance the role of various other factors in political process								
Unit- No.	Content	Contact Hour	Learning Outcome				KL		
I	INTRODUCTION: Meaning, Emergence of Political Sociology, Nature and Scope of Political Sociology, Approaches to the study of Political Sociology: Power and authority- Weber’s typology of authority (traditional, charismatic, rational-legal) State, society, and government.	9	Student will understand about the nature and beginning of political sociology as a sub-discipline of sociology				1,2		
II	Political Systems and Processes: Types of political systems: democracy, authoritarianism, totalitarianism. Political ideologies: liberalism, socialism, conservatism, feminism, environmentalism Sociological factors influencing voting patterns (class, caste, ethnicity, gender) Role of media and political campaigns.	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	State and Civil Society The concept of civil society State-society relations, Role of state in welfare, development, and regulation, Role of non-governmental organizations (NGOs) and international organizations, Political Parties and Pressure groups.	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:

T 1. Ritzer, George (2016) (5th edition). Sociological Theory. McGraw-Hill Education

T 2. Rao, Shankar, C.N. (2015) (New edition). Principles of Sociology with and Introduction to Social Thought. S. Chand Publication

REFERENCE BOOKS:

R 1. Gellner, Ernest (1983). Nations and Nationalism. Cornell University Press

R 2. Ritzer, George (2016) (5th edition). Sociological Theory. McGraw-Hill Education

R 3. Bottomore, Tom. (1993) (Second Edition). Political Sociology. Pluto Press

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Ability to understand various approaches to study political sociology as well as the very essence of the subject matter	1,3 & 4
2	Demonstrate the role of political parties and pressure groups.	1 & 6
3	Identify the role of factors such as caste, religion, region, language, and other elements in Indian politics	4, 8 & 9
4	Asses the relationship between political parties, pressure groups and society	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	24MASS2103R	Total credits: 3	L	T	P	S	R	O/F	C
		Total hours: 45	3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master in Sociology								
Semester	Fall/ I semester of first year of the programme								
Course Objectives	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: 1. Meaning and Concept of Ethnology and Ethnography 2. 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: 1. Cultural relativism, ethnocentrism, etic and emic perspectives; 2. Concept of participant enquiry; 3. 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: 1. Free flowing open ended; 2. Group interview and key informant-interview Observation 3. 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; 2. Techniques of rapport establishment; Identification of representative categories of informants; Recording of data journal, diary and logbook; 3. Organization and contextual interpretation of data.	9	The students will understand the ways of data collection as well as the ways of data verification.					1,2	

V	Ethnographic report: 1. Developing outline for a scientific report 2. Summarizing the survey results for sub-groups on demographic data 3. Summarizing the survey results for the whole group 4. Providing an answer to the research problem.	9	Here, it is expected that the students will develop ideas for providing solutions to problems while writing the ethnographic report.	1,2
----------	---	----------	--	-----

TEXT BOOKS:

- T 1. Ember CR, Ember M. 2009 ‘Cross-cultural Research Methods’, Altamira Press, USA.
T 2. Bernard HR. 2006 ‘Research Methods in Anthropology’, Altamira Press, USA.
T 3. Pelto, P.S. & Pelto, G.H. 1979 ‘Anthropological Research’, Cambridge University Press, London.
T 4. Fetterman David 1989 ‘Ethnography Step by Step’, Sage Publication.
T 5. Hammersley, M. 1983 ‘Ethnography Principles in Practice’, Tavistock Publications.

REFERENCE BOOKS:

- R 1. Royal Anthropological Instt.of G. Britain& Ireland 1967 ‘Notes and Queries in Anthropology’, Routledge and Kegan Paul Ltd. London.
R 2. C. Frankfort- Nachmias & Nachmias, D 1996 ‘Research Methods in Social Sciences’, Arnold, London.
R 3. Danda, Ajit 1992 ‘Research Methodology in Anthropology’, Inter-India, New Delhi.
R 4. Handwecker WP. 2001 ‘Quick Ethnography’, Altamira Press, USA.

OTHER LEARNING RESOURCES:

https://www.youtube.com/watch?v=_N2EmHgcZlg.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understand the concept of Ethnography as a qualitative research method	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 – III									
Course Title	TECHNO PROFESSIONAL SKILL-II								
Course code	24MASO2101R	Total credits: 2	L	T	P	S	R	O/F	C
		Total hours: 30	0	0	4	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master in Sociology								
Semester	Fall/ I semester of first year of the programme								
Course Objectives	1. Read research articles accurately, being able to abstract their essential ideas and understand their implications. 2. Write concisely and objectively using APA format. 3. to improve students' scientific writing skills and presentation skills.								
CO1	Apply the theoretical knowledge in reading and summarizing complex ideas.								
CO2	Identify the ways in recognizing and describe problems operationally to study them empirically.								
CO3	Demonstrate the knowledge of quantitative and qualitative research								
CO4	Analyze the ways in constructing arguments clearly and concisely using evidence-based concepts and theories in sociology								
CO5	Use of grammar appropriate to professional standards and conventions								

TEXTBOOKS:

T 1. Beins, B. C., & Beins, A. M. (2020). Effective writing in psychology: Papers, posters, and presentations (3rd ed.).

T 2. John Wiley & Sons. American Psychological Association. (2019). Publication manual of the American Psychological

REFERENCE BOOKS:

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

OTHER LEARNING RESOURCES:

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

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Apply the theoretical knowledge in reading and summarizing complex ideas.	3 & 4
2	Identify the ways in recognizing and describe problems operationally to study them empirically.	3,8 & 9
3	Demonstrate the knowledge of quantitative and qualitative research	8 & 9
4	Analyze the ways in constructing arguments clearly and concisely using evidence-based concepts and theories in sociology	6 & 8
5	Use of grammar appropriate to professional standards and conventions	2,7,9

SEMESTER – III									
Course Title	MINI-RESEARCH (Survey/Experiment R3)								
Course code	24MASO2102R	Total credits: 4	L	T	P	S	R	O/F	C
		Total hours: 60	0	0	0	4	8	0	4
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master in Sociology								
Semester	Fall/ I semester of first year of the programme								
Course Objectives	1.To learn to review and assess scientific literature critically. 2.To write and present an overview of the relevant literature for a specific research topic. 3. To conduct a systematic literature review								
CO1	Apply knowledge and techniques of scholarly writing chronologically								
CO2	Identify the knowledge of referencing.								
CO3	Analyse ethical issues on research and report writing								
CO4	understand the topic with the help of various journals								
CO5	Ability to have a in-depth knowledge about a topic								

TEXT BOOKS:

- T 1.Fink, A. (2019). Conducting research literature reviews: From the internet to paper. Sage publications.
- T 2. Manke, M., Gasior, R., & Chang, M. (Eds.). (2023). *Internships, high-impact practices, and provocative praxis in higher education: A social justice framework based on equity, diversity, inclusion, and access*. Routledge.
- T 3. Abrahamson, M. (2015). *Your internship: How to find it, land it, survive it, and make the most of it*. CreateSpace Independent Publishing Platform.

REFERENCE BOOKS:

- R 1. Hart, C. (2018). Doing a literature review: Releasing the research imagination.
- R 2. Cooper, H. (1998). Cooper, Harris, Synthesizing Research: A Guide for Literature Reviews, Thousand Oaks, CA: Sage, 1998.
- R 3. Winckel, A., & Hart, B. (1995). *Report writing style guide for engineering students*. University of South Australia, Faculty of Engineering.

OTHER LEARNING RESOURCES:

1. Laura Aaron (2008). Writing a literature review article. Radiologic Technology 80(2):185-6

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Apply knowledge and techniques of scholarly writing chronologically	3 & 4
2	Identify the knowledge of referencing.	3,7 & 9
3	Analyse ethical issues on research and report writing	3,8 & 9
4	Understand the topic with the help of various journals	5 & 7
5	Ability to have a in-depth knowledge about a topic	3 & 9

SEMESTER – IV									
Course Title	SOCIOLOGY OF SOCIAL MOVEMENTS								
Course code	24MASO2201R	Total credits: 3	L	T	P	S	R	O/F	C
		Total hours: 60	3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master in Sociology								
Semester	Fall/ I semester of first year of the programme								
Course Objectives	1 This paper attempts to make the students aware about the concept of Social movement. 2 The paper aims to introduce the theories of Social Movement. 3 It will enlighten the students on the major social movements that human society has witnessed.								
CO1	Understand the concept, characteristics, types, and stages of Social Movement.								
CO2	Analyzing the consequences of social movements in society critically.								
CO3	Examine the nature of social movement through theories.								
CO4	Evaluate the challenges and consequences of social movement in our society								
CO5	Apply sociological insight to understand and address contemporary social issues								
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 learn About women's Movement, Human Rights Movement and so on					1,2	

Text Books

1. Polletta, F. (2022). Movement routes to cultural impact. *Mobilization*, 27(4), 467–476.
2. Snow, D. A., Soule, S. A., Kriesi, H., & McCammon, H. J. (Eds.). (2019). *The Wiley Blackwell companion to social movements* (2nd ed.). Wiley-Blackwell.
3. Amenta, E., & Polletta, F. (2022). Changing the narrative. *Mobilization*, 27(4), 381–388.

References Books

- 1 Omvelt,Gail.(1993).Social Movements in India, Rowman & Little field, INC,Oxford.
- 2 .Rao, M.S.A.(1979).Social Movements in India. NewDelhi: Manohar.
3. Shah,G.(2012). Social Movements in India: A Review of Literature. New Delhi: Sage Publication
4. Singh, K.S.(1982).Tribal Movements in India, Foundation Pub. New Delhi

Other Learning Resources

1. <https://youtu.be/y7YPTD7QwR4>
2. <https://youtu.be/ghMatTjdgZE>

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understand the concept, characteristics, types, and stages of Social Movement.	1, 3 & 4
2	Analyzing the consequences of social movements in society critically.	3,5 & 9
3	Examine the nature of social movement through theories.	1, 3,8 & 9
4	Evaluate the challenges and consequences of social movement in our society	5 & 7
5	Apply sociological insight to understand and address contemporary social issues	1, 3 & 5

SEMESTER – IV									
Course Title	Internship								
Course code	24MASO2202R	Total credits: 3	L	T	P	S	R	O/F	C
		Total hours: 45	0	0	0	12	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master in Sociology								
Semester	Fall/ I semester of first year of the programme								
Course Objectives	1. Students are expected to understand the necessity to fieldwork in sociology 2. Students will learn how to work together in group, so that they can develop a feel of integrity within themselves 3. Students are expected to learn the application of different sociological theories in the field study.								
CO1	Learn to observe the social reality.								
CO2	Ability to apply the theoretical knowledge in the field setting.								
CO3	Develop the research skills.								
CO4	Develop among students, the sense of working together in a team.								
CO5	Acquire the skills of applications of theoretical knowledge to fields								

TEXT BOOKS:

- T 1. Manke, M., Gasior, R., & Chang, M. (Eds.). (2023). *Internships, high-impact practices, and provocative praxis in higher education: A social justice framework based on equity, diversity, inclusion, and access*. Routledge.
- T 2. Abrahamson, M. (2015). *Your internship: How to find it, land it, survive it, and make the most of it*. CreateSpace Independent Publishing Platform.

REFERENCE BOOKS:

- R 1. Pelto, P.S. & Pelto, G.H. 1979 'Anthropological Research', Cambridge University Press, London.
- R 2. Fetterman David 1989 'Ethnography Step by Step', Sage Publication.
- R 3. Hammersley, M. 1983 'Ethnography Principles in Practice', Tavistock Publications.
- R 4. C. Frankfort- Nachmias & Nachmias, D 1996 'Research Methods in Social Sciences', Arnold, London.

OTHER LEARNING RESOURCES:

1. <https://in.video.search.yahoo.com/search/video?fr=mcafee&p=how+to+conduct+internship+research+youtube+videos&type=E210IN826G0#id=2&vid=ba3fead22e67e1fb51245592d38b1e36&action=click>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Learn to observe the social reality.	2, 3 & 4
2	Ability to apply the theoretical knowledge in the field setting.	3, 5, 9
3	Develop the research skills.	3 & 5
4	Develop among students, the sense of working together in a team.	6 & 7
5	Acquire the skills of applications of theoretical knowledge to fields	2,3 & 9

SEMESTER – IV									
Course Title	Research (Data analysis/documentation n-R4)								
Course code	24MASO2203R	Total credits: 8	L	T	P	S	R	O/F	C
		Total hours: 45	0	0	4	8	12	16	8
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master in Sociology								
Semester	Fall/ I semester of first 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.								

TEXT BOOKS:

T 1. Bergin, Tiffany (2018). An Introduction to Data Analysis: Quantitative, Qualitative and Mixed Methodology. New York Criminal Justice Agency: Sage Publications Ltd.

REFERENCE BOOKS:

R 1. Kruschke, J. K. (2015). *Doing Bayesian data analysis: A tutorial with R, JAGS, and Stan* (2nd ed.). Academic Press.

OTHER LEARNING RESOURCES:

1. What is data analysis? Accessed in <https://www.youtube.com/watch?v=PFhFdziYeB4>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understanding the concepts and the meaning of data.	3 & 4
2	Develop knowledge on different typologies of data.	2, 3
3	Understand different data analysis approaches.	3,4
4	Understand deferent methods of data analysis.	5,7
5	Understand data types and apply analysis methods effectively.	5,9

SEMESTER – IV									
Course Title	Urban Sociology								
Course code	24MASC2201R	Total credits: 3	L	T	P	S	R	O/F	C
		Total hours: 45	4	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master in Sociology								
Semester	Fall/ I semester of first year of the programme								
Course Objectives	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:

- T 1.Mumford, L. (2009). *The City in History: Its Origins, its Transformations, and its Prospects*. San Diego, Calif: Harcourt.
- T 2. Held, D., & Yeung, H. L. L. (2018). *Urban sociology: A global introduction*. Wiley-Blackwell.
- T 3. Lin, J., & Mele, C. (Eds.). (2018). *The urban sociology reader*. Routledge.

REFERENCE BOOKS:

R 1. Wirth, Louis. (1938). Urbanism as a way of Life in American Journal of Sociology, Vol. 44, No.1 (July), Pp. 1-24

R 2. Weber, Max. (1978). The City. The Free Press: New York.

R 3. Simmel, Georg. (1903). "Metropolis and the Mental Life" in Gary Bridge and Sophie Watson, eds. The Blackwell City Reader. Oxford and Malden, MA: Wiley-Blackwell, 2002.

R 4. Rao. (1990). Urban Sociology In India, Orient Blackswan 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

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Demonstrate the phenomenon of urban life and the idea of urbanism.	1, 3 & 7
2	Identify urban processes such as development and displacement.	1 & 2
3	Analyse the urban issues and urban governance.	5, 7 & 9
4	Critically assesses 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	SOCIETIES OF NORTH-EAST INDIA								
Course code	24MASS2201R	Total credits: 3	L	T	P	S	R	O/F	C
		Total hours: 45	3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master in Sociology								
Semester	Fall/ I semester of first year of the programme								
Course Objectives	1. The course aims at providing a sociological understanding of Northeastern Societies. It will provide a multi-dimensional understanding of Northeast 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 Northeastern 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 on comprehending 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 Northeast 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, 3. 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 Northeast India. 3. A brief outline 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:

- T 1. Misra, Udayon 2014. *India's North- East: Identity Movements, State, and Civil Society*, New Delhi: Oxford University Press.
- T 2. Baruah, Sanjib. 2005. *Durable Disorder: Understanding the Politics of Northeast India*, New Delhi: Oxford University Press
- T 3. Baruah, Sanjib. 2005. *Durable Disorder: Understanding the Politics of Northeast India*, New Delhi: Oxford University Press

REFERENCE BOOKS:

- R 1. Bhowmik, Subir. 2009. *Troubled Periphery: Crisis of India's Northeast*, New Delhi: Sage Publications
- R 2. 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

CO PO Mapping		
SN	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 on comprehending 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	24MASE2201R	Total credits: 3	L	T	P	S	R	O/F	C
		Total hours: 45	3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master in Sociology								
Semester	Fall/ I semester of first year of the programme								
Course Objectives	<ol style="list-style-type: none"> To sensitize the students about the salience of the comparative perspective in sociology highlighting the historical and social context of its development, key issues and themes as well as theoretical concerns. To contextualize the above issues to the Indian situation. 								
CO1	Sensitize about the comparative perspective in sociology.								
CO2	Analyze 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 analyze 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 and Nation-state; Environment; Gender; Globalization.	9	The students will understand the significance of post-modern elements in society					1,2	
V	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:

- T 1. Ritzer, G., & Dean, P. (2022). *Globalization: A basic text* (3rd ed.). Wiley-Blackwell.
T 2. Ritzer, G., & Stepnisky, J. (2013). *Sociological theory* (9th ed.). McGraw-Hill Education.
T 3. Sasaki, M. (Ed.). (2009). *New frontiers in comparative sociology*. Brill.

REFERENCE BOOKS:

- R 1. Berremen, G.D. 1981: *The Politics of Truth:Essays in Critical Anthropology* , New Delhi:South Asian Publishers)
R 2. Beteille, Andre 1987 : *Essays in Comparative Sociology* (New Delhi :Oxford University Press)
R 3. 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

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Sensitize about the comparative perspective in sociology.	1, 3 & 4
2	Analyze 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 analyze social issues and propose informed solutions.	3,5 & 9



Assam down town University

Curriculum and Syllabus

**Master of Science
in
Clinical Psychology**

**OUTCOME BASED EDUCATION FRAMEWORK
CHOICE BASED CREDIT SYSTEM**

Version: 2.2

**FACULTY OF HUMANITIES AND
SOCIAL SCIENCES**

July, 2024

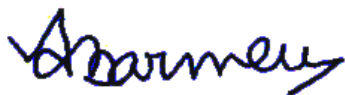
PREAMBLE

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 04/06/2024 and approved by the 51st Academic Council (AC) meeting held on dated 26/07/2024



Chairperson, Board of Studies



Member Secretary, Academic Council

Vision

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

Missions

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

Programme Details

Programme Overview

M.Sc. in Clinical Psychology is a two-year program which is designed to produce competent professional's adept at addressing mental health challenges across various settings. With a commitment to serving individuals, families, groups, communities, and organizations, the program emphasizes the identification and resolution of community needs, including issues related to mental abuse and cultural diversity. Through a comprehensive curriculum, the M.Sc. in Clinical Psychology equips individuals with the skills needed to respond effectively to the complexities of contemporary mental health issues, fostering a commitment to improving the well-being of diverse populations.

I. Specific Features of the Curriculum

The curriculum is designed to enhance clinical competency by equipping students with diverse clinical approaches for comprehending and addressing psychological problems, thereby fostering societal impact. Emphasizing an inclusive approach, it encourages critical evaluation of information, evidence, and practices in the context of policies and theories and to ensure global competence, the program integrates international certification courses, webinars, and conferences, preparing students for global standards and practices in the field of psychology. This multifaceted curriculum aims to develop well-rounded professional's adept at both local and international levels.

II. **Eligibility Criteria:** To be eligible for the program, the students should have a Bachelor's degree in psychology or equivalent degree.

III. Program Educational Objectives (PEOs):

PEO 1: To enable the students to acquire and demonstrate knowledge and skill relevant to the theory and practice of clinical psychology, emphasizing theory-based, empirically supported approaches to understanding, evaluating and intervening with clinical disorders.

PEO 2: To acquire and demonstrate broad knowledge of psychology and demonstrate ability to integrate these areas with clinical psychology.

PEO 3: To encourage students to enhance their in-depth knowledge of various domains of psychology and inculcate an ethical approach to research

PEO 4: To provide field exposure to the students to enhance their ground understanding of the subject.

PEO 5: To demonstrate an ability to conduct research in areas relevant to clinical psychology involving the development of research questions, collecting data, quantitative and qualitative analysis, and presenting the findings rationally

IV. Program Specific Outcomes (PSOs):

PSO1: Clinical Competency: Apply various clinical approaches for a better understanding of psychological problems and interventions to make an impact in the society.

PSO2: Inclusive Approach: Apply inclusive approach in critically evaluating information, evidence, and practices, while assessing policies and theories.

PSO3: Global Competence: Attain global competency with international certifications courses, webinars and conferences.

V. Program Outcome:

PO1: Academic Knowledge: Apply a comprehensive understanding of psychological concepts, psychopathology and neuropsychology, health psychology and rehabilitation, statistics and wellness management principles to address mental health conditions in diverse clinical settings.

PO2: Clinical Assessment and Diagnosis: Assess and formulate accurate diagnoses of mental disorders using standardized tests and clinical assessment techniques.

PO3: Practice-based Intervention: Implement evidence-based interventions, therapeutic strategies, and behavior change programs for better rehabilitation outcomes while addressing complex mental health challenges.

PO4: Professional Ethics: Apply ethical practices with legal aspects in psychotherapy and psycho-diagnostic assessments in complex situations while upholding codes of conduct.

PO5: Research-In-Practice: Apply evidence-based practices, data analysis using research methods and intervention strategies leading to excellence in the profession.

PO6: Commitment and Compassion: Demonstrate dedication and perseverance, and empathy towards clients and interactions within the profession.

PO7: Communication: Convey information, ideas and concepts effectively to the individuals and society at the large.

PO8: Lifelong Learning: Function independently and consistently to cultivate expertise in evolving clinical psychological treatments and techniques.

VI. Total Credits to be Earned: 88

VII. Career Prospects:

Post-Graduates with an MSc in Clinical Psychology have diverse career prospects, including roles as clinical psychologists in hospitals, mental health clinics, and private practice, where they diagnose and treat mental health disorders. They can work as counsellors or therapists in schools, universities, and community centres, providing support for various psychological issues. Opportunities also exist in research and academia, contributing to the advancement of psychological science and teaching future psychologists. Additionally, clinical psychologists can find employment in corporate settings, offering employee assistance programs and organizational development services, or in government and non-profit organizations focused on mental health advocacy and policy development.

EVALUATION METHODS

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

A. INTERNAL ASSESSMENT:

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

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

**are compulsory*

Note: Total Internal assessment should be out of 40

INSTRUCTION

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

B. SEMESTER END EXAMINATION:

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

I. Pre-Examination:

Eligibility Criteria for a student to appear in University Examinations:

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

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

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

II. Admit Card:

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

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

III. Pattern of Question Papers:

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

Table

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

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

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

Table 1: Question paper pattern for End semester examination

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

IV. Examination Duration:

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

V. Practical Examinations, Viva-Voce etc.:

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

VI. Procedure of Expulsion:

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

VII. Instruction to the Students:

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

- (ix) The students shall not resort to any disorderly conduct inside the examination-room or misbehave with the invigilator or any other examination official.

VIII. Provision for an Amanuensis (writer):

- (i) A candidate may be provided with an Amanuensis (writer) to write down on dictation on his / her behalf on ground of his / her physical disability to write down by himself / herself due to accident or any other reason. The amanuensis may be provided till he / she recovers from the physical disability. The physical disability to write down by himself / herself must be supported by Medical Certificate from a competent Medical Officer.
- (ii) The qualifications of the amanuensis so provided must not be equal or higher than that of the candidate. This is also to be supported by Certificate from the Faculty of Study where the Amanuensis is provided.
- (iii) Such candidates are to be accommodated in a separate room under the supervision of an invigilator so that the fellow candidates are not disturbed in the process.

C. Credit Point:

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

i. Credit:

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

ii. Grade Point:

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

iii. Letter Grade:

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

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

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

Table 2: Letter Grades and Grade Points

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

iv. Grade Point Average:

a. SGPA (Semester Grade Point Average)

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

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

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

b. CGPA (Cumulative Grade Point Average)

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

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

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

D. Post-Examination

i. Transcript or Grade Card or Certificate:

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

ii. Grievance Readdress Mechanism:

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

- (i) A student has options to appeal for re-evaluation of his /her answer script to the Controller of Examination.

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

INSTRUCTION TO TEACHERS AND STUDENTS

(Teaching and Learning Methods)

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

1. Student- centric / Constructivist Approach:

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

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

b. Inquiry-Based Learning: The teacher/ students are supposed to list at least five questions in each contact hour and student solve these question or search for answer which becomes the home work for the students “question-driven” learning approach. The teacher may look for the correctness of the solution or the best possible answer and discuss in the successive class. This will help in the preparation for various competitive examination and develop a habit for search for solutions.

