

**AMITY UNIVERSITY MUMBAI**

**AMITY INSTITUTE OF BEHAVIOURAL AND  
ALLIED SCIENCES**

**CURRICULUM**

**B.A. (Applied Psychology)  
(Honours/Honours with Research)**

**DURATION: 4 YEARS  
(NEP 2020)**

**(IMPLEMENTED FROM ACADEMIC YEAR 2023-24)**

## PREAMBLE

Amity University, Maharashtra Mumbai aims to achieve academic excellence by providing multi-faceted education to students and encourage them to reach the pinnacle of success. The University has designed a system that would provide rigorous academic programme with necessary skills to enable them to excel in their careers.

This booklet contains the programme structure, the detailed curriculum and the scheme of examination. the programme structure includes the courses (core and elective), arranged semester wise. The importance of each course is defined in terms of credits attached to it. the credit units attached to each course has been further defined in terms of contact hours i.e. Lecture Hours (L), Tutorial Hours (T), Practical Hours (P). Towards earning credits in terms of contact hours, 1 lecture and 1 tutorial per week are rated as 1 credit each and 2 practical hours per week are rated as 1 credit. Thus, for example, an l-t-p structure of 3-0-0 will have 3 credits, 3-1-0 will have 4 credits, and 3-1-2 will have 5 credits.

The curriculum and scheme of examination of each course includes the course objectives, course contents, scheme of examination and the list of text and references. the scheme of examination defines the various components of evaluation and the weightage attached to each component. the different codes used for the components of evaluation and the weightage attached to them are:

<u>Components</u>	<u>Codes</u>	<u>Weightage (%)</u>
Case Discussion/ Presentation/ Analysis	C	05 - 10
Home Assignment	H	05 - 10
Project	P	05 - 10
Seminar	S	05 - 10
Viva	V	05 - 10
Quiz	Q	05 - 10
Class Test	CT	10 - 15
Attendance	A	05
End Semester Examination	EE	70

## ***Amity Institute of Behavioural & Allied Science***

### **INTRODUCTION TO THE SCHOOL**

AIBAS is sincerely dedicated to creating trained human wealth in the fields demanding behavioral understanding and interventions, the school employs effective teaching learning environment in the core curriculum through continuous integration of training, field exposure, observations, and research. According to the National Mental Health Survey (NMHS, 2016), there is an immense need of mental health professionals in the country. Eventually, with the programmes like under-graduation, post-graduation, and Mphil in Clinical Psychology the school will be a great support to the nation for bridging the gap between required and available mental health professionals through assessment diagnosis and therapies. On the other hand, the undergraduate programme in applied psychology will be helpful in providing human resource in the various other industries viz. Social and community development, schools/colleges, defense, artificial intelligence, organization behavior, animal studies, staff welfare and motivation through counselling and training.

### **VISION**

Amity Institute Behavioral and Allied Sciences (AIBAS) at Amity University, Mumbai aspires to be a nationally recognized frontrunner in undergraduate, postgraduate, M.Phil., and Ph.D. Programs. We train and sensitize psychologists who will protect and promote the mental health and well-being of our community by upholding the principle of social change through the application of psychological science.

### **MISSION**

Amity Institute Behavioral and Allied Sciences (AIBAS) at Amity University Mumbai is committed to quality in undergraduate and post graduate education. Our graduate program provides a foundation for the scientific understanding of behavior and mental processes and in order to promote psychological well-being. The post-graduate program focuses more on the need for empirical research and practice. The Clinical psychology wing which is RCI recognized trains students for licensed clinical practice in hospitals and other mental health institutes.

## PROGRAM OFFERED

### **B.A. (Applied Psychology) (Honours/Honours with Research)**

## PROGRAM OBJECTIVES

The objective of the B.A. (Applied Psychology) (Honours/Honours with Research) course is to provide students with a comprehensive understanding of psychological principles and their practical applications in various real-world settings. Here are some key objectives of this course:

- **Foundation in Psychological Theories:** To provide students with a solid foundation in the fundamental theories and concepts of psychology, covering various branches such as cognitive, social, developmental, clinical, and organizational psychology.
- **Applied Knowledge:** To emphasize the application of psychological theories and principles to solve real-life problems in areas like mental health, education, business, sports, and community settings.
- **Research Skills:** For the Honours with Research track, to equip students with research skills, including designing studies, collecting, and analyzing data, and interpreting results. This track aims to prepare students for advanced studies or research-oriented careers.
- **Critical Thinking and Analytical Skills:** To develop critical thinking and analytical skills in students, enabling them to evaluate psychological theories and research findings critically and apply them in various contexts.
- **Ethical and Cultural Sensitivity:** To instil a strong sense of ethical responsibility and cultural sensitivity in dealing with psychological issues, ensuring students are aware of the ethical implications of their work and are respectful of diverse perspectives.
- **Practical Experience:** To provide hands-on experience through internships, fieldwork, or lab work, allowing students to apply their knowledge in real-world situations and gain practical skills.