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

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

The percentage categorization for the completion of a theory course

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

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

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

Breakdown of Credits

Sl. No	Category		Total number of Credits
1	University Core (UC)	Skill Enhancement Course (SEC)	6
		Ability Enhancement Course (AEC)	4
		Field Training	
		Discipline Specific Elective (DSE)	
		Value Added Course (VAC)	4
2	University Elective (UE)	Multidisciplinary Course (MDC)	2
		Value Added Course (VAC)	
3	Program Core (PC)	Discipline Specific Core (DSC)	36
		Field Training	2
		Research /Industry Internship	16
		Summer Internship	8
4	Program Elective (PE)	Discipline Specific Elective (DSE)	8
		Value Added Course (VAC)	
5	Faculty Core (FC)	Skill Enhancement Course (SEC)	2
		Ability Enhancement Course (AEC)	
Total			88

Breakdown by categories of courses

Sl. no	Category	Credits	%
1	Humanities	80	90%
2	Science	8	10%
Total		88	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.	24MSCP1101R	Basics of Cognitive Psychology	DSC (Major)	1	0	2	0	0	0	2	40	60	100	200
	2.	24MSCP1102R	Introduction to Psychological Disorders	DSC (Major)	1	0	2	0	0	0	2	40	60	100	200
	3.	24MSCP1103R	Philosophy of Clinical Psychology	DSC (Minor)	2	0	0	0	0	0	2	40	60	0	100
	4.	24MSCP1104R	Physiological Psychology	DSC (Minor)	2	0	0	0	0	0	2	40	60	0	100
	5.	24MSCP1105R	Positive Psychology	DSC (Minor)	2	0	0	0	0	0	2	40	60	0	100
	6.	24MSCP1106R	Clinical Supervised Internship-I	DSC (Minor)	0	0	0	4	0	8	2	0	0	100	100
	7.	24UMFS1101R	Fundamentals of Statistics	MDC	2	0	0	0	0	0	2	40	60	0	100
	8.	24UMPD1101R	Effective Communication	AEC	0	0	4	0	0	0	2	0	0	100	100
	9.	24UMCC1101R	Co Curricular	Co and extra Curricular	0	0	0	4	0	0	1	0	0	100	100
											17				
Semester II	S. No.	Course Code	Course Title	Course Category	Engagement							Maximum Marks for			
					L	T	P	S	R	O	C	IA*	SEE*	PE*	Total
	1.	24MSCP1201R	Psychotherapy-I	DSC (Major)	2	0	2	0	0	0	3	40	60	100	200
	2.	24MSCP1202R	Psychopathology	DSC (Major)	2	0	2	0	0	0	3	40	60	100	200
	3.	24MSCP1203R	Personality Theories and Assessment	DSC (Major)	2	0	0	0	0	0	2	40	60	0	100
	4.	24MSCP1204R	Research Methodology & Statistical Analysis	DSC (Major)	1	0	2	0	0	0	2	40	60	100	200
	5.	24MSCP1205R	Clinical Supervised Internship-II	DSC (Major)	0	0	0	8	0	0	2	0	0	100	100
	6.	24UMPD1201R	Advanced Communication	AEC	0	0	4	0	0	0	2	0	0	100	100
	7.	24MSCP1206R	Post Graduate Practice Teaching	SEC	0	0	0	4	0	0	1	0	0	100	100
	8.	24UMUI1201R	Understanding India	VAC (Online)	0	0	6	0	0	0	2	0	0	100	100
	9.	24MSCP1207R	Techno-Professional Skills	SEC	0	0	4	0	0	0	2	0	0	100	100
	10.	24MSCP1208R	Community Service/Fieldwork	Field Training	0	0	0	0	0	8	1	0	0	100	100
11.	24UMEC1201R	Extra+-Curricular	Extra-Curricular	0	0	0	4	0	0	1	0	0	100	100	
12.	24UCDT1201R	Ideation and design thinking	SEC	1	0	0	0	0	0	1	40	60	0	100	
Total											22				

S. No.	Course Code	Course Title	Course Category	Engagement							Maximum Marks for			
				L	T	P	S	R	O	C	IA*	SEE*	PE*	Total
1.	24MSCP2101R	Psychometrics	DSC (Major)	2	0	0	0	0	0	2	40	60	0	100
2	24MSCP2102R	Psychotherapy-II	DSC (Major)	3	0	0	0	0	0	3	40	60	0	100
3	24UMPD2101R	Corporate Proficiency	AEC	0	0	4	0	0	0	2	0	0	100	100
4	24MSCP2103R	Clinical Supervised Internship-III	Summer Internship	0	0	0	8	0	16	4	0	0	100	100
5	24MSCP2104R	Research Project Phase I	Research/ Industry Internship	0	0	4	8	12	16	4	0	0	100	100
6	24MSCP2105R	Community Service	Field Training	0	0	0	0	0	8	1	0	0	100	100
7	24UUHV2101R	UHV	VAC	1	0	2	0	0	0	2	40	60	100	200
To opt 1 Specialization from the following Group														
Group A: CHILD AND ADOLESCENCE														
1	24MSCC2101R	Neuropsychology	DSC (Major)	2	0	2	0	0	0	3	40	60	100	200
2	24MSCC2102R	Psychodiagnostics	DSC (Major)	2	0	2	0	0	0	3	40	60	100	200
3	24MSCC2103R	Forensic Psychology	DSC (Major)	2	0	2	0	0	0	3	40	60	100	200
Group B: PSYCHOLOGY AT WORKPLACE														
1	24MSCD2101R	Foundation of De-addiction	DSC (Major)	2	0	2	0	0	0	3	40	60	100	200
2	24MSCD2102R	Substance Use and Mental Health	DSC (Major)	2	0	2	0	0	0	3	40	60	100	200
3	24MSCD2103R	Epidemiology and Prevention in De-Addiction	DSC (Major)	2	0	2	0	0	0	3	40	60	100	200
Group C: COMMUNITY AND SOCIAL ISSUES														
1	24MSCA2101R	Psychology of Lifespan Development	DSC (Major)	2	0	2	0	0	0	3	40	60	100	200
2	24MSCA2102R	Child And Adolescence Psychology	DSC (Major)	2	0	2	0	0	0	3	40	60	100	200
3	24MSCA2103R	Developmental Disorders	DSC (Major)	2	0	2	0	0	0	3	40	60	100	200
										27				
Semester III														
SN.	Course Code	Course Title	Course Category	Engagement							Maximum Marks for			
				L	T	P	S	R	O	C	IA*	SEE*	PE*	Total
1	24MSCP2201R	Behavioural Medicine	DSC (Major)	2	0	2	0	0	0	3	40	60	100	200
Elective Papers (To opt any one of the following two groups)														
Group 1 Elective Papers														
2	24MSCC2201R	Neuropsychological Assessment and Rehabilitation	DSC (Major)	2	0	2	0	0	0	3	40	60	100	200
	24MSCD2201R	De-addiction Interventions												
	24MSCA2201R	Child & Adolescence Disorder Management												
Group 2 Elective Papers														
3	24MSCP2202R	Clinical Supervised Internship-IV	Industry Internship/ Block Placement	0	0	0	8	0	16	4	0	0	100	100
4	24MSCP2203R	Research Project Phase II	Research	0	0	4	8	12	16	12	0	0	100	100
										22	80	120	400	600
Semester IV														

SEMESTER – I									
Course Title	BASICS OF COGNITIVE PSYCHOLOGY								
Course code	24MSCP1101R	Total credits: 2	L	T	P	S	R	O/F	C
		Total hours: 15T+30P	1	0	2	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	MASTER OF SCIENCE CLINICAL PSYCHOLOGY								
Semester	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	3	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	3	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.	3	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.	3	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	3	Develop understanding about the types of memory and the different models of memory.	1,2
Practical	1. Stroop Effect Test 2. Bhatia's Battery Tests of Intelligence. 3. PGI-MS 4. Bilateral Transfer of Learning. 5. AVLT	30	Learn to assess and measure the cognitive processes.	1,2,3,4

TEXT BOOKS:

T1: Babbeley, A., Eysenck, M.W., & Anderson, M. C. (2015). Memory. New York: Psychology Press.
Chance, P. (1988). Learning and Behaviour. California: Wadsworth.

T2: Bernstein, D.A., Penner, L.P., Clarke-Stewart, E.J. (2008). Psychology (8th Ed.). N.Y: Houghton

T3: Galotti, K. M. (2008). Cognitive psychology: In and out of the laboratory (2nd Ed.). Bangalore: Wadsworth, Cengage Learning.

T4: Hunt, R. R., & Ellis, H. C. (2004). *Fundamentals of cognitive psychology* (7th Ed.). New Delhi: Tata McGraw-Hill.

T5: Solso. Robert. L, Maclin. Otto. H, Kimberly. Maclin. M; Cognitive Psychology (8th Edition), ISBN 9789332536739. Pearson Education India.

REFERENCE BOOKS:

R1: Goldstein, E.B. (2011/2014). Cognitive Psychology: Connecting Mind, Research, and Everyday Experience. Belmont, CA: Wadsworth Cengage.

R2: Kellog, R.T. (2007). Fundamentals of Cognitive Psychology, Sage Publication, New Delhi. 6.

Matlin, M. W. (2006). Cognition, John Wiley & Sons, Inc. U.S.A.

R3: Miffin Smith, E. E. & Kosslyn, S. M. (2007) Cognitive Psychology Mind and Brain. Prentice – Hall of India Private Limited

R4: Riegler, B. R., & Riegler, G. R. (2008). Cognitive psychology: Applying the science of the mind (2nd Ed.). New Delhi: Dorling Kindersle

R5: Ronald. T. Kellog, Fundamentals of Cognitive Psychology, Second edition (16 August 2012), ISBN 978-8132110170. SAGE South Asia.

OTHER LEARNING RESOURCES:

1: <https://www.youtube.com/watch?v=rn0s8GVB2IA&list=PLWMGRpO3yg6V8rnHZkXjt8S64zMYUfs-K>

2: https://www.youtube.com/watch?v=xGgFWH_Z1Q&list=PLWMGRpO3yg6V41atP_HBF1kvZj76nlgs

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	INTRODUCTION TO PSYCHOLOGICAL DISORDER								
Course code	24MSCP1102R	Total credits: 2	L	T	P	S	R	O/F	C
		Total hours: 30T	2	0	0	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	MASTER OF SCIENCE CLINICAL PSYCHOLOGY								
Semester	Fall/ I semester of first year of the programme								
Course Objectives	1. To provide an in-depth understanding of the historical, biological, and modern perspectives on the origin of psychological disorders. 2. To explore and critically analyze different models of psychopathology, including psychoanalytic, behavioral, cognitive, and biological frameworks. 3. To equip students with the skills to diagnose and classify psychological disorders using DSM-5 and ICD-10, and understand the etiology and clinical features of anxiety and mood disorders.								
CO1	Describe the various perspectives on the origin of psychological disorders, including historical and modern approaches.								
CO2	Compare and contrast the psychoanalytic, behavioral, cognitive, and biological models of psychopathology.								
CO3	Differentiate between psychosis and neurosis, and explain their relevance in diagnosing mental disorders.								
CO4	Apply DSM-5 and ICD-10 criteria in diagnosing psychological disorders and understanding their classification.								
CO5	Identify the etiology, clinical features, and diagnosis of Anxiety Spectrum Disorder and Mood Disorder.								
Unit-No.	Content		Contact Hour	Learning Outcome				KL	
I	Definition, Historical, Biological and Modern perspectives on the origin of psychological disorders.		6	Describe the various perspectives on the origin of psychological disorders, including historical and modern approaches.				1,2	
II	Models of psychopathology (Psychoanalytic, behavioral, cognitive, biology); Psychosis and Neurosis		6	Compare and contrast the psychoanalytic, behavioral, cognitive, and biological models of psychopathology.				1,2	
III	Diagnosis and Classification of Psychological Disorders: DSM-5 and ICD-10.		6	Differentiate between psychosis and neurosis, and explain their relevance in diagnosing mental disorders.				1,2	
IV	Anxiety Spectrum Disorder: Etiology, Clinical Features, diagnosis		6	Apply DSM-5 and ICD-10 criteria in diagnosing psychological disorders and understanding their classification.				1,2	
V	Mood Disorder: Etiology, Clinical features, diagnosis		6	Identify the etiology, clinical features, and diagnosis of Anxiety Spectrum Disorder and Mood Disorder.				1,2	

TEXT BOOKS:

T1: Models of Psychopathology: Generational Processes and Relational Rules. Hooper L.M.,L'Abate L., Sweeny L.G.,Gianesini, G., Jankowski, P.J. Springer publication.

T2: Karl Jaspers' Philosophy and Psychopathology edited by Thomas Fuchs, Theimo Breyer and Christoph Mundt. Springer publication.

T3: SIMS' Symptoms In The Mind. Textbook of Descriptive Psychopathology. 5th edition by Femi Oyeboode.

REFERENCE BOOKS:

R1: Contemporary Clinical Psychology by Thomas G. Plante. 3rd edition.

R2: APA Handbook of Clinical Psychology edited by John C. Norcross, Gary R. VandenBros, Donald K. Freedheim

OTHER LEARNING RESOURCES:

1: https://www.youtube.com/watch?v=MuhTXVIq5_Q

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Describe the various perspectives on the origin of psychological disorders, including historical and modern approaches.	1,2,5,7
2	Compare and contrast the psychoanalytic, behavioral, cognitive, and biological models of psychopathology.	1,2,8
3	Differentiate between psychosis and neurosis, and explain their relevance in diagnosing mental disorders.	1,2,3,5
4	Apply DSM-5 and ICD-10 criteria in diagnosing psychological disorders and understanding their classification.	2,3,5,7,8
5	Identify the etiology, clinical features, and diagnosis of Anxiety Spectrum Disorder and Mood Disorder.	1,2,5,8

SEMESTER – I									
Course Title	PHILOSOPHY OF CLINICAL PSYCHOLOGY								
Course code	24MSCP1103R	Total credits: 2	L	T	P	S	R	O/F	C
		Total hours: 30T	2	0	0	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	MASTER OF SCIENCE CLINICAL PSYCHOLOGY								
Semester	Fall/ I semester of first year of the programme								
Course Objectives	1) To explore the historical development of clinical psychology and analyze the contributions of influential theorists. 2) To evaluate the evolution of psychosurgeries and contemporary views on abnormal psychology within multicultural contexts. 3) To critically examine the cultural perspectives on psychopathology and address ethical considerations and dilemmas in clinical psychology research and practice.								
CO1	Analyze the historical development of clinical psychology following World War II and evaluate the rise of psychiatry and psychology in the pre-progressive era.								
CO2	Examine contemporary views on abnormal psychology, with particular attention to multicultural and cross-cultural contexts.								
CO3	Critically assess the contributions of classic and contemporary thinkers such as Sigmund Freud, Erik Erikson, Carl Jung, Carl Rogers, Rollo May, R.D. Laing, and Foucault to the field of clinical psychology.								
CO4	Explore the evolution of psychosurgeries, from early lobotomies to modern deep brain stimulations, and their impact on clinical psychology practices.								
CO5	Evaluate current trends, ethical dilemmas, and future research approaches in clinical psychology, including the application of specialized areas in various settings.								
Unit- No.	Content	Contact Hour	Learning Outcome	KL					
I	Introduction: History of Clinical Psychology following World War II, the Ascent of Psychiatry and Psychology in Pre progressive Era, contemporary view on abnormal psychology, abnormal psychology in multicultural context.	6	Explain the historical development of clinical psychology following World War II, including the ascent of psychiatry and psychology in the pre-progressive era.	1,2					
II	Evolution of Theory in Clinical Psychology: Classic and Contemporary thinkers and their contribution in clinical psychology-Sigmund Freud, Eric Erikson, Carl Jung, Carl Rogers, Rollo May, R.D. Laing, Foucault.	6	Analyze contemporary views on abnormal psychology and its application in multicultural contexts.	1,2					
III	Contemporary Perspectives: evolution of psychosurgeries (from lobotomy to deep brain stimulations).	6	Trace the evolution of psychosurgeries, from early procedures like lobotomies to modern approaches like deep brain stimulation, and discuss their ethical implications.	1,2					

IV	Cultural perspective for understanding psychopathologies, from supernatural to science perspectives on psychopathologies	6	Discuss cultural perspectives on psychopathologies, including the shift from supernatural explanations to scientific approaches	1,2
V	Trends and Future Directions: Research Approaches in clinical Psychology, ethical considerations and dilemma of clinical psychology, specialities and settings, Applications.	6	Examine current trends and future directions in clinical psychology research and practice.	1,2

TEXT BOOKS

1. Brennan, J. F. (2005). History and systems of psychology. Delhi, India: Pearson Education.
2. Ciccarelli ,S. K., Meyer, G. E. &Misra, G. (2013). Psychology: South Asian Edition. New Delhi: Pearson Education.
3. Cornelissen, R. M. M., Misra, G., &Varma, S. (Eds.) (2011). Foundations of Indian psychology—Theories and concepts (Vol. 1). New Delhi, India: Pearson.
4. Korchin, Sheldon. J (2004) Modern Clinical Psychology. CBS
5. Leahey, T.H. (2005). A History of Psychology: Main currents in psychological thought (6th Ed.). Singapore: Pearson Education.

REFERENCE BOOKS

1. Passer, M.W. & Smith, R.E. (2013). Psychology: The Science of Mind and Behaviour. New Delhi: Tata McGraw-Hill
2. Pickren, W, E. & Rutherford, A. (2010). A History of Modern Psychology in Context. New Jersey: John Wiley
3. Schultz, D. P. (1969). A history of modern psychology. New York: N.Y. Academic press.
4. Wade, C., &Tavris, C. (2006). Psychology. Upper Saddle River, NJ: Pearson Education Inc.

OTHER LEARNING RESOURCES:

1. Chung, M. C., & Hyland, M. E. (2011). History and philosophy of psychology. John Wiley & Sons.
2. Hatfield, G. (2002). Psychology, philosophy, and cognitive science: Reflections on the history and philosophy of experimental psychology. Mind & language, 17(3), 207-232.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Analyze the historical development of clinical psychology following World War II and evaluate the rise of psychiatry and psychology in the pre-progressive era.	1,3,5,6,7
2	Examine contemporary views on abnormal psychology, with particular attention to multicultural and cross-cultural contexts.	1,5,7
3	Critically assess the contributions of classic and contemporary thinkers such as Sigmund Freud, Erik Erikson, Carl Jung, Carl Rogers, Rollo May, R.D. Laing, and Foucault to the field of clinical psychology.	1,3,6,7
4	Explore the evolution of psychosurgeries, from early lobotomies to modern deep brain stimulations, and their impact on clinical psychology practices.	1,5,7
5	Evaluate current trends, ethical dilemmas, and future research approaches in clinical psychology, including the application of specialized areas in various settings.	1,3,5

SEMESTER – I									
Course Title	PHYSIOLOGICAL PSYCHOLOGY								
Course code	24MSCP1104R	Total credits: 2	L	T	P	S	R	O/F	C
		Total hours: 30T	2	0	0	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	MASTER OF SCIENCE CLINICAL PSYCHOLOGY								
Semester	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	6	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	6	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	6	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.	6	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.	6	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	POSITIVE PSYCHOLOGY								
Course code	24MSCP1105R	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	MASTER OF SCIENCE CLINICAL PSYCHOLOGY								
Semester	Fall/ I semester of first year of the Programme								
Course Objectives	<p>1. To describe the basic concepts of the growing approach of Positive Psychology and its applications in various domains.</p> <p>2. To identify the positive emotions and the emerging paradigms of Positive Psychology.</p> <p>3. To build relevant competencies for experiencing and sharing happiness as lived experience and its implications.</p>								
CO1	Understand the meaning and significance of positive psychology as a science								
CO2	Comprehend specific human strengths such as optimism, resilience, hope & flow.								
CO3	Develop an understanding of ways of empowering people through the cultivation of these strengths.								
CO4	Develop in-depth understanding and implement the psychological testing in the context of positive psychology.								
CO5	Learn the implication and intervention of positive psychology for teaching, work, community								
Unit- No.	Content	Contact Hour	Learning Outcome	KL					
I	INTRODUCTION TO POSITIVE PSYCHOLOGY: Historical Background; Positive Psychology: Need, assumptions, goals and definitions, Western and Eastern View of Positive Psychology: Two traditions of happiness- Hedonic Happiness: Subjective Well-being Eudaimonic Happiness: Self-Realization, Developing Strengths and Living well, Strength and Virtue	6	Student will understand the historical development of Positive Psychology, happiness and the good life, wellbeing.	1,2					
II	POSITIVE EMOTIONAL STATES AND PROCESSES: Positive Emotions; The Broaden and Build Theory of Positive Emotions; Positive Psychology of Emotional Intelligence Definition, Need and Role of Emotional Intelligence in Human functioning; Resilience: Definition and sources of resilience; Optimism: Definition and concept, Variation of optimism and pessimism	6	Students will learn about how positive emotion enhance immune system functioning and built psychological, social and resilience resources for coping with stressful life challenges	1,2					

III	POSITIVE COGNITIVE STATES AND PROCESSES: Self efficacy and Personal Goals; Personal Goals Goals and Related Motivational Concepts What Goals contribute most to Well-Being; Self-Regulation; Control Theory, Self-Discrepancy Theory Flow: Csikszentmihalyi's Concept of flow, The Nature & Conditions of Flow, Flow & Motivation, Mindfulness and Well-Being, What is Mindfulness, Mindfulness Meditation; Empathy, Gratitude & Forgiveness	6	Students will learn about the concept of positive cognitive states and processes. The importance of self-control in a successful life. The major model describing the positive cognitive states and processes	1,2
IV	Psychological Testing in Positive Psychology: Importance of assessment in positive psychology, Ethical Issues, Areas of Assessment (Optimism, Life Satisfaction, Gratitude, Happiness, Strength, Motivation, Close relationships, Attachment)	6	Students will understand the indepth psychological testing in the context of positive psychology	1,2
V	Positive Intervention: Theoretical, empirical, and experiential nature of positive interventions	6	Students will learn the implication and intervention of positive psychology for teaching, work, community	1,2

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:

<https://www.youtube.com/watch?v=TjWrL1MJb0>

<https://www.youtube.com/watch?v=X-hL52sdqmY>

<https://www.verywellmind.com/what-is-positive-psychology-2794902>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understand the meaning and significance of positive psychology as a science	1,5,6,7
2	Comprehend specific human strengths such as optimism, resilience, hope & flow.	1,3,5,6,7
3	Develop an understanding of ways of empowering people through the cultivation of these strengths.	1,3,5,6
4	Develop in-depth understanding and implement the psychological testing in the context of positive psychology.	1,3,4,7
5	Learn the implication and intervention of positive psychology for teaching, work, community	1,3,5,6,7

SEMESTER – I									
Course Title	CLINICAL SUPERVISED INTERNSHIP-I								
Course code	24MSCP1106	Total credits: 2	L	T	P	S	R	O/F	C
	R		0	0	0	4	0	8	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	MASTER OF SCIENCE CLINICAL PSYCHOLOGY								
Semester	Fall/ I semester of first year of the programme								
Course Objectives	<ol style="list-style-type: none"> 1. To know about the organization, vision and Missions 2. To know about the Community/ area where the Organization is working. 3. Initiatives taken by the Organization for the betterment of the community. 4. Understanding the problems in the community 								
CO1	Develop professional skills in working as a psychologist in a community setting.								
CO2	Understand cross-cultural values and importance of cultural competency.								
CO3	Apply the theoretical knowledge of intervention techniques in real-world scenarios.								
CO4	Engage in continuous self-assessment, fostering personal and professional growth throughout the internship experience.								
CO5	Integrate theoretical knowledge with practical skills to navigate and contribute effectively within the field of psychology during hands-on experiences.								

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	24UMFS1101R	Total credits: 2	L	T	P	S	R	O/F	C
		Total hours: 30T+30P	1	0	2	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	MASTER OF SCIENCE CLINICAL PSYCHOLOGY								
Semester	Fall/ I semester of first year of the programme								
Course Objectives	1.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,		8	Understanding of Probability and Distributions				1,2	

	Independence of events, Conditional probability, total and compound probability rules, Normal probability Distribution, Binomial probability Distribution, Poisson Probability Distribution, Bayes' theorem and its applications.			
V	Testing of hypothesis , parametric test: t-test, z-test, chi-square test. Non-Parametric test: One sample Kolmogorov test, wilcoxon Signed test, Mann-Whitney Test, Kruskal walis test.	7	Application of Hypothesis Testing and Statistical Tests	1,2
Practical	<p>1.Introduction to R - A programming language and environment for data analysis and graphics. Syntax of R expressions: Vectors and assignment, vector arithmetic, generating regular sequence, logical vector, character vectors, Index vectors; selecting and modifying subsets of dataset</p> <p>2.Data objects: Basic data objects, matrices, partition of matrices, arrays, lists, creating and using these objects; Functions- Elementary functions and summary functions, applying functions to subsets of data. Data frames: The benefits of data frames, creating data frames, combining data frames, Adding new classes of variables to data frames; Data frame attributes.</p> <p>3.Importing data files: import. data function, read. table function; Exporting data: export. data function, cat, write, and write. table functions, function, formatting output - options, and format functions; Exporting graphs -export. graph function. Graphics in R: creating graphs using plot function, box plot, histogram, line plot, steam and leaf plot, pie chart, bar chart, multiple plot layout, plot titles, formatting plot axes; Visualizing the multivariate data: Scatter plot, Q-Q plot, P-Pplot.</p> <p>4.Performing data analysis tasks: Reading data with scan function, exploring data using graphical tools, computing descriptive statistics, one sample tests, two sample tests, Goodness of fit tests.</p> <p>5.Parametric test and Non-Parametric test</p>	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	EFFECTIVE ENGLISH (Communicative English & Soft Skills)								
Course code	24UMPD1101R	Total credits: 2	L	T	P	S	R	O/F	C
		Total hours: 60P	0	0	4	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	MASTER OF SCIENCE CLINICAL PSYCHOLOGY								
Semester	Fall/ I semester of first year of the programme								
Course Objectives	1.To introduce the types of sentences and their significance. 2.To strengthen the students' vocabulary to enhance their speaking and writing skills. 3.To familiarize the students with the importance of dress codes in various organizations. 4.To introduce the 3P's (Planning, prioritizing & performing) of Time Management. 5.To give insight into English pronunciation and into central concepts in phonetics.								
CO1	This course will enable students to analysis and identify the different types of sentences.								
CO2	Learners will be able to integrate the skills of reading and speaking in professional communication.								
CO3	Dress code Etiquette sessions will boost their confidence and morals.								
CO4	Students will learn about the effective and efficient utilization of time.								
CO5	Introduction to Phonetics and its importance will improve the learners 'pronunciation								
Unit- No.	Content		Contact Hour	Learning Outcome				KL	
I	Grammar: Interchange of Interrogative and Assertive Sentences, Exclamatory and Assertive Sentences, Types of Tenses, Common Errors, Synonyms, Antonyms, Homonyms		6	Students will demonstrate a fundamental understanding of grammar rules.				1,2,3	
II	Reading Skills: Techniques of Effective Reading, gathering ideas and information from a text The SQ3R Technique Interpret the text		6	Students will construct grammatically correct and varied sentence types.				1,2,3,4	
III	Listening Skills: What is listening? The Process of Listening, Factors that adversely affect Listening, Difference between Listening and Hearing, Purpose and Importance of Effective Listening, How to Improve Listening Process,		5	Students will confidently introduce themselves and engage in basic conversations with correct pronunciation.				1,2,3	
IV	Conflict Management: Definition, Type of Conflict Management, Effects of Conflict Management, Methods to deal with Conflicts (Negative)		7	Students will effectively communicate in both formal and informal settings.				1,2,3	
V	Time-Management Skills: Introduction To Time Management, Purpose and Importance of Time Management, Basic Tips to Maintain Time.		8	Students will deliver well-organized and visually supported presentations.				1,2	

Text Books:

- T1: Wren,P.C and Martin,H. 1995. High School English Grammar and Composition, S Chand Publishing.
 T2: English Grammar in Use, Raymond Murphy 4th edition, CUP.
 T3: Barrett, Grant. 2016. Perfect English Grammar: The Indispensable Guide to Excellent Writing and Speaking, Zephyros Press.

Reference Books:

R1; English Vocabulary in Use (Advanced), Michael McCarthy and Felicity, CUP.

R2: Effective Communication and Soft Skills, Nitin Bhatnagar, Pearsons.

OTHER LEARNING RESOURCES:

1: <https://learnenglish.britishcouncil.org/skills/speaking>

2: <https://www.youtube.com/watch?v=HANw168huqA>

3: <https://www.youtube.com/watch?v=SFdSUHsILhU>

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-I								
Course code	24MSCP1201R	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 SCIENCE CLINICAL PSYCHOLOGY								
Semester	Winter/ II semester of first year of the programme								
Course Objectives	1. To comprehend basic psychotherapy skills. 2. To understand different phases in psychotherapy 3. To explore therapist's qualities for effective psychotherapy 4. To understand the detailed techniques developed on the principles of various schools of Psychology								
CO1	Develop a foundational knowledge and understand the ethical considerations in psychotherapy.								
CO2	Acquire essential skills and qualities necessary for effective therapy.								
CO3	Gain a thorough understanding of psychoanalytic concepts and techniques.								
CO4	Synthesize knowledge on non-Freudian psychoanalytic concepts and techniques.								
CO5	Develop knowledge and skills in behavioural and cognitive-behavioural therapies to apply evidence-based techniques in therapeutic interventions.								
Unit- No.	Content		Contact Hour	Learning Outcome				KL	
I	Introduction to psychotherapy, definition, phases of psychotherapy, ethics of psychotherapy, difference between psychotherapy and counseling, 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, rapport building.		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, defense mechanisms and psychosexual stages of personality development, Core Psychoanalytic techniques, Transference and Counter Transference, Analysis of Transference, Importance of defenses in psychoanalytic psychotherapy, Discussion of dream symbols and brief exploration into dream analysis.		9	Student will understand the psychoanalytic psychotherapy				1,2,3	
IV	Behavior therapy: Basic concepts in behavior therapy, therapeutic process and techniques; Cognitive Behavior Therapy: Albert Ellis Rational Emotive Behavioral (REBT) Therapy, Cognitive Therapy: Aaron Beck's Cognitive Therapy.		9	Students will understand Neo-Freudian Psychoanalytic Psychotherapy				1,2,3	
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 Logotherapy, Therapeutic Process, Therapeutic Techniques and Procedures, Evaluation, Case Discussion.		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	PSYCHOPATHOLOGY								
Course code	24MSCP1202R	Total credits: 3	L	T	P	S	R	O/F	C
		Total hours: 30T+30P	2	0	2	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	MASTER OF SCIENCE CLINICAL PSYCHOLOGY								
Semester	Winter/ II semester of first year of the programme								
Course Objectives	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 patient 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 to psychopathology, Case history taking with a special emphasis on mental status examination.	6	Student will understand the models of psychopathology.	1,2, 3					
II	Schizophrenia spectrum disorder and Delusional disorder: Types, etiology, clinical features, diagnosis, intervention.	6	Students will understand the importance of Schizophrenia spectrum and other psychotic Disorders	1,2, 3,4					
III	Substance Use and Addictive Disorders: Types, etiology, clinical features, diagnosis, intervention.	6	Student will understand the Substance Use and Addictive Disorders:	1,2, 3					
IV	Personality Disorders, Sexual disorder, Culture bound syndrome: Types, etiology, clinical features, diagnosis, intervention.	6	Students will understand the Personality disorders	1,2, 3					
V	Neuro-developmental Disorder: Pervasive Developmental Disorder; Attention Deficit Hyperactivity Disorder; Specific Learning Disorder; and Intellectual Disability	6	Students will understand in details the neurodevelopmental	1,2					

Practical	<ol style="list-style-type: none"> 1. ADHD Rating Scale 2. Developmental Psychopathology Checklist 3. Beck's Depression inventory 4. Anxiety, Depression, and Stress Scale by Pallavi Bhatnagar (Hindi/English): 5. Behavioral Check list for Screening the Learning Disabled by Smriti Swarup and D.H.Mehta(English) 6. Mental Health Battery by A. K. Singh and. Alpana Sengupta(Hindi/English) 	30	<p>Acquire a thorough understanding of various mental health assessment tools, including ADHD Rating Scale, Developmental Psychopathology Checklist, Beck's Depression and Suicidal Ideation Inventories, Anxiety, Depression, and Stress Scale, Behavioral Checklist for Learning Disabilities, Mental Health Battery.</p>	1,2,3,4
------------------	---	----	---	---------

TEXT BOOKS:

T1. Adams P.B. and Sutker, H.E. (2001) Comprehensive Handbook of Psychopathology. (3rd edition). NY: Springer.

T2. Ahuja, N., & Vyas, J.N., (1999). Textbook of Postgraduate Psychiatry. (2 Edition.) Jaypee brothers: New Delhi.

T3. American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (DSM-5). American Psychiatric Pub.

T4. American Psychiatric Association: Diagnostic and Statistical Manual of Mental Disorders, DSM-V

T5. Barlow, D.H. & Durand, V.M. (2005). Abnormal Psychology (4th Edition). Pacific Grove: Books/Cole

REFERENCE BOOKS:

R1. Capuzzi, D., & Gross, D.R. (2008). Counselling and Psychotherapy. Theories and Interventions (4th Edition). Delhi: Pearson Education, Inc.

R2. Corey, G. (2009). Counselling and Psychotherapy. Theory and Practice. Delhi: Cengage Learning India Private Limited.

R3. Millon, T. Blaney, P. and Davis R.D. (1999). Oxford textbook of psychopathology. United Kingdom: Oxford University Press.

R4. Sadock B.J. and Sadock V.A. (2007). Kaplan and Sadock's Synopsis of Psychiatry, (10th Edition). PA: Lipincott, Williams and Wilkins.

OTHER LEARNING RESOURCES:

1: <https://www.youtube.com/watch?v=wuhJ-GkRRQc>

2: <https://www.youtube.com/watch?v=jeqDmFUV1Gk>

3: <https://www.britannica.com/science/psychopathology>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Acquire foundational knowledge and skills in psychopathology models, ethical principles, and psychological evaluation.	1,2,4,5
2	Gain Proficiency to assess, diagnose, and intervene in anxiety, somatoform, and mood disorders using tailored, evidence-based strategies	1,2,3,4,5
3	Understand the process of assessment, diagnosis, and intervention strategies for various substance use and addictive disorders.	1,2,3,5
4	Acquire the technique of assessment, diagnosis, and intervention strategies for schizophrenia spectrum, personality, and sexual disorders.	1,2,3,4,5
5	Develop a comprehensive understanding in the assessment, diagnosis, and intervention strategies for neurodevelopmental disorders.	1,2,3,5

SEMESTER – II									
Course Title	PERSONALITY THEORIES AND ASSESSMENT								
Course code	24MSCP1203R	Total credits: 2	L	T	P	S	R	O/F	C
		Total hours: 15T+30P	1	0	2	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	MASTER OF SCIENCE CLINICAL PSYCHOLOGY								
Semester	Winter/ II semester of first year of the programme								
Course Objectives	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	3	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	3	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	3	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	3	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).	3	Students will understand the research and assessment in personality				1,2		
Practical	1. 16 P.F. Questionnaire by Cattell and IPAT Staff –Indian Print (English) 2. NEO-PI-3 3. RIBT/TAT 4. MMPI 5. BIG –FIVE INVENTORY	30	Develop a comprehensive understanding of personality assessment techniques, including the 16 Personality Factor Questionnaire, NEO-PI-3, RIBT or TAT, and Big-Five Inventory.				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	RESEARCH METHODOLOGY AND STATISTICAL ANALYSIS								
Course code	24MSCP1204R	Total credits: 2	L	T	P	S	R	O/F	C
		Total hours: 30T	1	0	2	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	MASTER OF SCIENCE CLINICAL PSYCHOLOGY								
Semester	Winter/ II semester of first year of the programme								
Course Objectives	<p>1. The course aims to enhances the students’ a broad understanding of research methodology, including theory of science and qualitative and quantitative methods in research.</p> <p>2. The course seeks to enhance the students’ skills for developing critical thinking through research literature review in different domain. Consequently,</p> <p>3. To develop Students competency in planning, conducting, evaluating and presenting a research project.</p>								
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 the research report, Different steps of writing report, layout of the research report, How to organize thesis/Dissertation, mechanics of writing a research report, standard methods of quoting- presenting the result, written and oral reports, Uses of the abstract, format of the research report, presentation of statistics - tabular and graphic references, and uses of references, Bibliography, and presentation of bibliography	6	Able to organize and write a comprehensive research report	1, 2
V	Intellectual property right (IPR), Introduction and the need for IPR, IPR in India and worldwide, Patents, Trademarks, Copyright & Related Rights, Industrial Design, Traditional Knowledge and Geographical Indications, Patentable and non-patentable, patenting life, Filing of a patent application, The different layers of the international patent system, Case studies on Basmati rice, Turmeric, and Neem patents	6	Knowledge on importance of Intellectual Property Rights (IPR) both in India and globally	1,2

TEXT BOOKS:

T1: Methods in Biostatistics by K S Negi, ISBN:9789374735053,4th Edition, Year:2023, AITBS Publishers, INDIA

REFERENCE BOOKS:

R1. Johnson & Christensen. (2004). Educational Research: Quantitative, qualitative and mixed approaches, 2nd Ed. Boston: Allyn & Bacon.

OTHER LEARNING RESOURCES

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	1,2,4,5
2	Gain the knowledge of Research Methodology.	1,2,3,4,5
3	Acquire the knowledge of basic Report/dissertation Procedure.	1,2,3,5
4	Acquire the knowledge of basic Data Analysis Procedure for day-to-day use.	1,2,3,4,5
5	Synthesize the theoretical research knowledge	1,2,3,5

SEMESTER – II									
Course Title	Clinical supervised internship-II								
Course code	24MSCP1205R	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	Masters Of Science Clinical Psychology								
Semester	FALL/II 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 – II									
Course Title	ADVANCED COMMUNICATION								
Course code	24UMPD1201R	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 Indispensable 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 – II									
Course Title	TECHNO-PROFESSIONAL SKILLS -II								
Course code	24MSCP1207R	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/ II semester of Second year of the Programme								
Course Objectives	1. Read research articles accurately, being able to abstract their essential ideas and understand their implications. 2. Write concisely and objectively using APA format, the standard of our field.								
CO1	Develop knowledge in reading and summarizing complex ideas, including future directions, from psychological sources and research accurately.								
CO2	Develop the ways in recognizing and describe problems operationally to study them empirically.								
CO3	Understand the use of grammar appropriate to professional standards and conventions (e.g., APA writing style).								
CO4	Develop the ways in constructing arguments clearly and concisely using evidence- based psychological concepts and theories.								
CO5	Gain knowledge and become well equipped with APA writing style to make precise and persuasive arguments.								
Unit- No.	Content		Contact Hour	Learning Outcome				KL	
I	Organizing and Developing Your Ideas and Writing		12	Students will develop the knowledge of formulating new ideas and conduct a quality literature review				1,2	
Formulating your ideas; Assessing your sources; How to conduct a literature search; How to read and summarize a Journal Article.									
II	Scholarly Writing and Elements of Style		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	
Types of Articles and Papers; Ethical, Legal, and Professional standards in Publishing; Paper Elements and Format; Effective Scholarly Writing; Grammar and Usage									
III	Guidelines for Academic Writing		12	The students will acquire advanced knowledge of academic writing and reference, and citation as per the APA 7 th edition.				3,4	
Bias-free Language guidelines; Mechanics of Style; Tables and Figures; Works Credited in the Text; Reference List and Examples									

IV	Communications kills 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 in corporate 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. JohnWiley&Sons.AmericanPsychologicalAssociation.(2019).Publicationmanualofthe AmericanPsychological

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.	1,3,5,7
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	PSYCHOMETRICS								
Course Code	24MSCP2101R	Total Credits: 2	L	T	P	S	R	O	C
		Total Hours: 30T	2	0	0	0	0	0	2
Pre-Requisite	-	Co-Requisite-	-						
Programme	Masters of Science in Clinical Psychology								
Semester	Fall/III Semester OF 2nd Year Of The Programme								
Course Objectives	1. Develop a foundational understanding of research design, methodology, and the scientific approach to inquiry. 2. Equip students with statistical tools and techniques for analysing, interpreting, and presenting data effectively. 3. Foster critical thinking skills to design and evaluate research studies, ensuring validity, reliability, and ethical compliance.								
CO1	Understand and apply research designs (quantitative, qualitative, and mixed methods) to investigate real-world problems.								
CO2	Use statistical tools and software (e.g., SPSS, Excel) to analyse data and draw meaningful conclusions.								
CO3	Analyse and interpret research findings critically and present them in the form of reports, papers, or presentations with proper citations.								
CO4	Devise the ability to formulate research hypotheses and design data collection methods that align with research objectives.								
CO5	Apply ethical principles in research by ensuring informed consent, confidentiality, and integrity in data handling and reporting.								
Unit-No.	Content	Contact Hour	Learning Outcome				KL		
I	Basics of Research in Psychology: What is Psychological Research? The Goals of Psychological Research, Paradigms of Research, Principles of Good Research, Ethics in Psychological Research.	5	Student will be able to understand the basics, the ethics and also the traditions of research and its methodologies.				1,2		
II	Sampling: Methods of Sampling, Probability & non-probability sampling (Simple random sampling, stratified random sampling, systematic sampling, cluster sampling, quota sampling, incidental sampling, snowball sampling) Methods of Data Collection: Case study, Observation, Interview & Focus group discussion, Survey, Use of Secondary Data	7	Student will be able to understand the methods of sampling and collecting data accordingly. They will learn to analyse and evaluate according to their requirements.				1,2		

III	Research Traditions: Quantitative & Qualitative orientations towards research & their steps, Comparing Qualitative & Quantitative Research Traditions, formulating a problem & developing a testable research question / research hypothesis.	4	They will be able to understand and differentiate between the quantitative and qualitative methods. They will also be able to formulate a problem and develop hypothesis around it, and also will be able to develop research questions accordingly.	1,2
IV	Psychological testing: Nature and scope of psychological test; Types and variation of psychological test: Speed vs. Power, parallel test; Ethics in testing.	4	Students will be able to understand the scopes of psychological testing and will be able to apply them in practical.	1,2
V	Descriptive and inferential statistics: Descriptive statistics; Normal probability curve; Introduction to hypothesis testing; Significance level and effect size. Non-parametric tests: Mann-Whitney U test, Spearman Rank Order Correlation, Chi-square. Parametric statistics: t-Tests; ANOVA: one way, factorial; Repeated ANOVA; Carl Pearson Correlation; Linear regression; multiple regression; Factor analysis	10	Student will be able to apply statistical measures and statistical tools.	1,2
Practical	<ul style="list-style-type: none"> • Construction of Interview Schedule • Interview Method • Content Analysis Method • Construction of Phenomenological Test • Construction of Observation method as a tool • Construction of Survey Method 	30		1,2,3,4

TEXT BOOKS

T1 Aron, A., Aron, E. N., & Coups, E. (2012). Statistics for Psychology. New Delhi: Pearson.

T2 Garrett, E. H. (1981). Statistics in Psychology and Education. R.S. Woodworth, Columbia University.

REFERENCES:

R1 King, B.M., & Minimum, E.W. (2007). Statistical Reasoning in the Behavioural Sciences. (5th Edition) USA: John Wiley.

R2 Siegel, S., & Castellan, N. J. (1988). Non-parametric Statistics for the Behavioural. Sciences (2nd ed.). New York: McGraw Hill.

R3 Dyer, C. (2001) Research in Psychology: A Practical Guide to Research Methodology and Statistics (2nd Ed.) Oxford: Blackwell Publishers

SEMESTER – III									
Course Title	PSYCHOTHERAPY-II								
Course code	24MSCP2102R	Total credits: 3 Total hours: 45T	L	T	P	S	R	O/F	C
			3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	MASTER OF SCIENCE CLINICAL PSYCHOLOGY								
Semester	Winter/ II semester of first year of the programme								
Course Objectives	1. To comprehend basic psychotherapy skills. 2. To understand different phases in psychotherapy 3. To explore therapist's qualities for effective psychotherapy 4. To understand the detailed techniques developed on the principles of various schools of Psychology								
CO1	Develop a foundational knowledge and understand the ethical considerations in psychotherapy.								
CO2	Acquire essential skills and qualities necessary for effective therapy.								
CO3	Gain a thorough understanding of psychoanalytic concepts and techniques.								
CO4	Synthesize knowledge on non-Freudian psychoanalytic concepts and techniques.								
CO5	Develop knowledge and skills in behavioural and cognitive-behavioural therapies to apply evidence-based techniques in therapeutic interventions.								
Unit- No.	Content	Contact Hour	Learning Outcome					KL	
I	Psychotherapy for Specific Disorders: Anxiety, Depression, PTSD, OCD, Mood Disorder, Personality Disorders.	9	Students will learn to apply evidence-based psychotherapeutic techniques for Anxiety, Depression, PTSD, OCD, Mood Disorders, and Personality Disorders.					1,2,3	
II	Crisis Intervention and Brief Therapies, Narrative Therapy.	9	Students will learn to implement crisis intervention strategies and brief therapy techniques, including narrative therapy, to support clients in distress.					1,2,3,4	
III	Third-Wave Cognitive-Behavioral Therapies: Dialectical Behavior Therapy (DBT), Acceptance and Commitment Therapy (ACT), Mindfulness-Based Cognitive Therapy (MBCT)	9	Students will learn to utilize DBT, ACT, and MBCT to enhance emotional regulation, psychological flexibility, and mindfulness in clinical practice.					1,2,3	
IV	Psychotherapy for Substance Use Disorder, Group Therapy: Techniques and Applications, Family and Couples Therapy: Systemic Approaches	9	Students will learn about using CBT and Motivational Interviewing (MI) to address substance use and relapse prevention.					1,2,3	
V	Online and Teletherapy: Ethical and Technological Considerations, Future Trends in Psychotherapy: AI in Mental Health, Digital Therapeutics	9	Students will learn to evaluate the role of AI and digital therapeutics in mental health care and their ethical implications in psychotherapy					1,2	

Text Books:

T1 Corey, G. (2017). Theory and Practice of Counseling and Psychotherapy. Cengage Learning.

T2 Prochaska, J. O., & Norcross, J. C. (2018). Systems of Psychotherapy: A Transtheoretical Analysis. Oxford University Press.

T3 Beck, A. T. (1995). Cognitive Therapy: Basics and Beyond. Guilford Press.

References Books:

R1 Yalom, I. D. (2005). The Theory and Practice of Group Psychotherapy. Basic Books.

R2 Linehan, M. (2015). DBT Skills Training Manual. Guilford Press.

R3 Hayes, S. C., Strosahl, K., & Wilson, K. G. (2016). Acceptance and Commitment Therapy: The Process and Practice of Mindful Change. Guilford Press.

R4 Barlow, D. H. (2014). Clinical Handbook of Psychological Disorders: A Step-by-Step Treatment Manual. Guilford Press.

SEMESTER – III										
Course Title	Corporate Proficiency									
Course code	24UMPD2101R	Total credits: 2 Total hours: 60P	L	T	P	S	R	O/F	C	
			0	0	4	0	0	0	2	
Pre-requisite	Nil	Co-requisite	Nil							
Programme	Masters of Science in Clinical Psychology									
Semester	Fall/ III semester of Second year of the Programme									
Course Objectives	1. 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 <ul style="list-style-type: none"> Introduction Essential characteristics of a good presentation Preparation of a good presentation 	8	Develop the ability to create and deliver impactful presentations by understanding essential characteristics, preparation techniques, and the use of visual aids.				1,2			
II	Public Skills <ul style="list-style-type: none"> Fear of Public Speaking, Understanding and Overcoming Fear of Public Speaking, Confidence and Control, Physiology and Stress -Control/Process, Tips for Presentations and Public Speaking, Tips for Using Visual Aids in Presentations, Process for Preparing and Creating Presentations, Delivering Presentations Successfully, Doubt Clearing and Summary of Main Points 	9	Overcome the fear of public speaking and gain confidence through techniques in stress control, effective delivery, and audience engagement.				2,3,4			

III	Practical session on Resume, Curriculum Vitae, Writing cover letter & LinkedIn Profile <ul style="list-style-type: none"> • Preparation, submission& screening of Resume. • Practical session on cover letter screening session • Creating a profile on LinkedIn • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • How to write a research paper • Key point in Research Work 	8	Acquire the skills to write and structure a research paper effectively, focusing on key aspects of research work.	2,3,4
VI	Interview Skills & Dress code Ethics <ul style="list-style-type: none"> • Types of the interview- telephonic, virtual & face to face • Online interview, personal interview, • Panel interview, • Group interview, • JAM session, • Types of interview questions- traditional/common interview questions, 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 <ul style="list-style-type: none"> • Practical Mock Interview, • Feedback-Receiving Feedback, • Giving Feedback, • Advantages of Effective Feedback, • How to deal with negative feedback. 	8	Gain practical interview experience, receive constructive feedback, and learn to handle both positive and negative feedback effectively.	3,4, 5,6
------------	--	----------	--	-------------

TEXT BOOKS:

- T1. Barrett, Grant. 2016. Perfect English Grammar: The Indispensable Guide to Excellent Writing and Speaking, Zephyros Press.
T2. 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	Clinical Supervised Internship-III								
Course Code	24MSCP2103R	Total Credits: 4	L	T	P	S	R	O	C
		Total Hours:	0	0	0	8	0	16	4
Pre-Requisite	-	Co-Requisite-	-						
Programme	Masters of Science in Clinical Psychology								
SEMESTER	Fall/III SEMESTER OF 2nd YEAR OF THE PROGRAMME								
Course Objectives	<ol style="list-style-type: none"> 1. Demonstrate the ability to apply various counselling theories in counselling practice 2. Strengthen interviewing, intervention, diagnostic, and counselling skills (CACREP) 3. Demonstrate competence in a systems approach to case conceptualization and treatment planning 4. Demonstrate an understanding of and the ability to apply and adhere to critical ethical and legal standards relevant to clinical practice 5. Show an understanding of issues of diversity and how these issues impact clinical service and interventions 								
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 sceneries.								
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.								

SEMESTER – III									
Course Title	UNIVERSAL HUMAN VALUES (UHV)+ PROFESSIONAL ETHICS								
Course code	24UUHV2101R	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	<p>1.To understand and implement the principles, guidelines, and processes for value education to meet human aspirations and foster harmony.</p> <p>2.To explore and promote harmony within the family, society, nature, and existence through ethical reasoning and decision-making.</p> <p>3.To cultivate values-based leadership skills for ethical decision-making in personal and professional contexts.</p>								
CO1	Learn and understand the Need, Guidelines, Content and Process for Value Education								
CO2	Fulfill the human aspirations like understanding and living in harmony at various levels.								
CO3	Learn and understand harmony in family and society								
CO4	Learn and understand harmony in nature and existence.								
CO5	Develop skills to promote ethical reasoning and decision-making in personal and professional contexts, fostering values-based leadership.								
Unit- No.	Content			Contact Hour	Learning Outcome			KL	
I	<p>Course Introduction - Need, Basic Guidelines, Content, and Process for Value Education, Understanding the need, basic guidelines, content, and process for Value Education is essential. Self-exploration involves examining one's own beliefs and experiences, utilizing natural acceptance and experiential validation as mechanisms. Achieving continuous happiness and prosperity involves understanding basic human aspirations. It requires comprehending the right priorities of right understanding, relationships, and physical facilities for fulfilling human aspirations. Correctly understanding happiness and prosperity is crucial for critically appraising the current scenario. Methods to fulfill these human aspirations involve understanding and living in harmony at various levels.</p>			9	<p>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.</p>			2,3	
II	<p>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 Suvridha, must be comprehended. The Body should be seen as an instrument of 'I,' with 'I' being the doer, seer, and enjoyer. Recognizing the characteristics and activities of 'I' and achieving harmony within 'I' is essential. Harmony with the Body involves Sanyam and Swasthya, and a correct appraisal of physical needs, defining prosperity in detail. Programs to ensure Sanyam and Swasthya through practice exercises and case studies will be conducted in practice sessions.</p>			9	<p>Students will comprehend the coexistence of 'I' and the body, ensuring personal harmony through self-awareness and the balance of physical and mental needs.</p>			2,3,4	

III	<p>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.</p>	9	<p>Students will learn to foster trust, respect, and justice in family and societal relationships, promoting a harmonious social order.</p>	2, 3
IV	<p>Understanding Harmony in Nature and Existence - Whole Existence as Co-existence Understanding the harmony in nature is crucial. This includes the interconnectedness and mutual fulfillment among the four orders of nature, emphasizing recyclability and self-regulation. Comprehending existence as the co-existence (Sah-astitva) of mutually interacting units in all-pervasive space is fundamental. A holistic perception of harmony at all levels of existence will be explored through practice exercises and case studies.</p>	9	<p>Students will explore the interconnectedness and mutual fulfillment within nature and existence, developing a holistic perception of harmony.</p>	2,3,4
V	<p>Implications of the Above Holistic Understanding of Harmony on Professional Ethics, The natural acceptance of human values forms the basis of this unit. The definitiveness of ethical human conduct is essential for developing a basis for humanistic education, humanistic constitution, and a humanistic universal order. Competence in professional ethics includes the ability to utilize professional competence to augment the universal human order, identify people-friendly and eco-friendly production systems, and develop appropriate technologies and management patterns for these systems. Case studies of typical holistic technologies, management models, and production systems will be analyzed. Strategies for transitioning from the present state to a Universal Human Order will be discussed, focusing on socially and ecologically responsible engineers, technologists, and managers at the individual level, and mutually enriching institutions and organizations at the societal level.</p>	9	<p>Students will apply human values and ethical principles in professional contexts, supporting a humanistic universal order through sustainable practices.</p>	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-III											
Course Title		NEUROPSYCHOLOGY									
Course Code	24MSCC2101R	Total Credits: 3			L	T	P	S	R	O	C
		Total Hours: 30T+ 30P			2	0	2	0	0	0	3
Pre-Requisite	-	Co-Requisite-	-								
Programme	Masters Of Science In Clinical Psychology										
Semester	Fall/III Semester Of 2nd 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.				5	Student will understand about the history of it.				1,2	
II	Brain Dysfunctions Dementia and its types, Epilepsy and phases of epilepsy, Traumatic brain injury (TBI), Cerebrovascular disorders, Korsakoff syndrome				7	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				9	Students will learn major Neuropsychological assessment.				1,2	
IV	Behavioral examinations: Halstead-Reitan, Neuropsychological Battery, Luria-Nebraska Neuropsychological Battery, NIMHANS Neuropsychology Battery.				5	Students will understand Fundamental processes Underlying human behavior				1,2	
V	Introduction to neuropsychological rehabilitation: Aspects of rehabilitation: Cognitive, Behavioural, Emotional and Psychosocial; Models of neuropsychological rehabilitation, Theories of neuropsychological rehabilitation; Ethics and guidelines.				4	Students will understand Neuropsychological rehabilitation.				2,3	

Practical	<ol style="list-style-type: none"> 1. PGI 2. Bhatia's Battery Of Performance Tests for Intelligence. 3. Psycho-Physiological State Inventory by Sanjay Vohra. 4. Mental Health Check List by Pramod Kumar Neuropsychological Functional Assessment Battery for Mental Retards 	30	<p>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.</p>	
------------------	---	-----------	--	--

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	PSYCHODIAGNOSTICS									
Course Code	24MSCC2102R	Total Credits: 3		L	T	P	S	R	O	C
		Total Hours: 30T+ 30P		2	0	2	0	0	0	3
Pre-Requisite	-	CO-REQUISITE-		-						
Programme	Masters Of Science In Clinical Psychology									
Semester	Fall/III Semester Of 2nd Year Of The Programme									
Course Objectives	<ol style="list-style-type: none"> 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.			5	Student will understand in-depth learning of the current world ethical standards of psychological diagnostics and assessment activity		1,2			
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			7	Students will learn major the formation of an adequate representation about the diversity of contemporary Psychodiagnostics and Assessment methods		1,2			

III	Intellectual Deficit- definition, characteristics, Tests of Intellectual Deficit – Wechsler Adult Intelligence Test, Scatter Analysis. Raven’s Coloured, Standard and Advance Progressive Matrices.	4	Students will learn to conduct different Psychodiagnostics assessments	1,2
IV	Clinical Assessment of Personality – Cattell’s 16 P.F., MMPI-II and Big Five.	4	Students will understand classical and contemporary intellect diagnostic approaches, Psychodiagnostics of personality characteristics, talent potential and achievements potential of the person	1,2
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.	10	Students will learn to conduct projective Psychodiagnostics tools.	1,2
Practical	<ul style="list-style-type: none"> ○ Eysenck’s Personality Inventory (EPI) ○ Maudsley Personality Inventory by H.J. Eysenck ○ Koh's Block Design Test (Performance) ○ Pass-Along Test (Performance) 	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.	1,2,3,4

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	Forensic Psychology								
Course Code	24MSCC2103R	Total credits: 3	L	T	P	S	R	O	C
		Total hours: 30T + 30P	2	0	2	0	0	0	3
Pre-Requisite	-	CO-REQUISITE-	-						
Programme	Masters Of Science in Clinical Psychology								
Semester	Fall/III Semester Of 2nd 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	<ul style="list-style-type: none"> • Stroop Effect Test • Bhatia's Battery of Performance Tests for Intelligence • Bilateral Transfer: Transfer of Training Apparatus • Meaning on Retention (English) • Retroactive inhibition lists (English) Observation of Child Behaviour in Natural Settings. 	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	1,2,3,4

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-III											
Course Title	Foundation of De-addiction										
Course Code	24MSCD2101R	Total Credits: 3			L	T	P	S	R	O	C
		Total Hours: 30T + 30P			2	0	2	0	0	0	3
Pre-Requisite	-	Co-Requisite-	-								
Programme	Masters Of Science In Clinical Psychology										
Semester	Fall/III Semester of 2nd Year of The Programme										
Course Objectives	1. Understand the concepts of addiction, substance use disorders, and behavioral addictions. 2. Identify the biological, psychological, and social causes of addiction. 3. Recognize the impact of addiction on individuals, families, and communities. 4. Explore various de-addiction models, including medical, psychological, and holistic approaches.										
CO1	Define addiction and differentiate between substance-based and behavioral addictions.										
CO2	Analyze the risk factors and consequences of addiction.										
CO3	Evaluate different treatment and rehabilitation methods.										
CO4	Demonstrate basic counseling and motivational interviewing techniques.										
CO5	Develop strategies for community-based addiction prevention and awareness.										
Unit-No.	Content			Contact Hour	Learning Outcome			KL			
I	Understanding Addiction Definition and types of addiction. Biological, psychological, and social factors influencing addiction. The cycle of addiction and stages of dependency			7	Students will understand about addiction, its types ad stages.			1,2			
II	Impact of Addiction Effects on physical and mental health. Social and economic consequences of addiction within families and workplaces			6	Students will learn about the effects ad consequences of addiction.			1,2			
III	De-addiction Approaches & Treatment Modalities Medical interventions: Detox, medication-assisted treatment. Psychological therapies: Cognitive Behavioral Therapy (CBT), Motivational Interviewing (MI). Alternative therapies: Mindfulness, Yoga, and Holistic Healing			7	Students will learn about the medical interventions related to de-addiction ad treatment modalities.			1,2			
IV	Rehabilitation & Relapse Prevention Stages of recovery and rehabilitation programs. Coping mechanisms and relapse triggers. Role of family and support systems in recovery			4	Students will learn about different recovery ad rehabilitation programs ad coping mechanisms.			1,2			

V	Community-Based De-addiction & Awareness Preventive strategies and public awareness campaigns. Harm reduction approaches. Developing support networks and self-help groups	6	Students will learn out the community-based addiction ad awareness.	1,2
Practical	<ol style="list-style-type: none"> 1. Assessment of Work-Life Balance using the Work-Life Balance Scale (WLBS) 2. Assessment of Burnout using the Maslach Burnout Inventory (MBI) 3. Conducting Job Stress using the Perceived Stress Scale (PSS) 4. Assessment of Psychological Well-being using the Ryffs Psychological Well-being scale. 	30		1,2,3,4

Semester-III									
Course Title	Substance Use and Mental Health								
Course Code	24MSCD2102R	Total Credits: 3	L	T	P	S	R	O	C
		Total Hours: 30T + 30P	2	0	2	0	0	0	3
Pre-Requisite	-	Co-Requisite-	-						
Programme	Masters Of Science In Clinical Psychology								
Semester	Fall/III Semester Of 2nd 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.								
Unit- No.	Content		Contact Hour	Learning Outcome				KL	
I	Group Counselling Practices: Introduction to Counselling Practices, Theories Models and Approaches to Mental Health, Addiction & Psychotherapy, Working with Youth and Families		6	Student will be provides a broad overview of a range of mental health theories and treatment models, with a more detailed focus on theories and models most commonly used in community mental health settings				1,2	
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.				1,2	
III	Trauma- Informed Practices, Cognitive-Behaviour Based Psychoeducation		6	Students will understand fundamental of trauma informed strategies				1,2	
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				1,2	

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.	1,2
Practical	<ol style="list-style-type: none"> 1. Mobile Phone Addiction Scale by A. Velayudhan and S. Srividya. 2. Alcohol and Drug Attitude Scale by Sunil Saini & Sandeep Singh. 3. Social Problem Scale by S. K. Bawa and A. Kumar. 4. Stereo Type Inventory <ol style="list-style-type: none"> 1. 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.	1,2,3,4

TEXT BOOKS:

- T1. Morrison-Valfre, M. (2016). *Foundations of Mental Health Care-E-Book*. Elsevier Health Sciences.
- T2. Kurtz, L. F. (2015). *Recovery groups: A guide to creating, leading, and working with groups for addictions and mental health conditions*. Oxford University Press, USA.
- T3. Shonin, E., Van Gordon, W., & Griffiths, M. (Eds.). (2016). *Mindfulness and Buddhist-derived approaches in mental health and addiction* (Vol. 10, pp. 978-3). Springer International Publishing.