## PROGRAM OUTCOME

Students graduating with a degree in **B.A. (Applied Psychology) (Honours/Honours with Research)**

- They will have a thorough understanding of key psychological concepts and theories.
- They will be able to apply psychological principles to address real-world challenges.
- They will be skilled in conducting independent research and analyzing data.
- They will possess strong critical thinking and problem-solving abilities.
- They will be ethically aware and sensitive to cultural differences in psychological practice.
- They will be well-prepared for careers in psychology, counseling, human resources, and related fields.

## DISTINCTIVE FEATURES OF THE PROGRAM

The B.A. (Applied Psychology) (Honors/Honors with Research) program offers several distinctive features that set it apart from other undergraduate courses. Here are some of the key features:

- **Summer Internship Program:** Certain phases of professional development cannot be effectively taught in the academic environment. These facets can only be learned through direct, on-the-job experience working with successful professionals and experts in the field. For this purpose, our curriculum involves a 120-day (about 4 months) intensive summer internship and the conduction of workshops or exposure to related fields through During summer internship, AIBAS students join various industries, NGOs, hospitals, etc.
- **Workshops and training:** A workshop is mainly an activity-based academic event organized to give the students a one-to-one and hands-on experience on any aspect of their learning. Regular workshops are organized at school itself to acquaint students on with practical skills required in therapies, counselling, and testing.
- **Practical Experience:** The course often includes internships, fieldwork, and lab sessions, providing hands-on experience that allows students to apply psychological principles in real-world settings.
- **Research Focus:** For the Honours with Research track, there is a strong emphasis on research (Dissertation), allowing students to engage in independent research projects, which is ideal for those interested in pursuing higher studies or careers in research.
- **Community outreach programs:** In the B.A. (Applied Psychology) (Honours/Honours with Research) program provide numerous benefits to students. By participating in these programs, students gain practical experience by applying psychological theories and skills in real-world settings, enhancing their understanding of human behaviour in diverse contexts. They develop essential skills such as communication, empathy, teamwork, and problem-solving, which are critical for careers in psychology and related fields. Additionally, these programs increase students' awareness of social issues and cultural diversity, fostering greater sensitivity and ethical understanding. Engaging with the community also offers opportunities for students to conduct research on local needs and interventions, enabling them to apply their research skills meaningfully.
- **Industry visits programs:** in the B.A. (Applied Psychology) (Honours/Honours with Research) program offer significant benefits to students by bridging the gap between academic learning and practical application. These visits provide students with a firsthand look at how psychological principles are utilized in various professional settings, such as corporate offices, hospitals, schools, and non-profit organizations. By observing professionals in action, students gain valuable insights into different career paths and understand the day-to-day roles and responsibilities of psychologists and related professionals.
- **Value-added courses:** in the B.A. (Applied Psychology) (Honors/Honors with Research) program provide students with specialized knowledge and skills that go beyond the core curriculum, enhancing their overall educational experience. These courses are designed to complement the main program by offering practical skills and

insights into niche areas of psychology, such as psychological assessment, counseling techniques, stress management, or digital mental health tools. By participating in value-added courses, students gain an edge in the job market, as they acquire unique competencies that can be directly applied in professional settings. Additionally, these courses allow students to explore their interests more deeply, fostering a sense of academic curiosity and personal growth.

- **Sports:** Participation in sports, National Cadet Corps (NCC), or National Service Scheme (NSS) within the B.A. (Applied Psychology) (Honours/Honours with Research) program offers a range of benefits that enhance both personal development and academic experience. Engaging in sports helps students develop physical fitness, discipline, teamwork, and leadership skills, which are essential qualities for any professional, including psychologists.
- **Foreign language and communication skills:** within B.A. (Applied Psychology) (Honours/Honours with Research) FL/CSS offer significant benefits that extend beyond traditional psychology training. Learning a foreign language enhances cognitive abilities, such as memory, problem-solving, and critical thinking, which are valuable in understanding diverse psychological concepts. It also enables students to communicate effectively with a broader range of clients and colleagues in multicultural settings, increasing their employability in global and diverse environments.
- **Cognitive Laboratory (Cog-Lab):** School has a well-established psychology laboratory with more than 200 standardized projective and objective psychological tests and/or scales used for the assessment of personality, Aptitude, Interest, motivation, emotions, leadership styles, marital adjustment, neurocognitive functioning, creativity, mental disorders, developmental screening, etc. The laboratory is well equipped with psychological apparatuses to measure attention, perception, illusion, learning, memory, and biofeedback. Soundproof cabins for testing and experimentation are made available to the children keeping privacy and confidentiality of the clients intact. Students are given the opportunity of self-exploration by administering these tests on themselves first and later they are trained to administer these tests on dummy clients/subjects. Psychological profiling and report writing are part of practical classes.



## Certificate

It is hereby certified that the enclosed detailed syllabus has been presented before the Board of Studies of Amity University Maharashtra, Mumbai on 21<sup>st</sup> June, 2024, and it is recommended for the approval of the Academic Council, Amity University Maharashtra, Mumbai.

A handwritten signature in blue ink, appearing to read "Gawali".

Dr. Gautam Gawali  
Professor & Director  
Amity Institute of Behavioral and Allied Sciences  
Amity University Maharashtra, Mumbai

**BA (Applied Psychology) -Honours/Honours with Research  
Program Structure  
Implemented from AY 2023-24**

Semester	I	II	III	IV	V	VI	VII	VIII	Total
Credits	23	22	24	21	25	20	23	22	180

<b>Semester – I</b>							
Types of Courses		Course Code	Course Title	Credits	Teaching Hours		
					Theory	Tutorial	Practical
<b>Discipline Specific Courses</b>	<b>Discipline-I (Core)</b>			<b>8</b>			
	<b>Discipline - I</b>	PSY2101N	Experimental Psychology	3	3	-	-
		PSY2102N	Introductory Psychology	3	3	-	-
		PSY2103N	Psychological Practical-I	2	-	-	4
	<b>Discipline II (Any Two from Basket)</b>			<b>4</b>			
	<b>Discipline - II</b>	PSY2108N	Life Span Development	2	2	-	-
		PSY2109N	Systems & Approaches in Psychology	2	2	-	-
		PSY2110N	Comparative Psychology	2	2	-	-
	<b>Discipline-III (Anyone from Basket)</b>			<b>4</b>			
	<b>Discipline - III</b>	BMT2110N	Business Management	4	4	-	-
		ECO2110N	Economics - I	4	4	-	-
		HMR2110N	Human Rights -I	4	4	-	-
		ACW2110N	Academic and Creative Writing	4	4	-	-
		FST2110N	Fashion Technology - I	4	4	-	-
IND2110N		Interior Design -I	4	4	-	-	
<b>Total (Discipline I + II + III)</b>			<b>16</b>				
<b>Foundation Courses</b>	<b>Foreign Language (Anyone from Basket)</b>			<b>1</b>			
	<b>Foreign Language</b>	FLF2111N	French- I	1	1	-	-
		FLG2111N	German-I	1	1	-	-
		FLS2111N	Spanish-I	1	1	-	-
	<b>Communication Skills</b>	CSE2112N	Effective Listening	<b>1</b>	<b>1</b>	-	-
	<b>Sub Total</b>			<b>2</b>			
	<b>workshop</b>	PSY2113N	Psychological workshop I	1	1	-	-
	<b>Sub Total</b>			<b>1</b>			
	<b>VAC - I</b>	ENV2116N	Environmental Studies	4	4	-	-
	<b>Total (Foundation Courses)</b>			<b>7</b>			
<b>Total Credit</b>			<b>23</b>				