REFERENCE BOOKS:

- R1: Falvo, D.R. (2013). *Medical and psychosocial aspects of Chronic Illness and disability* (5th Edition.). Burlington, MA: Jones and Bartlett Learning.
- R2: Frank, G.R., Rosenthal, M., Caplan, B. (2010). *Handbook of Rehabilitation Psychology*. American Psychological Association.

OTHER LEARNING RESOURCES:

- 1: <https://www.youtube.com/watch?v=IQxVzaRiFPI>
- 2: https://www.youtube.com/watch?v=p3JLaF_4Tz8

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES:

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Demonstrate a foundational understanding of counseling practices and their application.	1,3,5,8
2	Develop an understanding of professional practice standards and addiction treatment strategies.	1,2,3,5,8
3	Understanding the various approaches to treatment in the context of addiction.	1,2,3,5
4	Acquire proficiency in recovery-oriented approaches for clients with chronic and severe mental health 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	Epidemiology and Prevention in De-Addiction								
Course Code	24MSCD2103R	Total Credits: 3	L	T	P	S	R	O	C
		Total Hours: 30T + 30P	2	0	2	0	0	0	3
Pre-Requisite	-	Co-Requisite-	-						
Programme	Masters of Science in Clinical Psychology								
Semester	Fall/III SEMESTER OF 2nd YEAR OF THE PROGRAMME								
Course Objectives	<ol style="list-style-type: none"> Understand the principles and methods of epidemiology in the context of addiction. Analyze global and regional trends in substance use disorders and behavioral addictions. Identify risk factors, protective factors, and social determinants of addiction. Evaluate various addiction surveillance systems and data collection methods. 								
CO1	Explain the role of epidemiology in understanding addiction trends.								
CO2	Interpret epidemiological data related to substance abuse and behavioral addictions.								
CO3	Identify high-risk populations and environmental factors contributing to addiction.								
CO4	Assess the effectiveness of different addiction prevention strategies.								
CO5	Design evidence-based prevention programs tailored to different populations.								
Unit- No.	Content	Contact Hour	Learning Outcome				KL		
I	Fundamentals of Epidemiology in Addiction Introduction to epidemiology and its relevance to addiction. Key concepts: Incidence, prevalence, and risk factors. Addiction as a public health issue	6	Students will learn about the concept of epidemiology and health related issue.				1,2		
II	Patterns and Trends of Addiction Global and national substance use trends. Behavioral addictions: Gambling, gaming, and internet addiction. Socioeconomic and cultural influences on addiction	6	Students will understand about patters and trends of recent addiction.				1,2		
III	Risk and Protective Factors in Addiction Biological, psychological, and environmental risk factors. Protective factors and resilience-building strategies. Social determinants of health and addiction vulnerability	6	Students will learn about different risks and protective measures against addiction.				1,2		
IV	Public Health Policies and Community-Based Interventions Policy frameworks: WHO, national drug control policies, and harm reduction models. Role of law enforcement, healthcare systems, and NGOs. Designing and implementing effective prevention campaigns	6	Students will understand about the policy				1,2		

<p>V</p>	<p>Prevention Strategies in De-Addiction Primary, secondary, and tertiary prevention approaches. School-based and workplace prevention programs. Role of media and digital platforms in addiction prevention</p>	<p>6</p>	<p>Students will learn about various strategies related to de-addiction process.</p>	<p>1,2</p>
-----------------	--	-----------------	--	------------

SEMESTER-III									
Course Title	Psychology of Lifespan Development								
Course Code	24MSCA2101R	Total Credits: 3	L	T	P	S	R	O	C
		Total Hours: 30T + 30P	2	0	2	0	0	0	3
Pre-Requisite	-	CO-REQUISITE-	-						
Programme	Masters of Science in Clinical Psychology								
Semester	Fall/III SEMESTER OF 2nd YEAR OF THE PROGRAMME								
Course Objectives	<ol style="list-style-type: none"> 1. Understand the stages of human development across the lifespan, including physical, cognitive, emotional, and social changes. 2. Examine the key developmental theories and frameworks (e.g., Piaget, Erikson, and Vygotsky) to understand how individuals adapt and grow throughout life. 3. Analyse the influence of biological, social, and environmental factors on development and how they shape behaviour at different stages. 4. Apply developmental concepts and knowledge to real-world settings, such as education, counselling, healthcare, and social work, with sensitivity to cultural and individual differences. 								
CO1	Understand and demonstrate the knowledge of the major theories and concepts related to human development across the lifespan.								
CO2	Analyze developmental changes at different life stages, including physical, cognitive, and socio-emotional aspects.								
CO3	Evaluate the role of environmental and genetic factors in shaping human development								
CO4	Apply developmental theories to real-world situations, such as parenting, education, and healthcare								
CO5	Demonstrate empathy and cultural sensitivity in understanding the diverse experiences associated with aging, death, and bereavement								
Unit- No.	Content	Contact Hour	Learning Outcome	KL					
I	Introduction to Lifespan Development: Definition and scope of lifespan development, Principles of development (continuity vs. discontinuity, nature vs. nurture), Research methods in developmental psychology, Importance of studying human development across the lifespan.	6	Students will understand the key principles, research methods, and scope of lifespan development, and explain the significance of studying development from birth to old age.	1,2					
II	Prenatal Development and Early Childhood: Stages of prenatal development (germinal, embryonic, fetus), Impact of genetics and environmental factors on prenatal growth, Physical, cognitive, and socio-emotional development in infancy and early childhood, Attachment theories (Bowlby and Ainsworth)	6	Students will gain knowledge about prenatal influences, early childhood development, and the importance of attachment in forming emotional bonds.	1,2					

III	Middle Childhood and Adolescence: Physical growth and motor skills in middle childhood, Cognitive development (Piaget's theory, information-processing theory), Social and emotional challenges during adolescence, Identity formation and peer relationships (Erikson's psychosocial theory)	6	Students will understand the cognitive, emotional, and social changes that occur during middle childhood and adolescence, including identity formation.	1,2
IV	Adulthood (Early, Middle, and Late): Physical, cognitive, and emotional development in adulthood, Career development and work-life balance, Intimate relationships (Triangular theory of love), marriage, and parenting, Midlife crises and personal growth opportunities	6	Students will analyze the changes and challenges faced in early, middle, and late adulthood, focusing on relationships, career, and personal growth.	1,2
V	Aging, Death, and Bereavement: Theories of aging (biological, psychological, and social perspectives), Cognitive decline and neurodegenerative disorders, psychological aspects of death and dying, Grief, bereavement, and coping with loss	6	Students will develop an understanding of the aging process, end-of-life issues, and effective ways of coping with grief and bereavement.	1,2
Practical	<ul style="list-style-type: none"> • Observation of Child Behaviour in Natural Settings. • Case Study of Adolescence Development • Assessment of Memory and Cognitive Skills in Different Age Groups. • Interview on Aging and Well-being. 	30		1,2,3,4

Text Book:

1. Sigelman, C. K., & Rider, E. A. (2017). *Lifespan Human Development* (9th ed.). Cengage Learning
2. Santrock, J. W. (2021). *Lifespan Development* (18th ed.). McGraw-Hill Education.
3. Berk, L. E. (2018). *Infants, Children, and Adolescents* (8th ed.). Pearson Education.
4. Shaffer, D. R., & Kipp, K. (2013). *Developmental Psychology: Childhood and Adolescence* (9th ed.). Cengage Learning.
5. Kail, R. V., & Cavanaugh, J. C. (2018). *Human Development: A Life-Span View* (8th ed.). Cengage Learning.
6. Corr, C. A., & Corr, D. M. (2013). *Death & Dying, Life & Living* (7th ed.). Cengage Learning.

SEMESTER-III									
Course Title	Child And Adolescence Psychology								
Course Code	24MSCA2102R	Total Credits: 3	L	T	P	S	R	O	C
		Total Hours: 30T + 30P	2	0	2	0	0	0	3
Pre-Requisite	-	Co-Requisite-	-						
Programme	Masters of Science in Clinical Psychology								
Semester	Fall/III SEMESTER OF 2nd YEAR OF THE PROGRAMME								
Course Objectives	<ol style="list-style-type: none"> 1. Provide a comprehensive understanding of the developmental processes in children and adolescents, focusing on physical, cognitive, emotional, and social changes. 2. Introduce key developmental theories and research methods to study childhood and adolescence. 3. Explore the role of family, peers, and environment in shaping behaviour and development. 4. Identify behavioural and mental health issues prevalent in children and adolescents and introduce appropriate interventions. 5. Equip students with practical skills to apply developmental psychology concepts in real-world contexts like education, healthcare, and counselling. 								
CO1	Demonstrate knowledge of the key theories and stages of child and adolescent development.								
CO2	Analyze physical, cognitive, and emotional changes during childhood and adolescence.								
CO3	Evaluate the impact of family, peers, and school on social development.								
CO4	Identify common behavioural and mental health challenges faced by adolescents.								
CO5	Develop strategies for intervention to support the mental and emotional well-being of children and adolescents.								
Unit- No.	Content	Contact Hour	Learning Outcome	KL					
I	Introduction to Child and Adolescent Psychology: Definition, scope, and importance of child and adolescent psychology, Key theories: Freud's Psychosexual Theory, Erikson's Psychosocial Theory, and Piaget's Cognitive Development Theory, Overview of developmental stages from infancy to adolescence	5	Students will understand the importance and scope of child and adolescent psychology, along with key developmental theories and research methods used in the field.	1,2					
II	Physical and Motor Development: Physical growth from childhood to adolescence, Motor skill development and coordination, Puberty and hormonal changes during adolescence, Impact of nutrition and health on physical development	7	Students will be able to explain the stages of physical and motor development, the changes that occur during puberty, and the influence of nutrition on growth.	1,2					

III	Cognitive and Language Development: Cognitive development theories (Piaget, Vygotsky), Development of memory, problem-solving, and critical thinking, Language acquisition and development, Impact of schooling and education on cognitive growth	4	Students will understand cognitive and language development processes in children and adolescents, with a focus on how education and social interaction shape these abilities.	1,2
IV	Emotional and Social Development: Development of emotions, empathy, and emotional regulation, Peer relationships and friendships, Family dynamics and parent-child relationships, Social challenges in adolescence (peer pressure, identity formation, bullying)	7	Students will analyze the emotional and social development of children and adolescents, including the impact of family, peers, and societal influences on behaviour.	1,2
V	Behavioural and Mental Health Issues in Adolescence: Common behavioural issues in children and adolescents, Adolescent mental health challenges (depression, anxiety, substance abuse), Role of counselling and therapy in addressing developmental challenges, Prevention strategies and promoting well-being	7	Students will develop an understanding of behavioral and mental health issues in adolescence and explore intervention strategies to support mental well-being.	1,2
Practical	1. Adolescent Questionnaire 2. Adolescent and Young Adult Health Questionnaire 3. Strengths and Difficulties Questionnaire (SDQ) 4. Interpersonal Reactivity Index (IRI) Index of Empathy for Children and Adolescents (IECA)	30		1,2,3,4

Text Book:

1. Berk, L. E. (2018). *Infants, Children, and Adolescents* (8th ed.). Pearson Education.
2. Shaffer, D. R., & Kipp, K. (2013). *Developmental Psychology: Childhood and Adolescence* (9th ed.). Cengage Learning.
3. Santrock, J. W. (2021). *Children* (15th ed.). McGraw-Hill Education.
4. Papalia, D. E., Martorell, G., & Feldman, R. D. (2021). *Experience Human Development* (14th ed.). McGraw-Hill Education.
5. Steinberg, L. (2016). *Adolescence* (11th ed.). McGraw-Hill Education.

SEMESTER-III									
Course Title	Developmental Disorders								
Course Code	24MSCA2103R	Total Credits: 3	L	T	P	S	R	O	C
		Total Hours: 30T + 30P	2	0	2	0	0	0	3
Pre-Requisite	-	Co-Requisite-	-						
Programme	Masters of Science in Clinical Psychology								
Semester	Fall/III SEMESTER OF 2nd YEAR OF THE PROGRAMME								
Course Objectives	<ol style="list-style-type: none"> 1. Provide a comprehensive understanding of various developmental disorders and their impact on cognitive, emotional, and social functioning. 2. Explore the biological, psychological, and environmental factors contributing to developmental disorders. 3. Introduce assessment tools and diagnostic criteria used in identifying developmental disorders, including DSM-5 and ICD-11 classifications. 4. Develop knowledge of intervention strategies for supporting individuals with developmental disorders. 5. Equip students with practical skills to design inclusive education plans and provide appropriate counselling or therapy. 								
CO1	Understand the diagnostic frameworks and criteria for identifying developmental disorders.								
CO2	Analyse the causes and contributing factors to developmental disorders from multiple perspectives.								
CO3	Apply assessment tools and techniques for diagnosing various developmental conditions.								
CO4	Design intervention strategies tailored to individual needs, including behavioural and educational approaches.								
CO5	Develop inclusive practices to support individuals with developmental disorders in educational and social contexts.								
Unit- No.	Content	Contact Hour	Learning Outcome				KL		
I	Introduction to Developmental Disorders: Definition and classification of developmental disorders, Overview of DSM-5 and ICD-11 diagnostic frameworks, Importance of early identification and intervention, Role of genetics, environment, and prenatal factors in developmental disorders	6	Students will understand the concept of developmental disorders, the importance of early intervention, and the key factors influencing these conditions.				1,2		
II	Autism Spectrum Disorder (ASD): Definition, symptoms, and diagnostic criteria of ASD, Etiology of autism: Biological, environmental, and psychological factors, Assessing and diagnosing ASD, Treatment approaches: Applied Behaviour Analysis (ABA), speech therapy, social skills training	7	Students will gain knowledge about the characteristics, causes, and treatment options for ASD, with a focus on evidence-based interventions.				1,2		

III	Attention Deficit Hyperactivity Disorder (ADHD): Symptoms and types of ADHD: (Inattentive, hyperactive-impulsive), and combined types, Causes and risk factors: Genetic, neurobiological, and environmental influences, Assessment tools and diagnostic criteria, Treatment approaches: (Medication, behavioural therapy, classroom strategies)	5	Students will understand the characteristics and diagnostic process for ADHD and learn about various interventions to manage the condition effectively.	1,2
IV	Learning Disabilities (LDs): Types of learning disabilities: (Dyslexia, dysgraphia, dyscalculia), Causes and contributing factors of LDs, Assessment and identification of learning disabilities, educational strategies (Individualized Education Plans and assistive technology)	5	Students will be able to identify different types of learning disabilities and design appropriate educational interventions to support children with LDs.	1,2
V	Emotional and Behavioural Disorders in Childhood and Adolescence: Oppositional Defiant Disorder (ODD) and Conduct Disorder (CD), Anxiety and depression in children and adolescents, Factors contributing to emotional and behavioural disorders, Counselling and behavioural interventions	7	Students will develop an understanding of common emotional and behavioural disorders and explore intervention strategies to improve mental health outcomes.	1,2
Practical	2. Thematic Apperception Test 3. Tridimensionality Personality <i>Questionnaire</i> (TPQ) 4. Mental Health Questionnaire 1. Comprehensive Anxiety Test	30		1,2,3,4

TEXT BOOK:

1. American Psychiatric Association. (2013). *Diagnostic and Statistical Manual of Mental Disorders (5th ed.)*. APA.
2. **Volkmar, F. R. (2014)**. *Handbook of Autism and Pervasive Developmental Disorders* (4th ed.). Wiley
3. **Barkley, R. A. (2014)**. *Attention-Deficit Hyperactivity Disorder: A Handbook for Diagnosis and Treatment* (4th ed.). Guilford Press.
4. **Kauffman, J. M., & Landrum, T. J. (2018)**. *Characteristics of Emotional and Behavioral Disorders of Children and Youth* (11th ed.). Pearson.
5. **Lerner, J. W., & Johns, B. H. (2015)**. *Learning Disabilities and Related Disabilities: Strategies for Success* (13th ed.). Cengage Learning.

SEMESTER – IV									
Course Title	BEHAVOURAL MEDICINE								
Course code	24MSCP2201R	Total credits: 3 Total hours: 30T+30P	L	T	P	S	R	O/F	C
			2	0	2	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	MASTER OF SCIENCE CLINICAL PSYCHOLOGY								
Semester	Winter/ IV semester of Second year of the programme								
Course Objectives	<ol style="list-style-type: none"> To introduce the principles of behavioral medicine and its role in health promotion. To understand the psychological and social factors influencing health and illness. To explore strategies for behavior change and stress management. To develop insights into the role of behavioral interventions in managing chronic diseases. 								
CO1	Understand the nature and scope of behavioral medicine.								
CO2	Identify the impact of psychological and behavioral factors on physical health.								
CO3	Explain how stress and coping strategies influence health outcomes.								
CO4	Analyze behavioral interventions for chronic disease management and health promotion.								
CO5	Evaluate research and evidence-based practices in behavioral medicine.								
Unit-No.	Content		Contact Hour	Learning Outcome				K L	
I	Introduction Introduction to Behavioral Medicine: Scope, Models of Health, and Illness		5	The students will understand the role of behavioral medicine in health promotion				1,2	
II	Psychological Factors in Health and Illness: Stress, Coping, and Social Support		6	The students will gain insight on how stress and social factors impact health				1,2	
III	Behavior Change Techniques: Motivational Interviewing, CBT, and Health Behavior Models		6	The will learn to apply behavior change strategies for health promotion				1,2	
IV	Chronic Disease Management: Diabetes, Hypertension, Cardiovascular Diseases		7	The students will be able to evaluate behavioral interventions for managing chronic illness				1,2	
V	Research Methods in Behavioral Medicine: Evidence-Based Practices		6	The students will develop skills in assessing behavioral research in healthcare				1,2	
Practical	<ol style="list-style-type: none"> Perceived Stress Scale (PSS) Administration Biofeedback Training Progressive Muscle Relaxation (PMR) Health Behavior Inventory (HBI) Quality of Life (QoL) Assessment 		30	Student will understand practically the factors associated with behavioural issues, and their management				1,2,3,4	

TEXT BOOKS:

- Schwartz, G. E., & Weiss, S. M. (Eds.) (1995). *Behavioral Medicine: A Guide for Clinical Practice*. McGraw-Hill.
- Dimsdale, J. E. (2020). *Psychological Stress and Cardiovascular Disease*. Springer.

REFERENCE BOOKS:

1. Taylor, S. E. (2017). *Health Psychology* (10th Edition). McGraw-Hill.
2. Kaplan, R. M., & Sallis, J. F. (2017). *Health and Human Behavior* (6th Edition). McGraw-Hill.
3. Gatchel, R. J., & Baum, A. (2002). *An Introduction to Health Psychology* (3rd Edition). Sage.
4. Sarafino, E. P., & Smith, T. W. (2020). *Health Psychology: Biopsychosocial Interactions* (10th Edition). Wiley.

OTHER LEARNING RESOURCES:

1: https://www.youtube.com/watch?v=5FFQf6Dm_kk

2: <https://www.youtube.com/watch?v=CAWDv1HJNKE&list=PLrQQ8hNHH2j-8kKLRGzZug8NdvdIHLqo>

SEMESTER – IV									
Course Title	NEUROPSYCHOLOGICAL ASSESSMENT AND REHABILITATION								
Course code	24MSCC2201R	Total credits: 3	L	T	P	S	R	O/F	C
		Total hours: 30T+30P	2	0	2	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	MASTER OF SCIENCE CLINICAL PSYCHOLOGY								
Semester	Winter/ IV semester of Second year of the programme								
Course Objectives	<ol style="list-style-type: none"> To gain a broader understanding of the executive functionalities of the brain To understand a brain influenced by traumatic injury Understanding the process of administering neuropsychological assessments To learn the process of administering behavioral assessments of measuring brain functioning To understand the rehabilitation of brain injured, chronic neuropsychological patients 								
CO1	The learner will develop in-depth knowledge and expertise in the area of executive functionalities of brain								
CO2	The learner will be able to distinguish personality impairment in a brain injured patient versus a non-injured patient.								
CO3	The learner will possess efficient clinical psychodiagnostics skill of administering neuropsychological and behavioral battery of tests								
CO4	The learner will demonstrate effective multidisciplinary concerns involved during rehabilitating a client at a community setup.								
CO5	The learner will gain knowledge of rehabilitation strategies for cognitive, emotional, and behavioral impairments.								
Unit-No.	Content		Contact Hour	Learning Outcome				KL	
I	<u>History of Neuropsychology-</u> <ul style="list-style-type: none"> Definition of neuropsychology Early Hypothesis, Localization theory, Integrated theory of brain function. 		5	The students will understand the evolution of neuropsychology and brain function theories				1,2	
II	<u>Brain Dysfunctions-</u> <ul style="list-style-type: none"> Dementia and its types, Epilepsy and phases of epilepsy, Traumatic brain injury (TBI), Cerebrovascular disorders, Korsakoff syndrome. 		6	The students will be able to identify and describe common brain dysfunctions				1,2	
III	<u>Neuropsychological assessment-</u> <ul style="list-style-type: none"> EEG- MRI, Evoked Potentials, Electrical stimulation, EMG, PET, fMRI, MEEG Bio-feedback 		6	The students will administer and interpret neuropsychological tools				1,2	

IV	<u>Behavioural examinations:</u> <ul style="list-style-type: none"> • Halstead-Rein, Neuropsychological Battery, • ‘Luria-Nebraska Neuropsychological Battery, • NIMHANS Neuropsychology Battery. 	6	The students will gain practical skills in administering behavioral assessments	1,2
V	<u>Introduction to neuropsychological rehabilitation-</u> <ul style="list-style-type: none"> • Aspects of rehabilitation: Cognitive, Behavioural, Emotional and Psychosocial; • Models of neuropsychological rehabilitation • Theories of neuropsychological rehabilitation; • Ethics and guidelines. 	7	The students will learn to design and implement rehabilitation plans	1,2
Practical	<ol style="list-style-type: none"> 1. Mini-Mental State Examination (MMSE) 2. Raven’s Progressive Matrices 3. Wisconsin Card Sorting Test (WCST) 4. Beck Depression Inventory (BDI) 5. Stroop Test 6. Case Study Presentation 	30	Student will learn to screen cognitive impairment in patients with assessing executive functions and problem-solving skills	1,2,3,4

TEXT BOOKS:

1. Anspaugh, D.J., Hamrick, M.H., & Rosato, F.D. (2009). *Wellness: Concepts and Applications*, 7th ed., McGraw-Hill.
2. Donatelle, R. J., & Davis, L. G. (2011). *Health: the basics*. Benjamin Cummings.
3. Edlin, G., & Golanty, E. (2007). *Health and wellness* (9th ed.). Jones & Bartlett Publishers.
4. Insel, P.M., & Roth, W.T. (2002). *Core concepts in health* (9th ed.). McGraw- Hill.

REFERENCE BOOKS:

1. Lezak, M. D., Howieson, D. B., & Loring, D. W. (2012). *Neuropsychological Assessment* (5th Edition). Oxford University Press.
2. Walsh, K. (2017). *Neuropsychology: A Clinical Approach* (5th Edition). Elsevier.
3. Wilson, B. A., Gracey, F., & Bateman, A. (2009). *Cognitive Rehabilitation in Perspective*. Taylor & Francis.