Semester - II							
Types of Courses		Course Code	Course Title	Sem-II Credits	Teaching Hours		
Discipline Specific Courses	Core - Discipline			8	Theory	Tutorial	Practical
	Discipline - I	PSY2201N	Psychological Disorder-I	3	3	-	-
		PSY2202N	Basics of Statistics	3	3	-	-
		PSY2203N	Psychological Practical-II	2	-	-	4
	Discipline II (from Basket Any Two)			4			
	Discipline - II	PSY2208N	Advanced Experimental Psychology	2	2	-	-
		PSY2209N	Health Psychology	2	2	-	-
		PSY2210N	Organization behavior	2	2	-	-
	Discipline-III (Anyone from Basket)			4			
	Discipline - III	ABM2210N	Advanced Business Management	4	4	-	-
		ECO2210N	Economics -II	4	4	-	-
		HMR2210N	Human Rights-II	4	4	-	-
		CSW2210N	Technical and Literary Writing	4	4	-	-
		FST2210N	Fashion Technology-II	4	4	-	-
		IND2210N	Interior Design-II	4	4	-	-
Total (Discipline I + II + III)			16				
Foundation Courses	Foreign Language (Anyone from Basket)			2			
	Foreign Language	FLF2211N	French- II	2	1	-	-
		FLG2211N	German-II	2	1	-	-
		FLS2211N	Spanish-II	2	1	-	-
	Communication Skills	CSE2212N	Presentation Skills	1	1	-	-
	Subtotal			3			
	Industry Visit	PSY2213N	Industry Visit-I	1	1	-	-
	Subtotal			1			
	VAC - II (Anyone from Basket)			2			
	VAC - II	PSY2217N	Mental Health and Well-being	2	2	-	-
		ANM2217N	Animation -I	2	2	-	-
		PHT2217N	Introduction to Photography	2	2	-	-
		POL2217N	Political Science- I- Fundamentals of Indian Constitution	2	2	-	-
TSM2217N		Tourism Geography	2	2	-	-	
SCW2217N		Social Entrepreneurship	2	2	-	-	
Subtotal			2				
Total (Foundation Courses)			6				
Total Credit			22				

Semester - III							
Types of Courses		Course Code	Course Title	Sem-II Credits	Teaching Hours		
Discipline Specific Courses	Core - Discipline			8	Theory	Tutorial	Practical
	Discipline - I	PSY2301N	Psychological Disorder-II	3	3	-	-
		PSY2302N	Basic Cognitive Psychology	3	3	-	-
		PSY2303N	Psychological Practical-III	2	-	-	4
	Discipline II (from Basket Any Two)			4			
	Discipline - II	PSY2308N	Research Methodology-I	2	2	-	-
		PSY2309N	Health Psychology	2	2	-	-
		PSY2310N	Sports Psychology	2	2	-	-
	Total (Discipline I + II)			12			
	Foundation Courses	Foreign Language (Anyone from Basket)			2		
Foreign Language		FLF2311N	French- III	2	2	-	-
		FLG2311N	German-III	2	2	-	-
		FLS2311N	Spanish- III	2	2	-	-
Communication Skills		CSE2312N	Reading and Comprehension	1	1	-	-
Subtotal			3				
Workshop		PSY2313N	Psychological Workshop-III	1	1	-	-
Vocational Courses/ Entrepreneurship*/ Industry Led Courses		PSY2314N	Organization Behavior and Ethics	3	3	-	-
Subtotal			4				
VAC-II (Anyone from Basket)		PSY2317N	Emotional Intelligence & Social Learning	2	2	-	-
		ANM2317N	Animation (Advanced Animation Techniques)	2	2	-	-
		PHT2317N	Camera Design & Types of Lenses	2	2	-	-
		POL2317N	Political Science-II- Fundamentals of India's Foreign Policy	2	2	-	-
	TSM2317N	Tourism Product	2	2	-	-	
	SCW2317N	Introduction to Urban and Rural Development	2	2	-	-	
Subtotal			2				

	<b>VAC-III</b>	PHE2318N	Physical Education and Sports**	-			
	<b>Total (Foundation Courses)</b>			<b>9</b>			
	<b>Community Engagement Services</b>	CES2319N	Community Outreach	3	-	-	-
	<b>Total (Non-Teaching Credit Courses)</b>			<b>3</b>			
	<b>Grand Total</b>			<b>24</b>			
<b>** continued till Sem-VI</b>							

Semester - IV							
	Types of Courses	Course Code	Course Title	Sem-IV Credits	Teaching Hours		
Discipline Specific Courses			<b>Core - Discipline</b>	<b>8</b>	<b>Theory</b>	<b>Tutorial</b>	<b>Practical</b>
	<b>Discipline - I</b>	PSY2401N	Foundations of Personality	3	3	-	-
		PSY2403N	Psychological Practical-IV	2	-	-	4
		PSY2408N	Advanced Cognitive Psychology	3	3	-	-
	<b>Discipline II (From Basket - Any Two)</b>			<b>4</b>			
	<b>Discipline - II</b>	PSY2401N	Social Psychology	2	2	-	-
		PSY2409N	Physiological Psychology	2	2	-	-
PSY2410N		Forensic Psychology	2	2	-	-	
<b>Total (Discipline I + II)</b>				<b>12</b>			
Foundation Courses	<b>Foreign Language (From Basket)</b>			<b>2</b>			
	<b>Foreign Language</b>	FLF2411N	French- IV	2	2	-	-
		FLG2411N	German-IV	2	2	-	-
		FLS2411N	Spanish-IV	2	2	-	-
	<b>Communication Skills</b>	CSE2412N	Effective Writing Skills	1	1	-	-
	<b>Subtotal</b>			<b>3</b>			
	<b>Workshop</b>	PSY2413N	Psychological Workshop-IV	1	1	-	-
	<b>Vocational Courses/ Entrepreneurship*/ Industry Led Courses</b>	PSY2414N	Consumer Psychology	3	3	-	-
	<b>Subtotal</b>			<b>4</b>			
	<b>VAC-II (From Basket)</b>	PSY2417N	An Introduction to Psychopharmacology	2	2	-	-
		ANM2417N	Animation (Advanced Animation Studio)	2	2	-	-
		PHT2417N	Different Genres of Photography	2	2	-	-
		POL2417N	Political Science- III- Indian Govt & Politics	2	2	-	-
		TSM2417N	Tourism Trends	2	2	-	-
SCW2417N		Understanding Social Problems in India	2	2	-	-	
<b>Subtotal</b>			<b>2</b>				
<b>VAC-III</b>	PHE2318N	Physical Education and Sports**	-	-	-	-	
<b>Total (Foundation Courses)</b>				<b>9</b>			
<b>Total Credit</b>				<b>21</b>			

Semester - V							
Types of Courses		Course Code	Course Title	Sem-V Credits	Teaching Hours		
Discipline Specific Courses			<b>Core - Discipline</b>	<b>12</b>	Theory	Tutorial	Practical
	<b>Discipline - I</b>	PSY2501N	Clinical Psychology	3	3	-	-
		PSY2502N	Psychometrics	3	3	-	-
		PSY2503N	Psychological Practical-V	3	-	-	6
		PSY2504N	Rehabilitation Psychology	3	2	1	-
	<b>Discipline II (From Basket- Anyone)</b>			<b>4</b>			
	<b>Discipline - II</b>	PSY2508N	Educational Psychology	4	2	1	-
PSY2509N		Geriatric Psychology	4	2	1	-	
<b>Total (Discipline I + II)</b>				<b>16</b>			
Foundation Courses	<b>Foreign Language (From Basket)</b>			<b>2</b>			
	<b>Foreign Language</b>	FLF2511N	French-V	2	2	-	-
		FLG2511N	German-V	2	2	-	-
		FLS2511N	Spanish-V	2	2	-	-
	<b>Communication Skills</b>	CSE2512N	Employability Skill	1	1	-	-
	<b>Subtotal</b>			<b>3</b>			
	<b>Workshop</b>	PSY2513N	Psychological Workshop-V	1	1	-	-
	<b>Subtotal</b>			<b>1</b>			
<b>VAC-III</b>	PHE2318N	Physical Education and Sports**	-				
<b>Total (Foundation Courses)</b>				<b>4</b>			
<b>SIP/Internship/Project/Dissertation/Field Visit</b>	PSY2521N	Summer Internship (NTCC)	5	-	-	-	
<b>Total (Non-Teaching Credit Courses)</b>				<b>5</b>			
<b>Total Credit</b>				<b>25</b>			

### Semester - VI

Types of Courses	Course Code	Course Title	Sem-VI Credits	Teaching Hours		
				Theory	Tutorial	Practical
		<b>Core - Discipline</b>	<b>16</b>			
<b>Discipline - I</b>	PSY2601N	Counselling Psychology	3	3	-	-
	PSY2602N	School Psychology	3	3	-	-
	PSY2603N	Psychological Practical-VI	4	-	-	8
	PSY2604N	Advanced Social Psychology	3	2	1	-
	PSY2605N	Positive Psychology	3	2	1	-
		<b>Discipline II (From Basket)</b>	<b>4</b>			
<b>Discipline - II</b>	PSY2608N	Dissertation	4	-	4	-
<b>Total (Discipline I + II)</b>			<b>20</b>			
<b>VAC-III</b>	PHE2318N	Physical Education and Sports**	-	-	-	-
<b>Total (Foundation Courses)</b>			<b>-</b>			
<b>Total Credit</b>			<b>20</b>			