OTHER LEARNING RESOURCES:

- 1: <https://www.youtube.com/watch?v=JRB7zrpZWUs>
- 2: <https://www.youtube.com/watch?v=aAHgdjsb2u0>

SEMESTER – IV									
Course Title	DE-ADDICTION INTERVENTIONS								
Course code	24MSCD2201R	Total credits: 3	L	T	P	S	R	O/F	C
		Total hours: 30T+30P	2	0	2	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	MASTER OF SCIENCE CLINICAL PSYCHOLOGY								
Semester	Winter/ IV semester of Second year of the programme								
Course Objectives	<ol style="list-style-type: none"> To develop an in-depth understanding of addiction theories and intervention frameworks. To explore the role of psychological, social, and neurobiological factors in addiction. To gain expertise in evidence-based therapeutic approaches for substance use treatment. To learn strategies for relapse prevention and community reintegration. To analyze policies and ethical considerations in addiction management. 								
CO1	Analyze the interaction between biological, psychological, and social factors in addiction.								
CO2	Apply motivational interviewing and CBT techniques to treat addiction.								
CO3	Apply CBT, MI, and harm-reduction approaches to treat substance use disorders.								
CO4	Design relapse prevention programs and assess their effectiveness.								
CO5	Utilize evidence-based interventions within clinical and community contexts and evaluate addiction policies.								
Unit-No.	Content	Contact Hour	Learning Outcome	KL					
I	INTRODUCTION: Introduction to Addiction: Causes, Impact, and Patterns of Substance Use. Theories and Models of Addiction: Disease Model, Biopsychosocial Model, Neurobiological Model, Social Learning Theory	6	The learners will be aware of different frameworks to understand addiction	1,2					
II	Assessment in Addiction Treatment: Structured Interviews, DSM-5 Criteria, AUDIT, SUD Severity Scale	6	The learners will understand how to administer and interpret assessment tools for substance use disorders	1,2					
III	Intervention Approaches: CBT, Motivational Interviewing (MI) and Behavioral Change, Harm Reduction Strategies, 12-Step Programs	6	The students will have in-depth understanding on the evidence-based interventions in clinical practice	1,2					
IV	Relapse Prevention and Recovery: Triggers, Coping Strategies, Mindfulness-Based Interventions	6	The learners will be aware of the addiction warning signs and develop several coping mechanisms.	1,2					

V	Community-Based Interventions and Policy: Rehabilitation, Social Reintegration, Policy Frameworks, Ethical Issues	6	It will enable the students with some of the effective techniques to fight against addiction in the community level.	1,2
Practical	<ol style="list-style-type: none"> 1. The Addictive Behavior Questionnaire (ABQ) 2. Structured Interview for SUD Diagnosis (DSM-5) 3. AUDIT and Severity Assessment 4. Mindfulness-Based Intervention Session 5. Case Study Presentation on Addiction 6. Recovery Behavioral Addictions Questionnaire (BAQ) 	30	Students will be able to assess and analyze psychological constructs of addictive behaviours and it will enhance their ability to apply psychological assessments in diverse contexts effectively.	1,2,3,4

TEXT BOOKS:

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

REFERENCE BOOKS:

2. Miller, W. R., & Rollnick, S. (2012). *Motivational Interviewing: Helping People Change* (3rd Edition). Guilford Press.
3. Marlatt, G. A., & Donovan, D. M. (2005). *Relapse Prevention: Maintenance Strategies in the Treatment of Addictive Behaviors* (2nd Edition). Guilford Press.
4. DiClemente, C. C. (2018). *Addiction and Change: How Addictions Develop and Addicted People Recover* (2nd Edition). Guilford Press.
5. Koob, G. F., & Le Moal, M. (2010). *Neurobiology of Addiction* (2nd Edition). Elsevier.

OTHER LEARNING RESOURCES:

1. <https://www.youtube.com/watch?v=B9pHKraRgHI>
2. <https://www.youtube.com/watch?v=AdnFe0QAiGE>

SEMESTER – IV									
Course Title	CHILD AND ADOLESCENCE DISORDERS AND MANAGEMENT								
Course code	24MSCA2201R	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 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 Preeti Vohra and R. K. Gupta 3.Mangal Emotional Intelligence Inventory by S.K. Mangal and Shubhra Mangal 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

SEMESTER – IV									
Course Title	Clinical supervised internship-IV								
Course code	24MSCP2202R	Total credits: 4 Total hours: 180	L	T	P	S	R	O/F	C
			0	0	0	8	0	16	4
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Masters Of Science Clinical Psychology								
Semester	Winter/ IV semester of Second year of the programme								
Course Objectives	4. To acquire professional skills as a psychologist in a multidisciplinary context. 5. To engage and understand mental health issues faced in real-world scenarios. 6. To apply theoretical knowledge of intervention techniques practically within the organization.								
CO1	Gain ethical theoretical and practical knowledge in the practice of clinical psychology with clients.								
CO2	Understand the complexities of human behaviour and human and global health challenges								
CO3	Demonstrate the skills of problem-solving, critical thinking, organized reasoning, Intellectual curiosity and flexibility								
CO4	Learn to use supervision and consultation appropriately.								
CO5	Implement the knowledge gain from the clinical internship exposure in real world.								

REFERENCE BOOKS:

R1: World Health Organization. (1992). The ICD-10 classification of mental and behavioural disorders: clinical descriptions and diagnostic guidelines (Vol. 1). World Health Organization.

R2: Harris, O. J., & Hartman, S. J. (2001). Organizational behavior. Psychology Press.

R3: Robinson, J. P., Shaver, P. R., & Wrightsman, L. S. (Eds.). (2013). Measures of personality and social psychological attitudes: Measures of social psychological attitudes (Vol. 1). Academic Press.

OTHER LEARNING RESOURCES:

The students will be going to Organizations/NGO/Rehabilitation centres for one day in a week besides their regular theory classes. Every week they will submit their internship reports and meet for Individual Conferences and Group Conferences (IC/GC).

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES:

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Gain ethical theoretical and practical knowledge in the practice of clinical psychology with clients.	1,3,4,6,
2	Understand the complexities of human behaviour and human and global health challenges	1,3,6,7,8
3	Demonstrate the skills of problem-solving, critical thinking, organized reasoning, Intellectual curiosity and flexibility	1,2,3,4
4	Learn to use supervision and consultation appropriately.	4,5,6,8
5	Implement the knowledge gain from the clinical internship exposure in real world.	1,2,3,5,8

SEMESTER – IV									
Course Title	Research Project Phase II								
Course code	24MSCP2203R	Total credits: 12	L	T	P	S	R	O/F	C
		Total hours:	0	0	4	8	12	16	8
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Masters Of Science Clinical Psychology								
Semester	Winter/ IV semester of Second year of the programme								
Course Objectives	1.To enable students to conduct independent research from problem identification to project completion. 2.To develop proficiency in research design, data collection, and analysis. 3.To enhance critical thinking, academic writing, and presentation skills. 4.To ensure adherence to ethical research practices. 5.To prepare students for higher research degrees or research-oriented careers.								
CO1	Address ethical issues in research, including consent and data privacy.								
CO2	Design and conduct quantitative or qualitative research studies.								
CO3	Apply statistical or thematic analysis techniques to interpret data.								
CO4	Formulate research questions and hypotheses based on gaps in literature.								
CO5	Synthesize the etic and emic process of research								
Unit-No.	Content	Contact Hour	Learning Outcome				KL		
I	Address ethical issues in research, including consent and data privacy.	6	The students will understand and apply ethical principles in research, ensuring participant safety and data security				1,2,3,4		
II	Design and conduct quantitative or qualitative research studies.	6	The students will develop the ability to independently conduct research using appropriate methods				1,2,3,4		
III	Apply statistical or thematic analysis techniques to interpret data.	6	The students will gain proficiency in analyzing data through quantitative or qualitative methods				1,2,3,4		
IV	Formulate research questions and hypotheses based on gaps in literature.	6	The students will learn to frame relevant research questions based on literature review				1,2,3,4		
V	Synthesize the etic and emic process of research	6	They will learn to integrate both external (etic) and internal (emic) perspectives in research processes				1,2,3,4		

TEXTS BOOKS:

1. Cozby, Paul, Bates, Scott. Methods in behavioural research, 13th Edition, McGraw Hill.
2. Luck, David J and Rubin, Ronald S., Marketing Research, Seventh edition, Prentice Hall of India

REFERENCE BOOKS:

1. Aaker, David A; Kumar V and George S., Marketing Research, Sixth edition, John Wiley & Sons
2. Boyd, Harper W, Westphall, Ralph & Stasch, Stanely F, Market Research – Text & Cases, Richard D. Irwin Inc. Homewood, Illinois.

OTHER LEARNING RESOURCES:

<https://bcs.wiley.com/he-bcs/Books?action=contents&itemId=0471203661&bcsId=1671>



Assam down town University

Curriculum and Syllabus

Master of Social Work

**OUTCOME BASED EDUCATION FRAMEWORK
CHOICE BASED CREDIT SYSTEM**

Version: 2.2

**FACULTY OF HUMANITIES AND
SCIENCES**

July, 2024

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 Humanities and Social Sciences held on dated 04/06/2024 and approved by the 51st Academic Council (AC) meeting held on dated 26/07/2024



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

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

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

I. Specific Features of the Curriculum

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

II. Eligibility Criteria:

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

III. Program Educational Objectives (PEOs):

PEO1: To promote necessary skills of awareness, skills aiming at empowerment of people and skills in culture-sensitive methods of social change and development.

PEO2: To enable the students to promote social justice through acquiring field-based knowledge.

PEO3: To enhance the quality of life for everyone.

PEO4: To become aware of the organization of the society and its development.

PEO5: Use appropriate supervision and consultation to conduct research and disseminate research findings that contribute to enhancement of students personal and professional development.

IV. Program Specific Outcomes (PSOs):

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

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

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

V. Program Outcome: (POs)

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

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

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

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

PO5: Teamwork and Leadership: Function effectively as an individual and as a member or a leader in diverse teams and multidisciplinary settings to address evolving social issues and advocate for policy initiatives promoting socioeconomic well-being.

PO6: Communication: Demonstrate skills in verbal and non-verbal communication, preparation and presentation of reports/PPTs. Skills of interpersonal communication, use of different social and programme media while working with various population groups.

PO7: Values and Ethics: Apply values-ethics and cultural competency in the professional practice for promoting social justice and well-being with integrity and empathy.

PO8: Project Management: Efficiently manage and lead multidisciplinary projects applying HRM principles with a social work approach.

PO9: Lifelong Learning: Recognize the need for continuous and independent learning in the realm of social change and equip with the necessary advancements.

VI. Total Credits to be Earned: 100 Credits

VII. Career Prospects:

Social work profession is a diverse and vast profession whose mission is to improve the quality of life for vulnerable and oppressed sections of the society. The specialized social workers are being trained to eradicate various issues at different settings throughout this course. By earning a Master's degree in this field makes it far more likely for a trained social worker to secure a position that will ensure a secure future.

EVALUATION METHODS

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

A. INTERNAL ASSESSMENT:

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

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

**are compulsory*

Note: Total Internal assessment should be out of 40

INSTRUCTION

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

B. SEMESTER END EXAMINATION:

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

I. Pre-Examination:

Eligibility Criteria for a student to appear in University Examinations:

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

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

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

II. Admit Card:

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

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

III. Pattern of Question Papers:

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

Table

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

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

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

Table 1: Question paper pattern for End semester examination

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

IV. Examination Duration:

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

V. Practical Examinations, Viva-Voce etc.:

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

VI. Procedure of Expulsion:

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

VII. Instruction to the Students:

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

VIII. Provision for an Amanuensis (writer):

- (i) A candidate may be provided with an Amanuensis (writer) to write down on dictation on his / her behalf on ground of his / her physical disability to write down by himself / herself due to accident or any other reason. The amanuensis may be provided till he / she recovers from the physical disability. The physical disability to write down by himself / herself must be supported by Medical Certificate from a competent Medical Officer.
- (ii) The qualifications of the amanuensis so provided must not be equal or higher than that of the candidate. This is also to be supported by Certificate from the Faculty of Study where the Amanuensis is provided.

- (iii) Such candidates are to be accommodated in a separate room under the supervision of an invigilator so that the fellow candidates are not disturbed in the process.

C. Credit Point:

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

i. Credit:

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

ii. Grade Point:

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

iii. Letter Grade:

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

- (i) A Letter Grade shall signify the level of qualitative/quantitative academic achievement of a student in a Course, while the Grade Point shall indicate the numerical weight of the Letter Grade on a 10-point scale.
- (ii) There shall be 08 (eight) Letter Grades bearing specific Grade Points as listed in Table 1, where the Letter Grades 'O' to 'P' shall indicate successful completion of a course.
- (iii) Apart from the 08 (eight) regular Letter Grades listed in Table 1, there shall be 03 (three) additional Letter Grades, which shall be awarded if a Course is withdrawn or spanned over the next Semester or remains incomplete as stated in Table 2.

Table 2: Letter Grades and Grade Points

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

iv. Grade Point Average:

a. SGPA (Semester Grade Point Average)

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

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

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

b. CGPA (Cumulative Grade Point Average)

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

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

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

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

D. Post-Examination

i. Transcript or Grade Card or Certificate:

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

ii. Grievance Readdress Mechanism:

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

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

INSTRUCTION TO TEACHERS AND STUDENTS

(Teaching and Learning Methods)

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

1. Student- centric / Constructivist Approach:

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

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

b. Inquiry-Based Learning: The teacher/ students are supposed to list at least five questions in each contact hour and student solve these question or search for answer which becomes the home work for the students “question-driven” learning approach. The teacher may look for the correctness of the solution or the best possible answer and discuss in the successive class. This will help in the preparation for various competitive examination and develop a habit for search for solutions.

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

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

The percentage categorization for the completion of a theory course

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

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

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

Semester wise Course Distribution

Semester -I	Sl.No	Course Title	Course Code	Category II	Credit	L	T	P	S	R	O	Total Marks	
	1	Social Work as a Profession	24MSWO1101R	DSC (Major)	2	2	0	0	0	0	0	0	100
	2	Observation Visit & Concurrent Field Work I	24MSWO1102R	DSC (Major)	2	0	0	0	4	0	8	0	100
	3	Society & Contemporary Issues	24MSWO1103R	DSC (Minor)	2	2	0	0	0	0	0	0	100
	4	Human Growth and Development	24MSWO1104R	DSC (Minor)	2	2	0	0	0	0	0	0	100
	5	Social Planning, Public Policy & Governance	24MSWO1105R	DSC (Minor)	2	2	0	0	0	0	0	0	100
		Social Work Intervention with Differently Abled											
	6	Social Work Intervention with Differently Abled	24MSWO1106R	DSC (Minor)	2	2	0	0	0	0	0	0	100
7	Fundamental of Statistics	22UMFS1101R	MDC	2	2	0	0	0	0	0	0	100	
8	Effective Communication	24UMPD1101R	AEC	2	0	0	4	0	0	0	0	100	
9	Co-curricular	24UCEC1101R	Co and extra Curricular	1	0	0	0	4	0	0	0	100	
Total					17	12	0	4	8	0	8	900	

Semester-II	Sl. No	Course Title	Course Code	Category II	Credit	L	T	P	S	R	O	Total Marks	
	1	Working with Individuals	24MSWO1201R	DSC (Major)	3	3	0	0	0	0	0	0	100
	2	Social Work Research Methodology and Statistical Analysis	24MSWO1202R	DSC (Major)	2	2	0	2	0	0	0	0	100
	3	Social Work with Groups	24MSWO1203R	DSC (Major)	3	3	0	0	0	0	0	0	100
	4	Concurrent Field Work II	24MSWO1204R	DSC (Major)	4	0	0	4	4	0	0	8	100
	5	Advanced Communication	24UMPD1201R	AEC	2	0	0	4	0	0	0	0	100
	6	Post Graduate Practice Teaching	24MSWO1205R	SEC	1	0	0	0	4	0	0	0	100
	7	Understanding India	24UMUI1201R	VAC	2	0	0	6	0	0	0	0	100
	8	Ideation and Design Thinking	24UCDT1201R	SEC	1	0	0	2	0	0	0	0	100
	9	Community Service	24MSWO1206R	Field Training	1	0	0	0	0	0	0	8	100
	10	Techno Professional Skills	24MSWO1207R	SEC	2	0	0	4	0	0	0	0	100
	11	Extra-Curricular	24UMEC1201R	Co and extra-Curricular	1	0	0	0	4	0	0	0	100
Total					22	8	0	22	12	0	16	1200	

SEMESTER-III	Sl. No	Course Title	Course Code	Category II	Credit	L	T	P	S	R	O	Total Marks	
	1	Social Work Practice with Communities	24MSWO2101R	DSC (Major)	3	3	0	0	0	0	0	0	100
	2	Social Welfare Administration	24MSWO2102R	DSC (Major)	2	2	0	0	0	0	0	0	100
	3	Block Placement I	24MSWO2103R	Summer Internship Block Placement	4	0	0	2	4	6	8		100
	4	Research Project Phase I	24MSWO2104R	Research/ Industry Internship	8	0	0	4	8	12	16		100
	5	Community Service	24MSWO2105R	Field Training	1	0	0	0	0	0	8		100
	6	Logic and Reasoning Aptitude	24UMPD2101R	AEC	2	0	0	4	0	0	0		100
	7	Universal Human Values + Professional Ethics	24UUHV2101R	VAC	2	1	0	2	0	0	0		200
	To Opt Specialization from One of the Following Groups												
	Group 1: Community Development (CD)												
	7	Rural & Tribal Community Development	24MSWC2101R	DSC (Major)	3	3	0	0	0	0	0	0	100
	8	Urban Community Development	24MSWC2102R	DSC (Major)	3	3	0	0	0	0	0	0	100
	9	Livelihood & Sustainable Development	24MSWC2103R	DSC (Major)	3	3	0	0	0	0	0	0	100
Group 2: Family & Child Welfare (FCW)													
7	Social Work with Family	24MSWF2101R	DSC (Major)	3	3	0	0	0	0	0	0	100	
8	Social Work with Children and Youth	24MSWF2102R	DSC (Major)	3	3	0	0	0	0	0	0	100	
9	Social Work with Elderly	24MSWF2103R	DSC (Major)	3	3	0	0	0	0	0	0	100	
Group 3: Human Resource Management (HRM)													
7	Human Resource Management	24MSWH2101R	DSC (Major)	3	3	0	0	0	0	0	0	100	
8	Industrial Relations	24MSWH2102R	DSC (Major)	3	3	0	0	0	0	0	0	100	
9	Organizational Behaviour	24MSWH2103R	DSC (Major)	3	3	0	0	0	0	0	0	100	
Group 4: Medical and Psychiatric Social Work (MPSW)													
7	Medical Social Work	24MSWM2101R	DSC (Major)	3	3	0	0	0	0	0	0	100	
8	Psychiatric Social Work	24MSWM2102R	DSC (Major)	3	3	0	0	0	0	0	0	100	
9	Mental Health & Social Work	24MSWM2103R	DSC (Major)	3	3	0	0	0	0	0	0	100	
Total					27	15	0	12	12	18	32	1100	

SEMESTER-IV	Sl. No	Course Title	Course Code	Category II	Credit	L	T	P	S	R	O	Total Marks	
	1	Social Movement and Social Action	24MSWO2201R	DSC (Major)	3	3	0	0	0	0	0	0	100
	2	Block Placement II	24MSWO2202R	Industry Internship/Block Placement	4	0	0	4	8	0	0	0	100
	3	Research Project Phase II	24MSWO2203R	Research	12	0	0	8	12	12	16	0	100
	To Opt 1 Specialization from the Following Courses												
	4	Social Entrepreneurship & Project Management	24MSWC2201R	DSC (Major)	3	3	0	0	0	0	0	0	100
		Gender & Social Work	24MSWF2201R										
		Corporate Social Responsibility	24MSWH2201R										
		Community Health & Social Work and Social Work	24MSWM2201R										
	Total					22	6	0	12	20	12	16	400

SEMESTER – I									
Course Title	SOCIAL WORK AS A PROFESSION								
Course code	24MSWO1101R	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 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.		6	Learn the concept and definitions of Social Work Profession.				1,2	
II	Basic Concepts: Charity, Voluntary Action, Social Services, Social Reform, Social Movement, Social Development, Social Welfare, Social Justice, Social Policy, Social Security, Social Défense, Human Rights in Social work practice. Concepts, Nature, Characteristics, Objectives, Scope, and Functions of Social Work, Philosophy and Values of Social Work, Ethics and Principles of Social Work, Methods of Social Practice.		6	Gain insight of other various concepts related to 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.		6	Understand contemporary ideologies for Social Worker.				2,3	

IV	Social Work Profession in India: Fields of Social Work, Family and Child Welfare, Youth Development, Industrial Social Work, Correctional Administration, Medical and Psychiatric Social Work, Community Development and Skills for Social Work Practice.	6	Familiarise with the scopes of Social Work	2,3
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.	6	Learn various Perspectives of social work	4,5

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.

T3: Alastair, Christie (Ed.) (2001) Men and Social Work: Theories and Practices, New York, Palgrave.

SEMESTER – I									
Course Title	ORIENTATION VISIT & CONCURRENT FIELD WORK-I								
Course code	24MSWO1102R	Total credits: 02	L	T	P	S	R	O/F	C
			0	0	0	4	0	8	2
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.								
Students will participate in orientation visit, where they will learn about the organization's vision, mission, explore its initiatives for community betterment, and identify key issues faced by the community. Students will submit a report on their orientation experience and engage in Individual and Group Conferences (IC/GC) to discuss their observations and insights.									

TEXTBOOK REFERNCES

- 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

SEMESTER – I									
Course Title	SOCIETY & CONTEMPORARY ISSUES								
Course code	24MSWO1103R	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 SOCIAL WORK								
Semester	Fall/ I semester of first year of the programme								
Course Objectives	1. To provide an understanding of key contemporary social issues in India. 2. To explore unemployment, livelihood challenges, gender disparities, and social inequalities. 3. To analyze the linkages between poverty, education, and health and their collective impact on society. 4. To examine government policies and programs aimed at addressing these social issues and their effectiveness.								
CO1	Identify and explain major contemporary social issues in the Indian context								
CO2	Analyze the causes and consequences of unemployment, poverty, and social inequality								
CO3	Critically assess policies and programs aimed at addressing social issues								
CO4	Develop skills to propose interventions for tackling unemployment, poverty, and gender disparities								
CO5	Evaluate the role of social workers in addressing contemporary social problems								
Unit- No.	Content		Contact Hour	Learning Outcome				KL	
I	Introduction to Contemporary Social Issues - Definitions and key concepts of contemporary social issues - Social change and emerging issues in society - Social exclusion, inequality, and social problems		6	Identify and explain major contemporary social issues in the Indian context				1,2	
II	Unemployment, Livelihood, and Skill Development - Nature and types of unemployment - Skill gaps and livelihood challenges - Government schemes for skill development and employment generation		6	Analyze the causes and consequences of unemployment, poverty, and social inequality				1,2	
III	Gender Discrimination - Gender inequality: Caste, class, and community perspectives - Domestic violence, sexual harassment, and gender-based violence - Women's empowerment and role in social development		6	Develop skills to propose interventions for tackling unemployment, poverty, and gender disparities				2,3	
IV	Poverty, Education, and Health Issues - Poverty: Causes, types, and measurements - Education: Literacy and access to education in rural and urban areas - Health: Public health challenges, access to healthcare, nutrition, and sanitation		6	Analyze the causes and consequences of unemployment, poverty, and social inequality				2,3	
V	Policies and Programs for Addressing Social Issues - National and international policies for poverty alleviation, gender equality - Role of Social Workers, NGOs and civil society in addressing contemporary social issues		6	Evaluate the role of social workers in addressing contemporary social problems				4,5	

TEXTBOOK REFERNCES

- T1:** Dreze, Jean, and Sen, Amartya, *An Uncertain Glory: India and its Contradictions*, Penguin Books, New Delhi, 2013.
- T2:** Thorat, Sukhadeo, and Newman, Katherine S. (Eds.), *Blocked by Caste: Economic Discrimination in Modern India*, Oxford University Press, New Delhi, 2010.
- T3:** Harriss-White, Barbara, *India Working: Essays on Society and Economy*, Cambridge University Press, Cambridge, 2003.
- T4:** Shah, Ghanshyam (Ed.), *Caste and Democratic Politics in India*, Permanent Black, Delhi, 2002.

SEMESTER – I									
Course Title	HUMAN GROWTH AND DEVELOPMENT								
Course code	24MSWO1104 R	Total credits: 02	L	T	P	S	R	O/F	C
		Total hours: 30T	2	0	0	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	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.		4	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)		5	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.		8	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.		5	Develop knowledge on personality and its traits.				1,2	

TEXTBOOK REFERNCES

- T1:** Passer, M. W., & Smith, R. E. (2004). Psychology: The science of mind and behaviour. McGraw-Hill.
- T2:** Morgan, C. T., King, R. A., Weisz, J. R., & Schopler, J. (2006). Introduction to psychology, 7th eds.
- T3:** Baron, R. A., & Byrne, D. (1987). Social psychology: Understanding human interaction. Allyn & Bacon.

SEMESTER – I									
Course Title	SOCIAL PLANNING, PUBLIC POLICY & GOVERNANCE								
Course code	24MSWO1105R	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 understand the concept and history of social planning in India, and the role of the Planning Commission and NITI Aayog. 2. To learn about public policy, its types, importance, and how policies are developed and used. 3. To explore the meaning of governance, its key principles, and how governance affects policy-making. 4. To gain knowledge of how policies are made, the role of different agencies, and how to evaluate policies, including those from India's Five-Year Plans.								
CO1	Understand the concept of social planning in India and the role of the Planning Commission and NITI Aayog.								
CO2	Learn the types and importance of public policy, and understand how different models and approaches are used to create policies.								
CO3	Explain the principles of good governance and how it connects to policy-making.								
CO4	Understand how policies are created, the challenges involved, and the roles of agencies like the state, UN, NGOs, media, and social workers.								
CO5	Learn how to evaluate different policies, especially those related to India's Five-Year Plans.								
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				8	Explain the evolution of social planning in India and the role of the Planning Commission and NITI Aayog.			2
II	Public Policy - Concept, Typology - Need and Importance of Public Policy - Models and Approaches of Public Policy.				6	Analyze the importance of public policy and different models of public policy.			4
III	Governance - Concept, Meaning and Importance - Governance Principles Elements of Good Governance - Governance and Policy Implication				6	Discuss the principles of good governance and their impact on policy implications.			2,3
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				6	Evaluate the role of different agencies and social workers in policy formulation.			5
V	Evaluation of Policy - Types; Approaches and Methods - Sectoral Policies and their implementation—Evaluation of Social Policies with special reference to Five Years Planning.				4	Assess the effectiveness of sectoral and social policies, with reference to India's Five-Year Plans.			5

TEXTBOOK

T1: Shakuntala Devi (1996), Social Planning in India: Sarup and sons Publishers, New Delhi

T2: Meena J. S.and Ambedkar S. N (2017), Public Policy and Governance in India: ABD Publishers, New Delhi

T3: R. Yadav (2008), Social Planning and Development in India: Alfa Publications, New Delhi

T4: Bidyut Chakrabarty and Prakash Chand (2016), Public Policy: Concept, Theory and Practice: Sage Publications, New Delhi.

SEMESTER – I									
Course Title	SOCIAL WORK INTERVENTION WITH DIFFERENTLY ABLED								
Course code	2 24MSWO1106R	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 understand the concept, types, prevalence, magnitude, and causes of disability. 2. To explore the impact of disability on individuals, families, and society. 3. To develop an idea of intervention areas while working with persons with disability.								
CO1	Understand health concepts, community health evolution, prevention levels, and health planning in India.								
CO2	Gain knowledge on the role of Medical Social Worker in the Healthcare System.								
CO3	Understand the concept of Health Education.								
CO4	Gain the relevance, domains, and diverse nature of social work intervention in different health settings.								
CO5	Master health education, school programs, and effective communication principles at various levels.								
Unit- No.	Content		Contact Hour	Learning Outcome				KL	
I	Introduction: Understanding disability, definition, types of disabilities, causes, and magnitude of disability in the world and India.		6	Understand the definition, types, causes, and magnitude of disability.				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.		6	Understand the various models of disability.				4	
III	Issues and Concerns Related to Disability: Problems of persons with disability, vulnerable groups among people with disabilities, impact of disability, curricular issues.		6	Understand the problems, impact, and vulnerabilities related to disability.				2,3	
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.		8	Understand the laws, schemes, and programs for persons with disability.				5	
V	Social Work Intervention: Social work in the field of disability, networking and advocacy, models of rehabilitation.		4	Understand the intervention process for persons with disability.				5	

TEXTBOOK

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.