### Semester - VII

Types of Courses	Course Code	Course Title	Sem-VII Credits	Teaching Hours		
				Theory	Tutorial	Practical
		<b>Core - Discipline</b>	<b>13</b>			
<b>Discipline - I</b>	PSY2701N	Educational Technology	3	3	-	-
	PSY2702N	Social Issues and Problems: Skills and Psychological Interventions	4	4	-	-
	PSY2703N	Psychological Practical-VII	3	3	-	-
	PSY2704N	Guidance and Counselling	3	3	-	-
<b>Total (Discipline I)</b>			<b>13</b>			
<b>Research Course</b>	PSY2708N	Advanced Research Methodology in Psychology	4	4	-	-
			<b>17</b>			
<b>SIP/Internship/Project/Dissertation/Field Visit</b>	CES2719N	Community Engagement	6	-	-	-
<b>Total (Non-Teaching Credit Courses)</b>			<b>6</b>			
<b>Total Credit</b>			<b>23</b>			

## Semester - VIII

Types of Courses	Course Code	Course Title	Sem-VIII Credits	Teaching Hours		
				Theory	Tutorial	Practical
		<b>Core - Discipline</b>	<b>10</b>			
<b>Discipline - I</b>	PSY2801N	Advanced Psychological Perspectives in Life Skills Training and Education (Certification Program)	8	8	-	-
	PSY2802N	Child Psychology	3	3	-	-
	PSY2803N	Psychological Practical-VIII	3	-	-	6
<b>Total (Discipline I)</b>			<b>14</b>			
<b>SIP/Internship/ Project/Dissertation/ Field Visit</b>	CES2819N	Internship	8	-	-	-
<b>Total (Non-Teaching Credit Courses)</b>			<b>8</b>			
<b>Total Credit</b>			<b>22</b>			

## EVALUATION SCHEME

### Semester – I

Types of Courses	Course Code	Course Title	Credits	Evaluation (Mark)			
				Internal	End Term Exam	Total	
Discipline Specific Courses	<b>Discipline-I (Core)</b>		<b>8</b>				
	<b>Discipline - I</b>	PSY2101N	Experimental Psychology	3	30	70	100
		PSY2102N	Introductory Psychology	3	30	70	100
		PSY2103N	Psychological Practical-I	2	100	00	100
	<b>Discipline II (Any Two from Basket)</b>		<b>4</b>				
	<b>Discipline - II</b>	PSY2108N	Life Span Development	2	30	70	100
		PSY2109N	Systems & Approaches in Psychology	2	30	70	100
		PSY2110N	Comparative Psychology	2	30	70	100
	<b>Discipline-III (Anyone from Basket)</b>		<b>4</b>				
	<b>Discipline - III</b>	BMT2110N	Business Management	4	50	50	100
		ECO2110N	Economics - I	4	50	50	100
		HMR2110N	Human Rights -I	4	50	50	100
		ACW2110N	Academic and Creative Writing	4	50	50	100
		FST2110N	Fashion Technology - I	4	50	70	100
		IND2110N	Interior Design -I	4	50	50	100
	<b>Total (Discipline I + II + III)</b>		<b>16</b>				
Foundation Courses	<b>Foreign Language (Anyone from Basket)</b>		<b>1</b>				
	<b>Foreign Language</b>	FLF2111N	French- I	1	50	50	100
		FLG2111N	German-I	1	50	50	100
		FLS2111N	Spanish-I	1	50	50	100
	<b>Communication Skills</b>	CSE2112N	Effective Listening	<b>1</b>	50	50	100
	<b>Sub Total</b>		<b>2</b>				
	<b>workshop</b>	PSY2113N	Psychological Workshop I	1	100	00	100
	<b>Sub Total</b>		<b>1</b>				
	<b>VAC - I</b>	ENV2116N	Environmental Studies	4	30	70	100
	<b>Total (Foundation Courses)</b>		<b>7</b>				
<b>Total Credit</b>		<b>23</b>					