SEMESTER – I									
Course Title	FUNDAMENTAL OF STATISTICS								
Course code	22UMFS1101R	Total credits: 2	L	T	P	S	R	O/F	C
		Total hours: 20T	2	0	2	0	0	0	2
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.		4	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.		8	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	Analyze relationships between variables using correlation and regression.			1,2		
IV	Random experiment: trial, sample point and sample space, event, Operations of Events, concepts of mutually exclusive and exhaustive events. Definition of probability: classical and relative frequency approach. Discrete probability space, Properties of probability, Independence of events, Conditional probability, total and compound probability rules, Normal probability Distribution, Binomial probability Distribution, Poisson Probability Distribution, Bayes' theorem, and its applications.		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 Wallis test		5	Conduct and interpret both parametric and non-parametric hypothesis tests.			1,2		

SEMESTER – II									
Course Title	WORKING WITH INDIVIDUALS								
Course code	24MSWO1201R	Total credits: 3	L	T	P	S	R	O/F	C
		Total hours: 45T	3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	MASTER OF SOCIAL WORK								
Semester	Winter/ II semester of first year of the programme								
Course Objectives	1. Understand the individual, family and their problems and the social contextual factors affecting them 2. Understand Social Casework as a method of Social Work practice. 3. 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	Learn and understand the process involved in social work in individualized situations.								
CO4	Develop self-awareness and skills of social work trainees in working with the individual case and counseling								
CO5	Learn and understand the concept of social case work and its components.								
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 and understand the concept of social case work and its components.	1,2,3,4					
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	12	Learn and understand the process involved in social work in individualized situations.	1,2,3,4					
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 and Skills of Social Case Work. - Recording in Casework, Principles and Types	8	Demonstrate familiarity with Casework processes, tools and techniques and their Application in Professional Social Work Practice	3,4,5,6					

IV	Approaches and Treatment methods of Social Case Work -Approaches of Social Case Work - Task Centered Approach, Social Psychological Approach - Problem Solving Approach and Integrated approach - Treatment Methods in Social Case Work	8	Develop skills of Observation, Listening, Interviewing and Home Visits, Rapport Building, Resource Mobilization and Recording	3,4,5
V	Counselling in Case work Practice - Definition, Meaning, Importance, Objectives of Counselling - Phases in Counselling - Counselling techniques - Areas of counselling - Advantages of Counselling.	8	Develop self-awareness and skills of social work trainees in working with the individual case and counselling.	1,2,3,4

TEXTBOOK

T1: Beistek, F.P. (1957). The Casework Relationship. Chicago: Loyola University Press.

T2: Mathew, G. (1992): An Introduction to Social Casework. Bombay: Tata Institute of Social Sciences.

T3: Pearlman, H H. (1957). Social Case Work: a Problem Solving Process. Chicago: University of Chicago

T4: Richmond, Mary (1970) Social Diagnosis, New York: Free Press

SEMESTER – II									
Course Title	SOCIAL WORK RESEARCH METHODOLOGY AND STATISTICAL ANALYSIS								
Course code	24MSWO1202R	Total credits: 2 Total hours: 30T	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	Winter/ II semester of first year of the programme								
Course Objectives	<p>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.</p> <p>2. The course seeks to enhance the students’ skills for developing critical thinking through research literature review in different domain.</p> <p>3. To develop Students competency in planning, conducting, evaluating and presenting a research project.</p>								
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, 3,4	
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, 3,4	
III	Types of data, sources of data collection, tools of data collection, Nominal, ordinal, interval and ratio		6	A good knowledge on different types of data and identify various sources and tools for data collection				3,4, 5,6	
IV	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	Able to organize and write a comprehensive research report				3,4, 5	

V	Planning and organizing research report, Format of the research report, Different steps of writing report, layout of the research report, how to organize thesis/Dissertation, mechanics of writing a research report, standard methods of quoting- presenting the result, written and oral reports, Uses of the abstract, format of the research report, presentation of statistics - tabular and graphic references, and uses of references, Bibliography, and presentation of bibliography	6	Knowledge on importance of Intellectual Property Rights (IPR) both in India and globally.	1,2,3,4
---	---	---	---	---------

TEXTBOOK

T1: Methods in Biostatistics by K S Negi, ISBN:9789374735053,4th Edition, Year:2023, AITBS Publishers, INDIA

SEMESTER – II									
Course Title	SOCIAL WORK PRACTICE WITH GROUPS								
Course code	24MSWO1203R	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	Winter/ I 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.		8	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.		10	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.		11	Learn various tools and techniques of social case work.				1,3	
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.		9	Students will able to apply various skills to use as a social group worker.				1,3	

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 Centres, Children’s Home, Old Age Homes - Practice with Women, Child, Youth, and Elderly.	9	Students will able to understand and perform various role of social group worker.	1,2
---	--	---	---	-----

TEXTBOOK

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
T3: Cooper, Cary L. 1976. Theories of Group Processes. London: John Wiley & Sons.
T4: Crawford, K., Price, M., & Price, B. (2014). Group work Practice for Social Workers. London: Sage.
T5: Konopka Gisela (1983 3rd Ed.), Social Group Work a Helping Process, New Jersey: Prentice Hall

SEMESTER – II									
Course Title	TECHNO-PROFESSIONAL SKILLS								
Course code	24MSWO1207R	Total credits: 2 Total hours: 60P	L	T	P	S	R	O/F	C
			0	0	4	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	MASTER OF SOCIAL WORK								
Semester	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. Develop communication and interview skills for effective Social Work practice.								
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 Social Work.								
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				1,2,3,4	
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.				1,2,3,4	
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.				3,4,5,6	

TEXTBOOK

T1: Beins, B. C., & Beins, A. M. (2020). Effective writing in psychology: Papers, posters, and presentations (3rd ed.).

T2: John Wiley & Sons. American Psychological Association. (2019). Publication manual of the American Psychological Association.

T3: Association (7th ed.). Washington, DC: American Psychological Association.

SEMESTER – III									
Course Title	SOCIAL WORK PRACTICE WITH COMMUNITIES								
Course code	24MSWO2101R	Total credits: 3	L	T	P	S	R	O/F	C
		Total hours: 45T	3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master of Social Work								
Semester	Fall/ III semester of second 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; Locality Development Model, Social Planning Model, Social Action Model - Methods of - Public Interest Mobilization, Litigation, Protests and Demonstrations, Consensus and Conflict, Skills for Community Practitioners - Role of the Community Organizer.	8	Apply the models of community organization	1,2
V	Successful Community Case studies: Rangsapara village, Assam, Mawlynnong village, Meghalaya, Khomoma village, Nagaland, Tiplantri village, Rajasthan, Pansari village, Gujarat.	10	Develop knowledge on the community success stories.	1,2

TEXT BOOKS:

1. Khinduka, S.K. & Coughlin, Bernard (1965): Social Work in India. New Delhi: Kitab Mahal

REFERENCE BOOKS:

1. Dunham Arthur (1962): Community Welfare Organization: Principles and Practice. New York: Thomas Crowell.
2. Gangrade, K.D. (1971): Community Organization in India. Mumbai: Popular Prakashan
3. Friedlander, W.A. (1978) Concepts and Methods in Social Work, Eaglewood Cliffs, New Delhi: Bentic Hall International Inc.
4. Hardcastle, D. A., Powers, P. R. & Wenocur, S.2004, Community Practice: Theories and Skills for Social Workers. New York: Oxford University Press.

OTHER LEARNING RESOURCES:

1. National Association of Social Workers (January 1, 1997; Revised 2008). NASW code of ethics. Silver Spring, Maryland: NASW Press. See: www.socialworkers.org.
2. International Federation of Social Workers and International Association of Schools of Social Work (2004). Ethics in social work, statement of principles. See: www.ifsw.org

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Learn about the concept's community and community organization as a method of social work	1,3 & 4
2	Gain knowledge about the elements of community organization in Working with communities.	1,2,6
3	Develop critical understanding of roles and responsibilities of the trainer as community organizer, roles of the agencies and communities.	5,7,8,9
4	Comprehend the diverse models and strategies of community work.	5,7,6
5	Extract lessons from diverse successful community cases, fostering insights into effective development strategies across regions.	3,7,8,9

SEMESTER – III									
Course Title	SOCIAL WELFARE ADMINISTRATION AND SOCIAL ACTION								
Course code	24MSWO2102R	Total credits: 3	L	T	P	S	R	O/F	C
		Total hours: 45T	3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master of Social Work								
Semester	Fall/ III semester of second 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 Service Organizations. 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:

1. Khinduka, S.K & Coughlin, B, J 1975 A Conceptualization of Social Action. The Social 2. Review, 49(1)1-14.
2. Freire, P 1970 Pedagogy of the Oppressed. New York: Continuum. (Unit II)
3. Clark, John 1991 Voluntary Organisations: Their Contribution to Development, London, Earth Scan.
4. Eade Deborah and Literingen Ernst. (ed) 2006 Debating development-NGOs and the Future, New Delhi: Rawat Ginbery, Leon.H 2001

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understand the relevance of Social Welfare Administration as a Method of Social Work	1,3 & 4
2	Learn the basic Principles and components of Social Welfare Organizations	1,2
3	Gain an insight about the concept and ideologies of social action.	5,7,8,9
4	Acquire knowledge and competencies in promoting social action for solving the societal problems	5,7
5	Comprehend radical, anti-oppressive, critical, and structural approaches in social work, fostering a nuanced understanding of social action	3,7,8

SEMESTER – III									
Course Title	UNIVERSAL HUMAN VALUES (UHV) + PROFESSIONAL ETHICS								
Course code	24UUHV2101R	Total credits: 2 Total hours: 15T+30P	L	T	P	S	R	O/F	C
			1	0	2	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master of Social Work								
Semester	Fall/ III semester of second year of the programme								
Course Objectives	<ol style="list-style-type: none"> 1. Help students appreciate the complementarity between values and skills for sustained happiness and prosperity. 2. Develop a holistic perspective towards life, profession, happiness, and prosperity based on human reality and existence. 3. Highlight the implications of holistic understanding on ethical conduct, trustful behaviour, and enriching interaction with nature. 								
CO1	Learn and understand the Need, Guidelines, Content and Process for Value Education								
CO2	Fulfill the human aspirations like understanding and living in harmony at various levels.								
CO3	Learn and understand harmony in family and society.								
CO4	Learn and understand harmony in nature and existence.								
CO5	Grasp human values, ethical conduct, and professional ethics for sustainable systems.								
Unit- No.	Content			Contact Hour	Learning Outcome			KL	
I	Need, Basic Guidelines, Content and Process for Value Education <ol style="list-style-type: none"> 1. Understanding the need, basic guidelines, content, and process for Value Education. 2. Self-Exploration–what is it? - its content and process; „Natural Acceptance“ and Experiential Validation- as the mechanism for self-exploration. 3. Continuous Happiness and Prosperity- A look at basic Human Aspirations. 4. Right understanding, Relationship and Physical Facilities- the basic requirements for fulfillment of aspirations of every human being with their correct priority. 5. Understanding Happiness and Prosperity correctly- A critical appraisal of the current scenario 6. Method to fulfill the above human aspirations: understanding and living in harmony at various levels. 			9	Understand the need, guidelines, content, and process for Value Education through self-exploration and natural acceptance.			1,2	
II	Understanding Harmony in the Human Being - Harmony in Myself! <ol style="list-style-type: none"> 1. Understanding human being as a co-existence of the sentient “I” and the material “Body” 2. Understanding the needs of Self (“I”) and “Body” - Sukh and Suvidha. 3. Understanding the Body as an instrument of “I” (I being the doer, seer and enjoyer). 4. Understanding the characteristics and activities of “I” and harmony in “I”. 5. Understanding the harmony of I with the Body: Sanyam and Swasthya; correct appraisal of Physical needs, meaning of Prosperity in detail. 6. Programs to ensure Sanyam and Swasthya -Practice Exercises and Case Studies will be taken up in Practice Sessions. 			9	Understand the co-existence of "I" and the body, their needs, and ensure harmony through Sanyam and Swasthya.			1,2	

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

TEXT BOOKS:

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

REFERENCE BOOKS:

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

OTHER LEARNING RESOURCES:

1. Value Education websites, <http://uhv.ac.in>, <http://www.uptu.ac.in>
2. Story of Stuff, <http://www.storyofstuff.com>
3. Al Gore, An Inconvenient Truth, Paramount Classics, USA
4. Charlie Chaplin, Modern Times, United Artists, USA
5. IIT Delhi, Modern Technology – the Untold Story

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

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

SEMESTER – III									
Course Title	RURAL & TRIBAL COMMUNITY DEVELOPMENT								
Course code	24MSWC2101R	Total credits: 03	L	T	P	S	R	O/F	C
		Total hours: 45	3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master of Social Work								
Semester	Fall/ 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		10	Understand the concept of rural, caste, and characteristics of Tribal society.				1,2	
II	Rural and Tribal Community – Historical Perspectives of Community (Rural and Tribal) Development and; Approaches to Community (Rural and Tribal) Development; Tribal Development in pre- and post-independent era.		10	Learned on development of pre & post- independent eras, and approaches to rural & tribal development.				1,2	
III	Panchayati Raj System - Historical overview and Post- Independent Period; The Constitution (73 rd Amendment) Act, 1992; PESA 1996; Sixth Schedule in NE states; Fifth Schedule		10	Understanding of the sixth schedule in NE states, & the Constitution.				1,2	
IV	Land Issues in India - Land Alienation: Modernization and Urbanization; Land Reform; Green Revolution; Peasant Movement.		9	Understand the issues of land alienation, Modernisation, reform, and the Peasant Movement.				3,4	
V	Rural Industrialization - Nature and Features of Rural Industry; Argo-based Industries – Problems and Challenges of Rural Industry- Co- operative movement in India		12	Demonstrate the salient features, problems, and challenges of Rural movement in India.				4,5	

TEXT BOOKS:

1. Jain, Gopal Lal (1997). Rural Development. Jaipur: Mangal Deep publications.
2. Vidyarthi, L.P. & Rai, Binay Kumar (1976). The tribal culture of India. New Delhi: Concept publishing company.

REFERENCE BOOKS:

1. Doshi, S.L. (1999). Rural sociology. New Delhi: Rawat publications.
2. Desai, A.R. (1969). Rural Sociology in India. Bombay: Popular Prakashan.
3. Nath, Govind Chandra (2006). Tribal Development in India: The Contemporary Debate

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Develop an understanding of rural and tribal communities of India.	1,3,4
2	Understand the importance of land reform policy in India.	1,2
3	Understand the dynamics of Rural Industrialization.	5,7,8,9
4	Develop skills for working with both rural and tribal societies.	5,7
5	Develop strategies and approaches to address the challenges faced by rural industries	3,7,8

SEMESTER – III									
Course Title	URBAN COMMUNITY DEVELOPMENT								
Course code	24MSWC2102R	Total credits: 03	L	T	P	S	R	O/F	C
		Total hours: 45	3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master of Social Work								
Semester	Fall/ 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:

1. Cherunilam, Francis (1984). Urbanisation in Developing Countries: A Socio-economic and Demographic Analysis. Mumbai: Himalya Publishing House.
2. Bhattacharya, B (2006). Urban Development in India. Delhi: Concept Publishing Co.

REFERENCE BOOKS:

1. Sachdeva, Pardeep (2008). Revamping Urban Governments in India. New Delhi: Kitab Mahal Publishers.
2. Bhargava, Gopal (1993). India in 21st Century – Challenges and Opportunities. New Delhi: Anmol Publishing.
3. Bijlani, H.U (2009). Urban problems. New Delhi: Centre for Urban Studies, Indian Institute of Public Administration.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understand the concept and principles of Urban Community Development.	1,3 & 4
2	Develop an understanding of slums and problems of slums.	1,2
3	Develop an understanding on Urban Policy and Programmes of India.	5,7,8,9
4	Investigate the role of municipalities, CBOs and NGOs.	5,7
5	Develop skills in urban data analysis, spatial planning, and mapping techniques.	3,7,8

SEMESTER – III									
Course Title	LIVELIHOOD AND SUSTAINABLE DEVELOPMENT								
Course code	24MSWC2103R	Total credits: 03	L	T	P	S	R	O/F	C
		Total hours: 45	3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master of Social Work								
Semester	Fall/ 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:

1. Scoones, Iaan (2015). Sustainable Livelihoods and Rural Development. Agrarian Change & Peasant Studies: Practical Action Publishing.
2. Elliott, Jennifer A. (2013). An Introduction to Sustainable Development. New York: Routledge.

REFERENCE BOOKS:

1. Jones, Jason (2021). How to Uplift a Community through Sustainable Development. Independently published.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understand the approaches to Sustainable Development.	1,3 & 4
2	Interpret the frameworks of sustainable livelihood approaches.	1,2
3	Understand the role of various institutions in Livelihood promotion.	5,7,8,9
4	Evaluate the role of individuals and professionals for sustainable livelihood promotion	5,7
5	Understand the characteristics and distinguishing features of underdeveloped, developing, and developed economies	3,7,8

SEMESTER – III									
Course Title	SOCIAL WORK WITH FAMILY								
Course code	24MSWF2101R	Total credits: 03	L	T	P	S	R	O/F	C
		Total hours: 45	3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master of Social Work								
Semester	Fall/ 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	7	Understand the social work practice in family studies, family diagnosis, assessment, and therapist in helping the process.	1,2
----------	--	----------	--	-----

TEXT BOOKS:

1. Desai, M. (ed) (1994). Family and Intervention: A course Compendium. Bombay: Tata Institute of Social Sciences.
2. Haritman. A. and J. Laird (1982). Family Centered Social Work Practice. New York: Free Press.

REFERENCE BOOKS:

1. Kenneth H. Rubin and Ock Boon Chung, Parenting Beliefs, Behaviours, and Parent- Child Relations: A Cross-Cultural Perspective, 2013, Psychology Press.
2. Engles, F. 1994. Origin of the Family, Private, Property and the Status. Bombay: People's Publishing House.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understand the concept of a family and its importance in the society.	1,3 & 4
2	Understand Marriage and dysfunctional family.	1,2
3	Develop an understanding of the role of family therapist & family counsellor in helping process.	5,7,8,9
4	Demonstrate the skills of a family social worker in helping families and individuals to overcome their problems.	5,7
5	Develop knowledge and skills in conducting comprehensive assessments of families.	3,7,8

SEMESTER – III									
Course Title	SOCIAL WORK WITH CHILDREN AND YOUTH								
Course code	24MSWF2102R	Total credits: 03	L	T	P	S	R	O/F	C
		Total hours: 45	3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master of Social Work								
Semester	Fall/ 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 pertaining to children.	1,2					
II	Health and Education of Children: Health and educational needs of the child in India; Health and nutritional services for the child in India, the ICDS project; Role of UNICEF and WHO; Educational needs of the child in India; Role of government and NGOs.	10	Understand the needs of children (health & education), programs, and schemes.	1,2					
III	Issues Concerning Children and Youth: Social, cultural, economic, and political issues concerning UNCRC Guidelines, Developmental Issues - Education, play, social and cultural; Survival Issues - Human rights, female feticide, infant mortality, nutritional rights, immunization rights, crime against children, etc.; Protection Issues - Child marriage, child trafficking, gender discrimination, children in armed conflict, child labour, child prostitution, etc.; Participation Issues - Children's parliament, Bal panchayats, children's forums/associations, etc.; Behavioural Problems of Youth - Drug abuse, alcoholism, suicide, sexually transmitted diseases, sexual 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	<p>Children in Special Circumstances:</p> <ol style="list-style-type: none"> 1. The Destitute Child: Meaning of destitution, causes of destitution, services for the destitute child, institutional and non-institutional services. 2. The Delinquent Child: Meaning of delinquency, causes of delinquency, the justice system in India, institutions for juvenile offenders, prevention of juvenile delinquency. 3. Street Children: Definition, nature, causes, and effects of the problem, services for street children. Children of prostitutes, children of unwed mothers, child labour, legal provisions regarding child labour in India. 4. Child Abuse: Nature, types, and causes of child abuse in India, role of the child social worker. 	10	Understand the meaning of destitute, delinquent, street children, and various laws of child rights.	3,4
V	Youth Services in Rural Areas, Youth Unrest and Agitations, Counselling of Youth – Importance of counselling, role of a youth counsellor in family environment and schools; Intervention and suggestions recommended for youth personality development.	7	Demonstrate the youth unrest, agitations, importance of counselling, intervention, and suggestion for youth personality development	1,2

TEXT BOOKS:

1. Hurlock, Elizabeth (1972). Child Development. New Delhi: Tata McGraw Hill.
2. Argyle, Michael (Ed) (1981). Social Skills and Health. London: Mazheum Publishers.

REFERENCE BOOKS:

1. Davies, J.M (1979). Community Health Preventive Medicine & Social Services. London: Bailliere Tindal.
2. Russel and Smart (1975). Readings in Child Development and Relationships. Macmillan.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understand the rights of a child and their issues.	1,3 & 4
2	Develop an understanding of the transition from children to adolescence and adulthood.	1,2
3	Understand the rights of the youth.	5,7,8,9
4	Identify the current issues related to children and youth in India.	5,7
5	Understand the unique challenges and needs of youth in rural areas.	3,7,8

SEMESTER – III									
Course Title	SOCIAL WORK WITH ELDERLY								
Course code	24MSWF2103R	Total credits: 03	L	T	P	S	R	O/F	C
		Total hours: 45	3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master of Social Work								
Semester	Fall/ 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:

1. Chowdhry, P. D. (1992). Aging and the Aged. New Delhi: Inter India Publications.
2. Lynch, Rory (2013). Social Work Practice with Older People. Sage Publication Ltd.

REFERENCE BOOKS:

1. Cox, Enid O., and J. Parson Ruth (1994). Empowerment Oriented Social Work Practice with the Elderly. California: Brooks Cole Publishing Company.
2. Dandekar, K. (1996). The Elderly in India. New Delhi: Sage Publications.
3. Desai. M and Siva, Raju (2000). The Elderly in India. New Delhi: Sage publications

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understand the concept of gerontology and demography of elderly in India.	1,3 & 4
2	Develop an understanding of associated problems and challenges of elderly.	1,2
3	Understand the National Policies & Programmes for the elderly.	5,7,8,9
4	Demonstrate social work knowledge and skills while working with the elderly.	5,7
5	Understand the role of a caregiver in providing care and support to the elderly.	3,7,8

SEMESTER – III									
Course Title	HUMAN RESOURCE MANAGEMENT								
Course code	24MSWH2101R	Total credits: 03 Total hours: 45	L	T	P	S	R	O/F	C
			3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master of Social Work								
Semester	Fall/ 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:

1. Chanra, Harish (2006). Human Resource Development. New Delhi: Rawat Publication.
2. Memoria, C. B. (1980). Personnel Management. Bombay: Himalayas

REFERENCE BOOKS:

1. Davar, R. S. (1977). Personnel Management and Industrial Relations. New Delhi: Rawat Publications.
2. Sekar, Manoj Kumar (2000). Personnel Management. New Delhi: Crest.
3. Mathur, B. L. (1989). Human Resource Development Strategies, Approaches and Experiences. Jaipur: Arinant
4. Nadler, L (1984). Handbook of Human Resource Development. New York: John Wiley and Sons.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understand the human resource and personnel management in social work context.	1,3 & 4
2	Understand different types and methods of recruitment and selection processes.	1,2
3	Demonstrate an understanding of performance appraisal, wage and salary administration.	5,7,8,9
4	Apply social work knowledge and skills in the field of Human Resource Management.	5,7
5	Understand the concept and importance of wage and salary administration in organizations	3,7,8

SEMESTER – III									
Course Title	INDUSTRIAL RELATIONS								
Course code	24MSWH2102R	Total credits: 03 Total hours: 45	L	T	P	S	R	O/F	C
			3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master of Social Work								
Semester	Fall/ 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	<p>Workers' Participation in Management: Concept, aims and objectives, scope, levels and types of participation, workers' participation in India and conditions essential for effective participation.</p> <p>International Labour Organization: History, aims and objectives, structure and functions; ILO and India.</p>	11	Understand the aims and objectives, and types of worker participation in India; functions of the International Labour Organization.	1,2
----------	--	-----------	---	-----

TEXT BOOKS:

1. Chanra, Harish (2006). Human Resource Development. New Delhi: Rawat Publication.
2. Memoria, C. B. (1980). Personnel Management. Bombay: Himalayas

REFERENCE BOOKS:

1. Davar, R. S. (1977). Personnel Management and Industrial Relations. New Delhi: Rawat Publications.
2. Sekar, Manoj Kumar (2000). Personnel Management. New Delhi: Crest.
3. Mathur, B. L. (1989). Human Resource Development Strategies, Approaches and Experiences. Jaipur: Arinant.
4. Nadler, L (1984). Handbook of Human Resource Development. New York: John Wiley and Sons.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understand the human resource and personnel management in social work context.	1,3 & 4
2	Understand different types and methods of recruitment and selection processes.	1,2
3	Demonstrate an understanding of performance appraisal, wage and salary administration.	3,7,9,
4	Apply social work knowledge and skills in the field of Human Resource Management.	5,6,7,8
5	Understand the concept and importance of wage and salary administration in organizations	3,7,8

SEMESTER – III									
Course Title	ORGANIZATIONAL BEHAVIOUR								
Course code	24MSWH2103R	Total credits: 03	L	T	P	S	R	O/F	C
		Total hours: 45	3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master of Social Work								
Semester	Fall/ 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:

1. Luthans, Fred (2000). Organisational Behaviour. Singapore: McGraw Hill Ltd.
2. Frence, Wendell and Cecil (1995). Organisation Development. New Delhi: Prentice- Hall of India Ltd.

REFERENCE BOOKS:

1. Bhonsle, Y.B. (1999). Personnel Management Indian Scene. Mumbai: Deborah Prayer House.
2. Maier, Norman (1976). Psychology in Industry. Mumbai: Oxford Publishing House.
3. Ouchi, William (1981). Theory Z. New York: Avon Books.

OTHER LEARNING RESOURCES:

1. A short documentary movie titled “Organisation Behavior Concepts.” Accessed in <https://www.youtube.com/watch?v=DFBmfLOKt3I>
2. A short documentary movie titled “Concept of Organisational Behaviour Movie: Don’t Look Up”. Accessed in <https://www.youtube.com/watch?v=KJLqfbHvC-Y>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understanding the dynamics of organizational behaviour.	1,3 & 4
2	Develop an understanding of human behaviour at work place.	1,2
3	Demonstrate the skills of leadership and team work.	7,9,
4	Implement the wellbeing of the employee in an organization, family and community.	5,7
5	Understand the dynamics of organizational behaviour, including the impact of organizational culture and climate.	3,7,8

SEMESTER – III									
Course Title	MEDICAL SOCIAL WORK - I								
Course code	24MSWM2101R	Total credits: 03 Total hours: 45	L	T	P	S	R	O/F	C
			3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master of Social Work								
Semester	Fall/ 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, Geriatric health problems, Reproductive Health Problems		12	Understand Communicable & non-communicable diseases; Occupational health; Nutritional disorders.				3,4	

V	Role, functions and problems of Medical Social Workers - Role of Medical Social Workers, Functions and skills used in Medical Social Work Practice, Problems encountered by Medical social Workers in the field. Role of international organizations in health care, Occupational Health and relevant Legislations	8	Understand the role, functions, skills, problems encountered by medical social work.	1,2
----------	---	----------	--	-----

TEXT BOOKS:

1. Bajpai, P.K. (Ed.) (1997). Social Work perspectives in health. Delhi: Rawat Publications.2. Elliott, Jennifer A. (2013). An Introduction to Sustainable Development. New York: Routledge.
2. Golstein, D. (1955). Expanding Horizons in Medical Social Work. Chicago: University of Chicago Press.

REFERENCE BOOKS:

1. Barlett, H.M. (1961). Social Work Practice in the Health Field. New York: National Association of Social Workers Press.
2. Crowley, M.F. (1967). A New Look at Nutrition. London: Pitman Medical Publishing Company Ltd.
3. Field, M. (1963). Patients are People - A Medical - Social Approach to Prolonged Illness. New York: Columbia University Press.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understand the concepts and need of Medical Social Work.	1,3 & 4
2	Develop a holistic approach on health and hygiene and the psycho- social problems seen in medical setting.	1,2
3	Understand various health policies and legislations of India.	5,7,8,9
4	Demonstrate familiarity with Medical Social Work and the roles, skills and functions of medical social workers for enhancing health and wellbeing.	5,7
5	Understand the role, functions, and responsibilities of Medical Social Workers.	3,7,8

SEMESTER – III									
Course Title	PSYCHIATRIC SOCIAL WORK								
Course code	24MSWM2102R	Total credits: 03	L	T	P	S	R	O/F	C
		Total hours: 45	3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master of Social Work								
Semester	Fall/ 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	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, Geriatric health problems, Reproductive Health Problems	12	Understand Communicable & non-communicable diseases; Occupational health; Nutritional disorders.	3,4
V	Role, functions and problems of Medical Social Workers - Role of Medical Social Workers, Functions and skills used in Medical Social Work Practice, Problems encountered by Medical social Workers in the field. Role of international organizations in health care, Occupational Health and relevant Legislations	8	Understand the role, functions, skills, problems encountered by medical social work.	1,2

TEXT BOOKS:

1. Bhatia, M.S (2000). Essentials of Psychiatry (Ninth Edition). CBS Publishers & Distributor.
2. Ahuja, Niraj (2011). A short Textbook of Psychiatry (Seventh Edition). JPB Publisher.

REFERENCE BOOKS:

1. Pregeest (1971). Psychiatry self-Assessment review. New Delhi: Methrayl.
2. Robert, J.W. (1998). Psychiatry for Medical Students. Chennai medical publishers
3. National mental Health Programme for India, Ministry of Health and Family Welfare.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Demonstrate familiarity with psychiatric social work approaches.	1,3 & 4
2	Understand the role of psychiatric social workers in various settings.	1,2
3	Develop an understanding of concept of Psychiatric Rehabilitation.	5,7,8,9
4	Demonstrate an understanding of various policies and legislations related to Mental Health.	5,7
5	Develop a comprehensive understanding of the psychological impact of trauma and the principles of trauma-informed care	3,7,8

SEMESTER – III									
Course Title	MENTAL HEALTH & SOCIAL WORK								
Course code	24MSWM2103R	Total credits: 03	L	T	P	S	R	O/F	C
		Total hours: 45	3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master of Social Work								
Semester	Fall/ 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	Understand the importance of the concept of mental health and its implications.								
CO2	Understand the role of psychiatric social workers in treatment and rehabilitation of mentally ill.								
CO3	Understand human behavior and psychiatric disorders observed in different settings.								
CO4	Demonstrate skills in psychiatric assessments and therapies used in Psychiatric Social Work Practice.								
CO5	Acquire knowledge of mental health disorders, their etiology, symptoms, and treatment approaches								
Unit- No.	Content	Contact Hour	Learning Outcome	KL					
I	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 of vulnerable population faced mental health problem.	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 various psychiatric organisations	1,2					
III	Policies and 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:

1. Goldstein, E. (1984). Ego Psychology and Social Work Practice. New York: Free Press.
2. Pregeest (1971). Psychiatry self-Assessment Review. New Delh: Methrayl.

REFERENCE BOOKS:

1. Berriors, G.E., & Dawson, J.H. (1983). Treatment and Management in Adult Psychiatry London: Bailliere Tindall.
2. Robert, J.W. (1998). Psychiatry for Medical Students. Chennai Medical Publishers.
3. Coombs, R. H. (2005): Addiction Counseling Review: Preparing for Comprehensive, Certification, & Licensing Examination. London: Lawrence Erlbaum Associates.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understand the importance of the concept of mental health and its implications.	1,3 & 4
2	Understand the role of psychiatric social workers in treatment and rehabilitation of mentally ill.	1,2
3	Understand human behaviour and psychiatric disorders observed in different settings.	5,7,8,9
4	Demonstrate skills in psychiatric assessments and therapies used in Psychiatric Social Work Practice.	5,7
5	Acquire knowledge of mental health disorders, their ethology, symptoms, and treatment approaches	3,7,8

SEMESTER – IV									
Course Title	Social Movement and Social Action								
Course code	24MSWO2201R	Total credits: 03	L	T	P	S	R	O/F	C
		Total hours: 45	3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master of Social Work								
Semester	Winter/ IV semester of second year of the programme								
Course Objectives	1. The paper aims to provide the students with the basic theories and ideas on social movement and social development. 2. The paper also aims to provide the students with an access to different concepts and perspectives. 3. The paper aims to provide the students idea about scope of social action in the profession of social work.								
CO1	Students will understand the concept of Social Movements and their types.								
CO2	Understand the concepts relevant for the application of social movements and social development in responding to the critical social reality								
CO3	Imbibe values and commitment for the people on the margins.								
CO4	To understand the about Social Action, its definition, scope and social action for social development.								
CO5	To understand the scope of social action in different fields.								
Unit -No.	Content	Contact Hour	Learning Outcome	KL					
I	Social Movements in India: Peasant Movements, Tribal Movements, Dalit Movements, Backward Class/ Caste Movements. Social Movements in Assam: Peasant Movement, AASU Movements, ULFA Movements, BODO Movements.	8	Understand the concept of social movement with special reference to Assam and North east	1,2					
II	Social Movements by Other Segments of Population a. Women's Movement b. Industrial Working Class Movements c. Student's Movements d. Human Rights and Environmental Movements Social Movements in the context of Globalization.	7	Understand different movements and their impact on the society	1,2					
III	Social Action as a Method of Social Work: Definitions, Objectives, Principles, Methods and Strategies.	12	Understand the concept of social action, objectives, principles of social action.	1,2					
IV	Social Action for Social Development. Scope of Social Action in India.	10	Understand social action ad social development and scope of social action	3,4					
V	Social action in in different Fields: Health, Educational, Rural & Urban Settings; Industrial Set-ups etc.	8	Students will understand the scope of social action in different fields of social work practice	1,2					

TEXT BOOKS

- T1: Oommen, T.K. 2004. Nation, Civil Society and Social Movements: Essays on Political Sociology. Sage Publication Pvt. Ltd.
T2: Shah, G. 2004. Social Movements in India: A Review of Literature. Sage India.
T3: Shah, G. 2001. Social Movements and the State (Readings in Indian Government and Politics). Sage India.
T4: Gore, M.S. 2003. Social Development: Challenges Faced in an Unequal and plural
T5: Society. Rawat Publication.

REFERENCE BOOKS

1. Pant, S.K. and J. Pandey. 2004. Social development in Rural India: Study of Uttar Pradesh. Rawat Publications.
2. Prakash, S. and P. Selle (Eds.). 2004. Investigating Social Capital: Comparative Perspectives on Civil Society, Participation and Governance. Sage Publication Pvt. Ltd.
3. Siddiqui, H.Y. 2004. Social Development in Indian Subcontinent: India, Pakistan and Bangladesh. International Specialized Book Service Incorporated.

OTHER LEARNING RESOURCES:

1. Community Health and Social Work: Introduction. Accessible to <https://www.youtube.com/watch?v=Y1USeB7Lt1k>
2. The Role of Community Social Workers. Accessible to <https://www.youtube.com/watch?v=zWhcuuFOs-w>
3. Webinar: Scope of Works, Skills, and Roles of Community Health Workers. Accessible to <https://www.youtube.com/watch?v=bNgaZuLaDpQ>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Students will understand the concept of Social Movements and their types.	1,3 & 4
2	Understand the concepts relevant for the application of social movements and social development in responding to the critical social reality	1,2
3	Imbibe values and commitment for the people on the margins.	1,7,8,9,
4	To understand the about Social Action, its definition, scope and social action for social development.	5,7
5	To understand the scope of social action in different fields.	3,7,8

EMESTER – IV									
Course Title	SOCIAL ENTREPRENEURSHIP AND PROJECT MANAGEMENT								
Course code	24MSWC2201R	Total credits: 3	L	T	P	S	R	O/F	C
		Total hours: 45T	3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master of Social Work								
Semester	Winter/ 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 project 3. To examine the feasibility of proposed project								
CO1	Produce a project proposal								
CO2	Set up of a start- up offering consultancy services								
CO3	Take up evaluation studies								
CO4	Learn about implementing and monitoring process of a social welfare project								
CO5	Students will understand the concept, characteristics, and challenges of social entrepreneurship.								
Unit- No.	Content		Contact Hour	Learning Outcome				KL	
I	Basics of Project Management - Introduction, Concepts and Elements, Classification and Features of Project - Project Plan Elements		9	Students will learn the basics of project management				1,2	
II	Feasibility and Technical Aspect- Introduction; Typology -Pre feasibility and feasibility - Project Management Techniques and Cycle.		9	Student will able to understand the technical aspects of a project cycle.				1,2	
III	Project Appraisal - Introduction; Meaning and Concept-Project; Criterion for Project Appraisal; Techniques of Project Appraisal;		9	Students will learn about project appraisal				1,2	
IV	Monitoring and Evaluation - Basic Concepts and Elements in Monitoring - Types of Monitoring - Tools and Techniques of Monitoring - Indicators of Monitoring – Meaning and Objectives of Evaluation - Dimensions; Techniques and Criteria of Evaluation		9	Student will able to apply monitoring and evaluation skills				1,2	
V	Social Entrepreneurship: Concept of Social Entrepreneur; Social Entrepreneurship Characteristics and Challenges.		9	Student will able to promote social entrepreneurship				1,2	

REFERENCE BOOKS:

1. ADB (2002), Project Performance Management System Operations Manual, Section 22. PACS Series, New Delhi.
2. Casley, D.J., & Kumar, K. (1987), Project monitoring and evaluation in agriculture, Johns Hopkins University Press (published for the World Bank), Baltimore and London.
3. Casley, D.J., & Lury, D.A (1987), Monitoring and evaluation of agriculture and rural development projects, Johns Hopkins University Press (published for the World Bank), Baltimore and London.
4. Cemea, M.M., & Tapping, B.J. (1977), A system for monitoring and evaluating agricultural extension projects. World Bank Staff Working Paper No.272. DC: World Bank, Washington.
5. Social planning: concepts and techniques Shastri C. Lucknow print house. Gokhale S.D. Social welfare: Legend and legacy Bombay: Popular Praksham

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Produce a project proposal	1,3,4
2	Set up of a start- up offering consultancy services	1,2
3	Take up evaluation studies	5,7,8,9
4	Learn about implementing and monitoring process of a social welfare project	5,7
5	Students will understand the concept, characteristics, and challenges of social entrepreneurship.	3,7,8

SEMESTER – IV									
Course Title	GENDER AND SOCIAL WORK								
Course code	24MSWF2201R	Total credits: 03 Total hours: 45	L	T	P	S	R	O/F	C
			3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master of Social Work								
Semester	Winter/ 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, counseling - marriage, family, sex counseling, role of social worker.		10	Understand laws and legislation related to women, and counseling for women.				3,4	
V	Concept of LGBTQIA+: History of the LGBTQIA+ movement in India, status of the LGBTQIA+ community and their issues, violence toward the LGBTQIA+ community, feminist understanding of caste, class, and gender (LGBTQIA+ categories) in India, role 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:

1. Hanmer, J. & Statham, D. (1999). Women and Social Work: Towards a women-cantered Practice. London: Red Globe Press.
2. Bedi, Kiran (2013). Empowering Women, As I See. New York: Sterling Publishers.

REFERENCE BOOKS:

1. Desai, Neeraj (1990). Women and Society in India. Vol. 23, No. 3 (November), pp. 299-301.
2. Murthy, N Linga (2007): Towards Gender Equality: India's Experience. New Delhi: Serials Publications.

OTHER LEARNING RESOURCES:

1. A short documentary movie titled "Equal Half." Accessed in <https://www.youtube.com/watch?v=KecF3KASw6w>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understanding the Role of Women in family, Challenges faced by women and Women Empowerment.	1,3 & 4
2	Knowing the Welfare schemes for women in India and Government Policies and Programs related to Women.	1,2,3
3	Develop gender rights perspectives in analyzing social realities.	7,9,8
4	Learn the specific gender-related issues prevailing in society.	5,7
5	Understand LGBTQIA+ concepts, history, issues, violence, and the role of social workers.	3,7,8

SEMESTER – IV									
Course Title	CORPORATE SOCIAL RESPONSIBILITY								
Course code	24MSWH2201R	Total credits: 3	L	T	P	S	R	O/F	C
		Total hours: 45T	3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master of Social Work								
Semester	Winter/ IV semester of second year of the programme								
Course Objectives	1. To understand the scope and complexity of corporate social responsibility (CSR) 2. To gain knowledge on the impact of CSR implementation on corporate culture, particularly as it relates to social issues 3. To acquire skills to frame CSR policies and practices appropriate to the Indian workplace								
CO1	Understanding the role of HR and Social workers in in the field of CSR								
CO2	Orientation on different perspectives of CSR and different stakeholders								
CO3	Learn about CSR policies of different organizations								
CO4	Scope of CSR in Community Development and Environmental justice								
CO5	Lear about the scope of social work profession in the field of CSR								
Unit- No.	Content	Contact Hour	Learning Outcome				KL		
I	Corporate Social Responsibility - Concept, Meaning, Basic Elements of CSR - Characteristics and Scope of CSR, CSR Policy and Guidelines, Historical Development	8	Understanding on the basics of corporate social responsibility				1,2		
II	Stakeholders and perspectives - interest Groups Related to CSR –Tools of CSR – Business Benefits of CSR	10	Learn CSR from the perspectives of different stakeholders				1,2		
III	Designing a CSR policy – Factors influencing CSR policy –Managing CSR in an organization – Role of HR Professionals in CSR	9	CSR policy, managing CSR policy and role of HR				1,2		
IV	Implementing CSR — CSR in the workplace – CSR in the community – CSR in the ecological environment	8	CSR and community development and ecological environment				1,2		
V	CSR in India - CSR and Project Development Stages, Role of Social Workers in CSR projects.	10	Role of social worker in the field of CSR				1,2		

TEXT BOOKS

1. C.V. Baxi & Ajit Prasad (2005), Corporate Social Responsibility - Concepts & Cases: The Indian Experience, Excel Books, New Delhi.

REFERENCE BOOKS

1. Benn & Bolton, (2011). Key concepts in corporate social responsibility. Australia: Sage Publications Ltd.
2. Reddy, Sumati and Stefan Seuring. (2004). Corporate Social Responsibility: Sustainable Supply Chains.
3. Hyderabad: ICFAI University Press.
4. Crane, A. et al., (2008). The Oxford handbook of corporate social responsibility. New York: Oxford University Press Inc.

OTHER LEARNING RESOURCES:

1. National Association of Social Workers (January 1, 1997; Revised 2008). NASW code of ethics. Silver Spring, Maryland: NASW Press. See: www.socialworkers.org.
2. International Federation of Social Workers and International Association of Schools of Social Work (2004). Ethics in social work, statement of principles. See: www.ifsw.org

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understanding the role of HR and Social workers in in the field of CSR.	1,3,4
2	Orientation on different perspectives of CSR and different stakeholders	1,2,6
3	Learn about CSR policies of different organizations	5,7,8,9
4	Scope of CSR in Community Development and Environmental justice	5,7,6
5	Lear about the scope of social work profession in the field of CSR	3,7,8,9

SEMESTER – IV									
Course Title	COMMUNITY HEALTH AND SOCIAL WORK								
Course code	24MSWM2201R	Total credits: 03	L	T	P	S	R	O/F	C
		Total hours: 45	3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master of Social Work								
Semester	Winter/ 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:

1. Park, K (2021). Park’s Textbook of Preventive and Social Medicine. Jabalpur: Banarsidas Bhanot Publisher.
2. Kemm J., & Close, A. (1995). Health Promotion: Theory and Practice. London: Palgrave MacMillan.

REFERENCE BOOKS:

1. Hiramani, A.B. (1996). Health Education an Indian Perspective. New Delhi: D. K. Publishers Distributors Pvt. Ltd.
2. Tuinn, Sheila et all (1996). Community Health Care Nursing: Principles for Practice. London: Butterworth-Heinemann.

OTHER LEARNING RESOURCES:

1. Community Health and Social Work: Introduction. Accessible to <https://www.youtube.com/watch?v=Y1USeB7Lt1k>
2. The Role of Community Social Workers. Accessible to <https://www.youtube.com/watch?v=zWhcuuFOs-w>
3. Webinar: Scope of Works, Skills, and Roles of Community Health Workers. Accessible to <https://www.youtube.com/watch?v=bNgaZuLaDpQ>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understand health concepts, community health evolution, prevention levels, and health planning in India.	1,3 & 4
2	Gain knowledge on the role of Medical Social Worker in the Healthcare System.	1,2
3	Understand the concept of Health Education.	1,7,8,9,
4	Gain the relevance, domains, and diverse nature of social work intervention in different health settings.	5,7
5	Master health education, school programs, and effective communication principles at various levels.	3,7,8



Assam down town University

Curriculum and Syllabus

**Bachelor of Arts
in
Performing Arts**

OUTCOME BASED EDUCATION FRAMEWORK

CHOICE BASED CREDIT SYSTEM

Version: 2.2

**FACULTY OF HUMANITIES AND
SOCIAL SCIENCES**

July, 2024

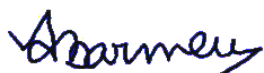
PREAMBLE

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 04/06/2023 and approved by the 51st Academic Council (AC) meeting held on dated 26/07/2024.



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 diverse indigenous and traditional forms of art and culture, fostering a socio-cultural responsibility to respect and preserve both indigenous and modern art and culture.

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

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

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

VI. Total Credits to be Earned: 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, $CP = GP \times CR$

i. Credit:

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

ii. Grade Point:

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

iii. Letter Grade:

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

- (i) A Letter Grade shall signify the level of qualitative/quantitative academic achievement of a student in a Course, while the Grade Point shall indicate the numerical weight of the Letter Grade on a 10-point scale.
- (ii) There shall be 08 (eight) Letter Grades bearing specific Grade Points as listed in Table 1, where the Letter Grades 'O' to 'P' shall indicate successful completion of a course.
- (iii) Apart from the 08 (eight) regular Letter Grades listed in Table 1, there shall be 03 (three) additional Letter Grades, which shall be awarded if a Course is withdrawn or spanned over the next Semester or remains incomplete as stated in Table 2.

Table 2: Letter Grades and Grade Points

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

iv. Grade Point Average:

a. SGPA (Semester Grade Point Average)

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

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

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

b. CGPA (Cumulative Grade Point Average)

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

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

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

D. Post-Examination

i. Transcript or Grade Card or Certificate:

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

ii. Grievance Readdress Mechanism:

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

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

INSTRUCTION TO TEACHERS AND STUDENTS

(Teaching and Learning Methods)

In all the courses the teacher has to select topics for teacher-method which should not be less than 20 percent. The approach will be direct 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.

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	24BAPA1101R	Introduction to Music , Dance & Drama	DSC-MJ 1	2	0	0	0	0	0	2	40	60	0	100	
	2	24BAPA1102R	Performing Arts Practical I	DSC-MJ 2	0	0	4	0	0	0	2	0	0	100	100	
	3	24BAPA1103R	Society & Culture	DSC MN 1	3	0	0	0	0	0	3	40	60	0	100	
	4	24BAPA1104R	Understanding Natyashastra	DSC- MN 2	3	0	0	0	0	0	3	40	60	0	100	
	5	24BAPA1105R	Yoga (Practical)	DSC- MN 3	0	0	4	0	0	0	2	0	0	100	100	
	6	24BAPA1106R	An Introduction to Sustainable Developments	MDC	3	0	0	4	0	0	3	40	60	0	100	
	7	24UBPD1103R	Elementry English	AEC	0	0	4	0	0	0	2	0	0	100	100	
	8	24UVAC1001R	Understanding India	VAC	0	0	4	0	0	0	2	0	0	100	100	
	9	24UBCC111R	Co-Curricular	VAC	0	0	0	4	0	0	1	0	0	100	100	
	Total					11	0	16	8	0	0	20	160	240	500	900
Semester II	S.N.	Course Code	Course Title	Course Category	Engagement								Maximum Marks for			
					L	T	P	S	R	O	C	IA*	SEE*	PE*	Total	
	1	24BAPA1201R	Performing Arts Practical I	DSC MJ 1	0	2	4	0	0	0	4	0	0	100	100	
	2	24BAPA1202R	Performing Arts Practical II	DSC MN 1	0	2	4	0	0	0	4	0	0	100	100	
	3	24BAPA1203R	Theory of Performing Arts	DSC MN 2	4	0	0	0	0	0	4	40	60	0	100	
	4	24BAHO1206R	Evaluation of Language	MDC	3	0	0	0	0	0	3	40	60	0	100	
	5	24UBES1001R	Environmental Studies	VAC	2	0	0	0	0	0	2	40	60	0	100	
	6	24UBPD1203R	Implicit English	AEC	0	0	4	0	0	0	2	0	0	100	100	
	7	24UCDT1201R	Design Thinking and Entrepreneurship (DISA)	SEC	1	0	0	0	0	0	1	40	60	0	100	
	8	24UBEC1201R	Extra-Curricular	SEC	0	0	0	4	0	0	1	0	0	100	100	
Total					10	4	12	4	0	0	21	160	240	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	
1	24BAPA2101R	Indian Classical Music Theory	DSC MJ 1	3	0	0	0	0	0	0	3	40	60	0	100
2	24BAPA2102R	Indian Classical Music Practical	DSC MJ 2	0	0	6	0	0	0	0	3	0	0	100	100
3	24BAPA2103R	Semi Classical Songs of India Practical	DSC MJ 3	0	0	4	0	0	0	0	2	0	0	100	100
4	24BAPA2104R	Acoustics and Aesthetics	DSC MN 1	4	0	0	0	0	0	0	4	40	60	0	100
5	24BAPA2105R	Dance and Music Therapy	DSC MN 2	4	0	0	0	0	0	0	4	40	60	0	100
6	24BAPA2106R	Society and Psychology	MDC	3	0	0	0	0	0	0	3	40	60	0	100
7	24UBPD2103R	Proficient Communication	AEC	0	0	4	0	0	0	0	1	0	0	100	100
8	24BASO2101R	SOCIOLOGY OF GENDER	SEC	2	0	0	0	0	0	0	2	40	60	0	100
9	24UUFL2002R	Financial Literacy	SEC	0	0	0	8	0	0	0	2	0	0	100	100
10	24BAPA2108R	Community Service	Field Training	0	0	0	0	0	0	8	1	0	0	100	100
Total				16	0	14	8	0	0	8	25	200	300	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	
1	24BAPA2201R	Indian Classical Music Theory	DSC MJ 1	4	0	0	0	0	0	0	4	40	60	0	100
2	24BAPA2202R	Indian Classical Music Practical	DSC MJ 2	0	0	8	0	0	0	0	4	0	0	100	100
3	24BAPA2203R	Sattriya Vocal Music Theory	DSC MJ 3	4	0	0	0	0	0	0	4	40	60	0	100
4	24BAPA2204R	Sattriya Vocal Music Practical	DSC MJ 4	0	0	8	0	0	0	0	4	0	0	100	100
5	24UBPD2203R	Campus to Corporate	AEC	0	0	4	0	0	0	0	2	0	0	100	100
6	24UUDL1003R	Computational Systems and Digital World	SEC	0	0	0	8	0	0	0	2	0	0	100	100
7	24UULS2201R	Basic Lif Saving Skills	SEC	0	0	4	0	0	0	0	2	0	0	100	100
Total				8	0	24	8	0	0	0	22	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 V	1	24BAPA3101R	Assamese Folk Music Practical	DSC MJ 1	0	1	6	0	0	0	4	0	0	100	100	
	2	24BAPA3102R	Assamese Folk Music Theory	DSC MJ 2	4	0	0	0	0	0	4	40	60	0	100	
	3	24BAPA3103R	Indian Classical Music Practical	DSC MJ 3	0	1	6	0	0	0	4	0	0	100	100	
	4	24BAPA3104R	Indian Classical Music Theory	DSC MJ 4	4	0	0	0	0	0	4	40	60	0	100	
	5	TBD	Logic & Reasoning Aptitude (CLPPD)	AEC	0	0	4	0	0	0	2	0	0	100	100	
	6	24BAPA3105R	Techno Professional Skills	SEC	0	0	4	0	0	0	2	0	0	100	100	
	7	24BAPA3106R	Internship in Performing Arts Practice I	Internship	0	0	0	0	0	32	4	0	0	100	100	
	8	24BAPA3107R	Research Paper I	RESEARCH	0	0	0	0	12	0	2	0	0	100	100	
	Total					8	2	20	0	12	32	26	80	120	600	800
Semester VI	1	24BAPA3201R	Indian Classical Music Theory	DSC MJ 1	4	0	0	0	0	0	4	40	60	0	100	
	2	24BAPA3202R	Indian Classical Music Practical I	DSC MJ 2	0	1	6	0	0	0	4	0	0	100	100	
	3	24BAPA3203R	Indian Classical Music Practical II	DSC MJ 3	0	1	6	0	0	0	4	0	0	100	100	
	4	24BAPA3204R	Stage Performance I	DSC MJ 4	0	1	6	0	0	0	4	0	0	100	100	
	5	24BAPA3205R	Research Paper II	Industry Internship	0	0	0	0	0	16	2	0	0	100	100	
	6	24BAPA3206R	Minor Research I	Research	0	0	0	0	12	0	2	0	0	100	100	
	Total					4	3	18	0	12	16	20	40	60	500	600

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

SEMESTER – I									
Course Title	INTRODUCTION TO MUSIC DANCE AND DRAMA								
Course code	24BAPA1101R	Total credits: 2 Total hours:30	L	T	P	S	R	O/F	C
			2	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. Provide students with a foundational understanding of Indian classical music, dance, and drama traditions. 2. Familiarize students with the historical development, cultural significance, and core elements of music, dance, and drama in India. 3. Introduce basic terminologies, theories, and frameworks related to these performing arts. 4. Explore the interconnections between music, dance, and drama, as well as their role in shaping Indian cultural identity. 5. Encourage critical thinking about the influence of traditional performing arts in contemporary Indian society.								
CO1	Demonstrate a theoretical understanding of the basic concepts of Indian music, dance, and drama.								
CO2	Analyze the historical evolution and cultural context of performing arts in India.								
CO3	Identify and explain the key elements of different classical music and dance forms in India.								
CO4	Critically evaluate the role of performing arts in cultural expression and identity in India.								
CO5	Discuss the interdisciplinary nature of performing arts and their impact on social and cultural movements in India.								
Unit-No.	Content	Contact Hour	Learning Outcome				KL		
I	Introduction to Indian Performing Arts: · Overview of Performing Arts: Understanding the scope and significance of performing arts (Music, Dance, Drama) in Indian culture. · Historical Development: An introduction to the historical background of performing arts in India. · Philosophical and Cultural Foundations: Indian aesthetics (Rasa theory, Bhava) and the cultural importance of performing arts in shaping traditions.	6	Students will understand the significance, history, and cultural impact of Indian performing arts, including key concepts like Rasa and Bhava				1,2		

II	<p>Indian Music :</p> <ul style="list-style-type: none"> · Classical Music Traditions: Hindustani Music: Key features, origins, and important musical forms (Dhrupad, Khayal, Thumri, etc.). Carnatic Music: Key features, origins, and important musical forms (Kriti, Varnam, Padam, etc.). · Basic Concepts of Indian Music: Swara, Raga, Tala: Definitions and applications in classical music. · Instruments of Indian Music: Understanding classical music instruments (Sitar, Tabla, Veena, Mridangam, etc.). · Folk and Popular Music: An introduction to folk traditions and their influence on contemporary music forms. 	6	Students will understand the key features and forms of Hindustani and Carnatic music, grasp basic concepts like Swara, Raga, and Tala, recognize classical instruments, and appreciate the influence of folk music on contemporary forms.	1,2
III	<p>Indian Dance:</p> <ul style="list-style-type: none"> · Classical Dance Forms of India: Bharatanatyam, Kathak, Odissi, Kathakali: Origins, features, and basic postures. · Other Classical Forms: Mohiniyattam, Manipuri, Kuchipudi. · Basic Concepts in Indian Dance: Nritta, Nritya, Natya: Definitions and differences. · Mudras, Bhava, and Rasa in Dance: Understanding symbolic hand gestures and emotional expressions. 	6	Students will understand the origins, features, and postures of classical Indian dance forms, the concepts of Nritta, Nritya, and Natya, the role of Mudras, Bhava, and Rasa in dance.	1,2
IV	<p>Indian Drama:</p> <ul style="list-style-type: none"> · Natyashastra: Introduction to the ancient Indian treatise on performing arts. · Major Forms of Indian Theatre: Sanskrit Theatre: Characteristics and key plays. Folk Theatre: Bhavai, Jatra, Tamasha, Yakshagana. 	6	Students will understand the basics of the <i>Natyashastra</i> , the characteristics of Sanskrit theatre, and key forms of Indian folk theatre such as Bhavai, Jatra, Tamasha, and Yakshagana.	1,2
V	<p>Interdisciplinary Aspects and Contemporary Relevance</p> <p>Relationship between Music, Dance, and Drama: How these arts influence and intersect with each other.</p> <p>Performing Arts in Modern India: How Indian performing arts have adapted in the contemporary era.</p>	6	Students will understand the interconnectedness of music, dance, and drama, and how Indian performing arts have adapted and evolved in modern times.	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 Program Outcome
1	Demonstrate a theoretical understanding of the basic concepts of Indian music, dance, and drama.	1, 2 & 3
2	Analyze the historical evolution and cultural context of performing arts in India.	1, 2 & 3
3	Identify and explain the key elements of different classical music and dance forms in India.	1, 2 & 3
4	Critically evaluate the role of performing arts in cultural expression and identity in India.	1, 2 & 3
5	Discuss the interdisciplinary nature of performing arts and their impact on social and cultural movements in India.	1, 2 & 3

SEMESTER – I									
Course Title	PERFORMING ARTS PRACTICAL 1								
Course code	24BAPA1102R	Total credits: 2 Total hours: 60	L	T	P	S	R	O/F	C
			0	0	4	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Performing Arts								
Semester	Fall/ I semester of first year of the programme								
Course Objectives	1. To provide students with a comprehensive understanding of the foundational elements in Indian classical dance and music. 2. To explore hand gestures (mudras), fundamental aspects of acting, variations in singing forms, and the basics of tala systems in both Hindustani and Carnatic traditions. 3. The course also focuses on practical exercises to build physical strength and flexibility essential for classical dance.								
CO1	Demonstrate an understanding of the basic hand gestures (mudras) used in Indian classical dances along with their meanings, as expressed in <i>Dhyan Sloka</i> and <i>Guru Vandana Sloka</i> , fostering deeper knowledge of non-verbal communication in dance.								
CO2	Identify and perform variations in eye movements (<i>Dhrishti Bheda</i>) and neck movements (<i>Greeva Bheda</i>), enhancing body coordination and precision in classical dance expressions.								
CO3	Analyze and articulate the different aspects of acting, including <i>Angika</i> (physical expressions), <i>Vachika</i> (verbal expressions), <i>Sattvika</i> (mental/emotional representation), and <i>Aharya</i> (costumes and decor), to better appreciate the holistic nature of classical performances.								
CO4	Explain and perform different singing forms of Hindustani music, such as <i>Alankar</i> , <i>Paltas</i> , <i>Komal Swara</i> , <i>Tibra Swara</i> , and <i>Alaap</i> , acquiring a foundational understanding of vocal techniques and ornamentations.								
CO5	Demonstrate basic knowledge of the tala systems in Hindustani and Carnatic music, developing an ability to distinguish between and perform essential rhythmic patterns in both musical traditions.								
Unit- No.			Contact Hour	Learning Outcome				KL	
I	Basic Hand gestures used in Indian Classical Dances;Slokam-Dhyan Sloka,Guru Vandana Sloka (Gestures with its meaning);Dhrishti Bheda, Greeva Bheda		12	Students will learn basic hand gestures used in Indian Classical Dances;Slokam-Dhyan Sloka,Guru Vandana Sloka (Gestures with its meaning);Dhrishti,Bheda,Greeva .				1,2	
II	Different aspects of Acting: Angika (Gestures),Vachika (Words),Svatika (Representation of Sattva),Aharjya (Costumes and decor)		12	Students will learn different aspects of Acting: Angika (Gestures),Vachika (Words),Svatika (Representation of Sattva),Aharjya (Costumes and decor)				1,2	
III	Concept on different types of Singing Forms of Hindustani Music: Alankar,Paltas,Komal Swara,Tibra Swara,Alaap,		12	Students will learn concept on different types of Singing Forms of HindustaniMusic:Alankar,Paltas,Komal Swara,Tibra Swara,Alaap,				1,2	
IV	Exercises: Mati Akhora, Adavus.		12	Students will learn exercises: Mati Akhora, Adavus				1,2	
V	Basics of tala system in Hindustani and Carnatic music.		12	Students will learn basics of tala system in Hindustani and Carnatic music.				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 Program Outcome
1	Demonstrate an understanding of the basic hand gestures (mudras) used in Indian classical dances along with their meanings, as expressed in <i>Dhyan Sloka</i> and <i>Guru Vandana Sloka</i> , fostering deeper knowledge of non-verbal communication in dance.	1, 2 & 3
2	Identify and perform variations in eye movements (<i>Dhrishti Bheda</i>) and neck movements (<i>Greeva Bheda</i>), enhancing body coordination and precision in classical dance expressions.	1, 2 & 3
3	Analyze and articulate the different aspects of acting, including <i>Angika</i> (physical expressions), <i>Vachika</i> (verbal expressions), <i>Sattvika</i> (mental/emotional representation), and <i>Aharya</i> (costumes and decor), to better appreciate the holistic nature of classical performances.	1, 2 & 3
4	Explain and perform different singing forms of Hindustani music, such as <i>Alankar</i> , <i>Paltas</i> , <i>Komal Swara</i> , <i>Tibra Swara</i> , and <i>Alaap</i> , acquiring a foundational understanding of vocal techniques and ornamentations.	1, 2 & 3
5	Demonstrate basic knowledge of the tala systems in Hindustani and Carnatic music, developing an ability to distinguish between and perform essential rhythmic patterns in both musical traditions.	1, 2 & 3

SEMESTER – I									
Course Title	Society and Culture								
Course code	24BAPA1103R	Total credits: 3	L	T	P	S	R	O/F	C
		Total hours: 45	3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Performing Arts								
Semester	Fall/ I semester of first year of the programme								
Course Objectives	1.To learn the concept of Indian culture 2.To learn the concept of Indian diverse tradition and culture 3.To learn conceptualize social institution, social groups and community in Indian society								
CO1	Will develop the concept of Indian culture								
CO2	Will evaluate the concept of Indian diverse tradition and culture								
CO3	Will help to conceptualize social institution, social groups and community in Indian society								
CO4	Will help to understand the relationship of environment and culture								
CO5	Will help to understand environment and culture influence of physical environment on culture.								
Unit-No.		Contact Hour		Learning Outcome		KL			
I	Concept of culture, EB Taylor's definition of culture, Characteristics of culture, Material and non material aspects of culture.	9		To learn the basic concept of culture		1,2			
II	Concept of society, Characteristics of society, meaning and concept of human society, Salient features of simple and advance society.	9		To learn the basic concept of society		1,2			
III	Unity in diversity of Indian culture, Characteristics of Indian culture	9		To learn about the diverse Indian culture		1,2			
IV	Concept of Social institution, social groups and community, Characteristics of social institution, groups and community.	9		To learn about different social institution, social groups and community in Indian society		1,2			
V	Environment and culture influence of physical environment on culture.	9		To understand the relationship of environment and culture		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 Program Outcome
1	Will develop the concept of Indian culture	1, 2 & 3
2	Will evaluate the concept of Indian diverse tradition and culture	1, 2 & 3
3	Will help to conceptualize social institution, social groups and community in Indian society	1, 2 & 3
4	Will help to understand the relationship of environment and culture	1, 2 & 3
5	Will help to understand environment and culture influence of physical environment on culture.	1, 2 & 3

SEMESTER – I									
Course Title	UNDERSTANDING NATYASHASTRA								
Course code	24BAPA1104R	Total credits: 3 Total hours: 45	L	T	P	S	R	O/F	C
			3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Performing Arts								
Semester	Fall/ I semester of first year of the programme								
Course Objectives	1.To learn the Historical Timeline and Origin of Vedas. 2. To learn Comprehend the Concept and Definition of Natyashastra 3. To learn Role and Significance of Bharatnatyam within Natyashastra								
CO1	Understand the Historical Timeline and Origin of Vedas.								
CO2	Comprehend the Concept and Definition of Natyashastra								
CO3	Analyze the Integrale elements of Natyashastra in Performing Arts								
CO4	Evaluate the Role and Significance of Bharatnatyam within Natyashastra								
CO5	Analyze the role of Music and Instruments in Natyashastra.								
Unit- No.	Content	Contact Hour	Learning Outcome				KL		
I	An introduction to the timeline and four Vedas:Rigveda, Yajurveda, Samaveda, Atharvaveda	9	Students will understand four Vedas:Rigveda, Yajurveda, Samaveda, Atharvaveda				1,2		
II	What is Natyashastra:Introduction, History & Origin	9	Understand What is Natyashastra:Introduction, History & Origin				1,2		
III	Brief Discussion on different elements of Natyashastra: Theatre/ auditoriu, Prayer, Stage design, Makeup,Dance Techniques, Abhinaya, Bhava and Rasa,Music, Instruments	9	The students will be able to understand elements of Natyashastra: Theatre/ auditoriu, Prayer, Stage design, Makeup,Dance Techniques, Abhinaya, Bhava and Rasa,Music, Instruments				1,2		
IV	Role and Significance of Indian Classical Dance in Natyashastra with a focus on Bharatanatyam.	9	Students will learn Role and Significance of Indian Classical Dance in Natyashastra with a focus on Bharatanatyam.				1,2		
V	Music and Instruments Used in Natyashastra	9	Student will get knowledge about Music and Instruments Used in Natyashastra				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 Program Outcome
1	Understand the Historical Timeline and Origin of Vedas.	1, 2 & 3
2	Comprehend the Concept and Definition of Natyashastra	1, 2 & 3
3	Analyze the Integrale elements of Natyashastra in Performing Arts	1, 2 & 3
4	Evaluate the Role and Significance of Bharatnatyam within Natyashastra	1, 2 & 3
5	Analyze the role of Music and Instruments in Natyashastra.	1, 2 & 3

SEMESTER – I									
Course Title	Society and Culture								
Course code	24BAPA1103R	Total credits: 2 Total hours: 30T	L 2	T 0	P 0	S 0	R 0	O/F 0	C 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	24BAPA1104R	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	24BAPA1105R	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 the role of performing arts in community engagement.								
CO2	Demonstrate teamwork 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 the role of performing arts in community engagement.	1, 2,
2	Demonstrate teamwork 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	24UBPD1102R	Total credits: 2 Total hours: 60P	L	T	P	S	R	O/F	C
			0	0	4	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Performing Arts								
Semester	Fall/ 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. Square 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	24BAPA1201R	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. 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 Nritya 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 different regions of India								
Unit- No.	Content		Contact Hour	Learning Outcome				KL	
I	Introduction to Indian Music : Definition, origin & development of folk 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, Natya and 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 different regions of India	1, 2 & 3

SEMESTER – II									
Course Title	Performing Arts Practical								
Course code	24BAPA1202R	Total credits: 4 Total hours: 120P	L	T	P	S	R	O/F	C
			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 <i>Adavus</i> , namely <i>Allaripu, Pushpanjali, Samyukta Hasta, Asamyukta Hasta, Pataka Viniyoga Hasta</i>								
CO1	Acquire proficiency to sing swarmalikas of Raag Yaman & Bhupali, different types of Ala, Meend, Alankaras etc.								
CO2	Acquire proficiency to perform physical exercises, voice exercises, theatre game observation, imitation, improvisation and characterization.								
CO3	Demonstrate an understanding of different techniques of playing Tabla instruments such as how to perform <i>Hasta Sadhana, Bol, Quida, Bister, Tukra, Paran etc.</i>								
CO4	Gain practical knowledge of different dance items such as five <i>Adavus</i> , namely <i>Allaripu, Pushpanjali, Samyukta Hasta, Asamyukta Hasta, Pataka Viniyoga Hasta.</i>								
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	Hashta Sadhan Bol, Quida, Bister, Tukra, Paran	12	Students will learn Hashta 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 the 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 types of Ala, Meend, Alankaras etc.	1, 2 & 3
2	Acquire proficiency to perform physical exercises, voice exercises, theatre game observation, imitation, improvisation and characterization.	1,2 & 3
3	Demonstrate an understanding of different techniques of playing Tabla instruments such as how to perform <i>Hasta Sadhana, Bol, Quida, Bister, Tukra, Paran etc.</i>	1,2 & 3
4	Gain practical knowledge of different dance items such as five <i>Adavus</i> , namely <i>Allaripu, Pushpanjali, Samyukta Hasta, Asamyukta Hasta, Pataka Viniyoga Hasta.</i>	1,2 & 3
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	24BAPA1203R	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	Acquire comprehensive knowledge regarding history of Indian music, Indian Recorded Music along with classification of Indian Classical Music and Indian Folk Music, Assamese Folk Music etc.								
CO3	Demonstrate an understanding on various Classical dances & Folk dances of India, various Folk dances of Assam & North-East.								
CO4	Develop understanding regarding Indian Theatre, Martial arts, Film cultures of India.								
CO5	Acquire knowledge regarding UNESCO's list of Intangible Heritage, Indian Crafts								
Unit- No.	Content	Contact Hour	Learning Outcome				KL		
I	Introduction to Arts, Tradition of Arts, Indian Visual Arts, Indian Culture, Characteristics of Indian Culture, Indian Architecture Inscription.	9	Describe, illustrate and explain cell organization and functions, microscopy and structural differences.				1,2		
II	History of Indian Music, Classification of classical music, Indian folk music, Assamese folk music, History of Indian recorded Music.	9	Describe, illustrate and explain membrane structure, function; cell organization and the proteins involved in transportation.				1,2		
III	Indian dance, Classical dances of India, 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 Handicrafts	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	Acquire comprehensive knowledge regarding history of Indian music, Indian Recorded Music along with classification of Indian Classical Music and Indian Folk Music, Assamese Folk Music etc.	1, 2,3 & 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	24UBES1101R	Total credits: 2 Total hours: 30T	L	T	P	S	R	O/F	C
			2	0	0	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Performing Arts								
Semester	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	<p>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.</p> <p>Introduction, types, characteristic features, structure and function of the Following ecosystem: - Forest ecosystem, Grassland ecosystem, Desert ecosystem, Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries) (6 lectures)</p>	9	<p>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.</p> <p>Introduction, types, characteristic features, structure and function of the Following ecosystem: - Forest ecosystem, Grassland ecosystem, Desert ecosystem, Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries) (6 lectures)</p>	1,2
IV	<p>Introduction – Definition: genetic, species and ecosystem diversity. Biogeographical classification of India. Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and option values.</p> <p>Biodiversity at global, National and local levels. India as a mega diversity nation. Hot-spots of biodiversity. Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts. Endangered and endemic species of India. Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity (8 lectures).</p>	9	<p>Students will be learning</p> <p>Introduction –Definition: genetic, species and ecosystem diversity. Biogeographical classification of India. Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and option values.</p> <p>Biodiversity at global, National and local levels. India as a megadiversity nation. Hot-spots of biodiversity. Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts. Endangered and endemic species of India. Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity (8 lectures).</p>	1,2
V	<p>Definition Cause, effects and control measures of:-Air pollution, Water pollution, Soil pollution, Marine pollution, Noise</p>	9	<p>Students will be learning</p> <p>definition Cause, effects and control measures of:-Air</p>	1,2

	<p>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.</p>		<p>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.</p>	
--	---	--	---	--

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	24BAPA1204R	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 the role of performing arts in community engagement.								
CO2	Demonstrate teamwork 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 the role of performing arts in community engagement.	1, 2, 3
2	Demonstrate teamwork 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	24UBPD1202R	Total credits: 2 Total hours: 60S	L	T	P	S	R	O/F	C
			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								
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								
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. Figural 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	24UBEC1201R	Total credits: 1 Total hours: 60S	L	T	P	S	R	O/F	C
			0	0	0	4	0	0	1
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of 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	Engage actively in club activities related to dance, music, photography, drama, literacy, and other areas, aligning with individual interests and hobbies.								
CO2	Acquire advanced skills and deepen knowledge through workshops and training sessions conducted by field experts.								
CO3	Demonstrate the skills and confidence necessary to represent ADTU effectively in inter-university, state, and national level competitions.								
CO4	Experience a 360-degree learning approach that integrates extracurricular activities with academic learning, fostering comprehensive personal and professional growth.								
CO5	Enhance interpersonal skills, communication abilities, and emotional intelligence, contributing to overall development and readiness for various life and career challenges.								

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	24BAPA2101R	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	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 gestures, rhythm, footsteps, expressions, sequences of dances etc,								
Unit- No.	Content		Contact Hour	Learning Outcome			KL		
I	Definition Music Therapy: Techniques Treatment Types Uses		9	Learning about the definition, techniques, treatment, types of music Therapy.			1,2		
II	Indian classical music and Therapy. Fewragas for Study. Coordination of Ayurvedic and Principles with Indian classical music. Moods of Ragas and their application to different stress related problems.		9	Get knowledge about Indian classical music and its therapeutic connection.			1,2		
III	Introduction to the 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 is used 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	24BAPA2102R	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 knowledgeable 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 gestures, rhythm, footsteps, expressions, sequences of dances etc,	1,2, 3 & 9

Semester - III											
Course Title	Hindustani Classical Vocal Practical										
Course code	24BAPV2103R	Total credits: 3 Total hours: 90P			L	T	P	S	R	O/F	C
				0	0	6	0	0	0	3	
Pre-requisite	Nil	Co-requisite			Nil						
Programme	Bachelor of Performing Arts										
Semester	Fall/ III semester of second year of the programme										
Course Objectives	1. To know the Alankars of classical music 2. To be knowledgeable about the Drut Khayal of Ragas 3. To know the Indian tala system.										
CO1	Acquire proficiency to perform advanced exercises of Alankaras, Anupras, Yamak, Punarukti.										
CO2	Develop concept about the 10 Thaats of Indian Classical Music and their characteristics										
CO3	Acquire proficiency to perform Drut Khayals of Yaman, Bhupali and Bhairav showing alap, tana etc.										
CO4	Demonstrate an understanding of layakarīs with Tali, Khali of some Taals used in Indian Classical Music such as Teental, Ektaal, Choutaal, Dhamaartaal etc.										
CO5	Acquire proficiency to perform Bada Khayal in Raga Yaman, Bhupali and Bhairav with alap, tana etc.										
Unit- No.	Content	Contact Hour	Learning Outcome				KL				
I	Advance exercise of Alankars (20Alankars) Anupras, Yamak, Punarukti	18	Learning about the exercises of alankars.				1,2				
II	The practice of 10 Thatas	18	Familiar with the 10 thaats of Indian classical music				1,2				
III	Drut Khayal of Raga Yaman, Bhupali, Bhairav (Aruhan, Avarohan, Pakkad, Bandish, Tana)	18	Learning about the 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	Learning 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	24BAPB2103R	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 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 Ekatom, 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 perform Sarukkal 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 Adavu in various Pancha Jathis, gaining expertise in rhythmic patterns.					1,2	
IV	Trikalam Jathi-Aditalam, Tisrajathi Ekatom, Khanda Jathi Ekatalam.	18	Students will demonstrate Trikalam Jathi in Aditalam, as well as Tisrajathi Ekatom and Khanda Jathi Ekatalam, enhancing their command over complex rhythmic structures.					1,2	
V	Allarippu, Jathiswaram	18	Students will learn and perform Allarippu and 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 Ekatom, 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	24BAPV2104R	Total credits: 3 Total hours: 45T	L	T	P	S	R	O/F	C
			3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Performing Arts								
Semester	Fall/ III semester of second year of the programme								
Course Objectives	1. To 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

:

SEMESTER –III									
Course Title	Bharatnatyam Theory								
Course code	24BAPB2104R	Total credits: 03 Total hours: 45T	L	T	P	S	R	O/F	C
			3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Performing Arts								
Semester	Fall/ III semester of second year of the programme								
Course Objectives	1. To develop a comprehensive understanding of the various components of <i>Chaturvitha Abhinayam</i> in Bharatnatyam. 2. To gain fundamental knowledge of the different <i>talas</i> , with a focus on <i>Sapta Talas</i> and their variations. 3. To explore the significant regional dance dramas of India, enhancing cultural awareness.								
CO1	Demonstrate knowledge of <i>Angika, Vachika, Aharya, and Satvika Abhinayam</i> .								
CO2	Understand and identify <i>Sapta Talas</i> and their 35 root variations.								
CO3	Recognize and describe key features of regional dance dramas such as <i>Kathakali, Bhagavath Mela, Yakshagana, and Bhaona</i> .								
CO4	Translate and interpret essential <i>Dhyana Sloka, Guru Vandana</i> , and different <i>Hasta Vinyasa</i> like <i>Drishti Veda, Shiro Veda, Griva Bheda, and Asamyukta Hastha</i> .								
CO5	Analyze and present the <i>Repertoire</i> in Bharatnatyam, including <i>Alarippu, Jathiswaram, Shabdham, Tillana, Varnam, Kauthvam, Javali, Asthapathi, and Slokam</i> .								
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 <i>Angika, Vachika, Aharya</i> , and <i>Satvika Abhinayam</i> .	1, 2 & 3
2	Understand and identify <i>Sapta Talas</i> and their 35 root variations.	1, 2 & 3
3	Recognize and describe key features of regional dance dramas such as <i>Kathakali, Bhagavath Mela, Yakshagana</i> , and <i>Bhaona</i> .	1, 2 & 3
4	Translate and interpret essential <i>Dhyana Sloka, Guru Vandana</i> , and different <i>Hasta Vinyasa</i> like <i>Drishti Veda, Shiro Veda, Griva Bheda</i> , and <i>Asamyukta Hastha</i> .	1, 2 & 3
5	Analyze and present the <i>Repertoire</i> in Bharatnatyam, including <i>Alarippu, Jathiswaram, Shabdam, Tillana, Varnam, Kauthvam, Javali, Asthapathi</i> , and <i>Slokam</i> .	1, 2 & 3

SEMESTER – III									
Course Title	Art Appreciation								
Course code	24BAPA2105R	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 appreciation 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	24BAPA2106R	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 the role of performing arts in community engagement.								
CO2	Demonstrate teamwork 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 the role of performing arts in community engagement.	1, 2
2	Demonstrate teamwork 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	24BAPA2201R	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	24BAPV2202R	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 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 <i>Sangeet Ratnakar</i> .								
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, Dhruvad, Dhamar, Tarana, Khayal, and Swargam geet.								
CO4	Apply the knowledge of <i>Sangeet Ratnakar</i> 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 Description 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	Theoretical knowledge of Shruti and Swara	6	Understanding about Shruti and Swara				1,2		
III	Theoretical 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, Dhruvad, Dhamar, Tarana, Khayal, Swargam geet	6	Understanding about Lakshan Geet, Chaturanga, Dhruvad, Dhamar, Tarana, Khayal, Swargam geet				1,2		
V	The merits and demerits of vocalist according to <i>Sangeet Ratnakar</i> by Sarangadeva	6	Learning the merits and demerits of vocalist according to <i>Sangeet Ratnakar</i> 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 <i>Sangeet Ratnakar</i> 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	24BAPV2203R	Total credits: 3 Total hours: 30P	L 0	T 0	P 6	S 0	R 0	O/F 0	C 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 Bhooli, 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	Practice Bihag, 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, Bhooli	6	Understanding Yaman, Malkauns, Bhooli					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	24BAPB2202R	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	24BAPB2203R	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 thalam 2. To Learn kowthuvam 3. To Study the jati and korvais jathiswaram.								
CO1	Perform a alarippu in Mishrachappu thalam								
CO2	Do panchamurthy kauthuvam								
CO3	Find the difference between the korvias of jathiswaram								
CO4	Show different types of 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	Shabdham-1	18	Learning types of bhava and their creative skill.				1,2		
V	Jathiswaram	18	Learning Jathiswaram				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	24BAPA2204R	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 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 Gamman, 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	24BAPA2205R	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. <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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=q8lTkNPqkWSDwonZ>

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	24BAPA2206R	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	24UULS3102R	Total credits: 01 Total hours: 30P	L	T	P	S	R	O/F	C
			0	0	2	0	0	0	1
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Uses of basic cooking equipments • Uses of fire and Fuel • Different cuts of vegetables • Uses of herbs & spices • Regional Food Habits 		10	Identify and use basic cooking equipment, fire, and fuel, and apply different cuts of vegetables.			2,3,4		
III	Food and Beverage skills <ul style="list-style-type: none"> • Introduction to catering industry • Types menus and beverages • Identifications of Cutlery, crockery & glassware • Table etiquettes or manners • Customer handling skills or Situation Handling 		10	Recognize various cutlery, crockery, and glassware, and demonstrate proper table etiquettes and customer handling skills.			1,2		
IV	Travel management <ul style="list-style-type: none"> • Travel Documentation (Types)• • Application of passport & Visa • Tourism products (UNESCO sites) Types of logistics in travel and tourism management.		8	Understand different types of travel documentation and the application process for passports and visas.			2,3,4,5		
V	Basic Hospitality Skills <ul style="list-style-type: none"> • Various Egg Preparations • Canapés preparations • Mocktails & Shakes preparations • Butter Rice / Lemon Rice • Various Lentils Preparations 1 non-veg preparation/ 1 veg preparation		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	24BAPV3101R	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 North Indian Classical Music and South Indian Classical Music acquiring basic knowledge of the both musical styles.								
Unit- No.	Content	Contact Hour	Learning Outcome				KL		
I	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	Learning 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/hNn2tBohxE?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 North 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	24BAPB3101R	Total credits: 04	L	T	P	S	R	O/F	C
		Total hours: 60T	4	0	0	0	0	0	4
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Performing Arts								
Semester	Fall/ 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, Shabdnam, 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	24BAPV3102R	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 chargin	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: Subramaniam L, Subramaniam Vaji, Classical Music of India

REFERENCE BOOKS:

R1: Baruah Rukheshwar; Sangeet Jyoti Visharad

R2: Borthakur Ranjan Dilip, Borthakur Nilima; Bharatiya Sangeet Sadhak

R3: Garg Narayan Lakhi, Bharatk Sangeetkar Indian Musicians

R4: Bhat Thatte Jayashree; 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 Charginlayakari 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	24BAPB3102R	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	24BAPA3103R	Total credits: 03 Total hours: 45T	L 3	T 0	P 0	S 0	R 0	O/F 0	C 3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	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	24BAPA3104R	Total credits: 03 Total hours: 45T	L	T	P	S	R	O/F	C
			3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Performing Arts								
Semester	Fall/ V semester of third year of the programme								
Course Objectives	1. 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 Bedford Introduction to Drama, Lee D. Jacobus

R2: The Greek Playwright, Clem Martini

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

R4: Gain knowledge about Epic Theatre

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	24BAPA3105R	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	Compose 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	24BAPV3201R	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, tigung 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, tigung 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, tigon and charginlayakaris.	1, 2 & 3

SEMESTER –VI									
Course Title	Indian Classical Dance –Bharatnatyam Practical								
Course code	24BAPB3201R	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	Acquirecomplete 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	24BAPV3202R	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	Theoretical 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	24BAPB3202R	Total credits: 04 Total hours: 60T	L 4	T 0	P 0	S 0	R 0	O/F 0	C 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	24BAPV3203R	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	24BAPA3204R	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	Analyze the folk dances of South India.								
CO2	Identify the folk dances of North India.								
CO3	Interpret the folk dances of West India.								
CO4	Differentiate the 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: Subramaniam L, Subramaniam Vaji, Classical Music of India

OTHER LEARNING RESOURCES:

<https://youtu.be/9A2i6cVYq7g><https://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	24BAPA3205R	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	24BAPA3207R	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