## Semester – II

Semester – II							
Types of Courses		Course Code	Course Title	Sem-II Credits	Evaluation (Mark)		
<b>Discipline Specific Courses</b>	<b>Core - Discipline</b>			<b>8</b>	<b>Internal</b>	<b>End Term Exam</b>	<b>Total</b>
	<b>Discipline - I</b>	PSY2201N	Psychological Disorder-I	3	30	70	100
		PSY2202N	Basics of Statistics	3	30	70	100
		PSY2203N	Psychological Practical-II	2	100	00	100
	<b>Discipline II (from Basket Any Two)</b>			<b>4</b>			
	<b>Discipline - II</b>	PSY2208N	Advanced Experimental Psychology	2	30	70	100
		PSY2209N	Health Psychology	2	30	70	100
		PSY2210N	Organization Behavior	2	30	70	100
	<b>Discipline-III (Anyone from Basket)</b>			<b>4</b>			
	<b>Discipline - III</b>	ABM2210N	Advanced Business Management	4	50	50	100
		ECO2210N	Economics -II	4	50	50	100
		HMR2210N	Human Rights-II	4	50	50	100
		CSW2210N	Technical and Literary Writing	4	50	50	100
		FST2210N	Fashion Technology-II	4	50	50	100
		IND2210N	Interior Design-II	4	50	50	100
	<b>Total (Discipline I + II + III)</b>			<b>16</b>			
<b>Foundation Courses</b>	<b>Foreign Language (Anyone from Basket)</b>			<b>2</b>			
	<b>Foreign Language</b>	FLF2211N	French- II	2	50	50	100
		FLG2211N	German-II	2	50	50	100
		FLS2211N	Spanish-1I	2	50	50	100
	<b>Communication Skills</b>	CSE2212N	Presentation Skills	1	50	50	100
	<b>Subtotal</b>			<b>3</b>			
	<b>Industry Visit</b>	PSY2213N	Industry Visit-I	1	100	00	100
	<b>Subtotal</b>			<b>1</b>			
	<b>VAC - II (Anyone from Basket)</b>			<b>2</b>			
	<b>VAC - II</b>	PSY2217N	Mental Health and Well-being	2	100	00	100
		ANM2217N	Animation -I	2	50	50	100
PHT2217N		Introduction to Photography	2	50	50	100	
POL2217N		Political Science- I- Fundamentals of Indian Constitution	2	50	50	100	
TSM2217N		Tourism Geography	2	50	50	100	

	SCW2217N	Social Entrepreneurship	2	50	50	100
	<b>Subtotal</b>		<b>2</b>			
	<b>Total (Foundation Courses)</b>		<b>6</b>			
	<b>Total Credit</b>		<b>22</b>			

## Semester – III

Types of Courses		Course Code	Course Title	Sem-II Credits	Evaluation (Mark)		
<b>Discipline Specific Courses</b>	<b>Core - Discipline</b>			<b>8</b>	<b>Internal</b>	<b>End Term Exam</b>	<b>Total</b>
	<b>Discipline - I</b>	PSY2301N	Psychological Disorder-II	3	30	70	100
		PSY2302N	Basic Cognitive Psychology	3	30	70	100
		PSY2303N	Psychological Practical-III	2	100	00	100
	<b>Discipline II (from Basket Any Two)</b>			<b>4</b>			
	<b>Discipline - II</b>	PSY2308N	Research Methodology-I	2	30	70	100
		PSY2309N	Health Psychology	2	30	70	100
		PSY2310N	Sports Psychology	2	30	70	100
<b>Total (Discipline I + II)</b>			<b>12</b>				
<b>Foundation Courses</b>	<b>Foreign Language (Anyone from Basket)</b>			<b>2</b>			
	<b>Foreign Language</b>	FLF2311N	French- III	2	50	50	100
		FLG2311N	German-III	2	50	50	100
		FLS2311N	Spanish- III	2	50	50	100
	<b>Communication Skills</b>	CSE2312N	Reading and Comprehension	1	50	50	100
	<b>Subtotal</b>			<b>3</b>			
	<b>Workshop</b>	PSY2313N	Psychological Workshop-III	1	100	00	100
	<b>Vocational Courses/ Entrepreneurship*/ Industry Led Courses</b>	PSY2314N	Organization Behavior and Ethics	3	30	70	100
	<b>Subtotal</b>			<b>4</b>			
	<b>VAC-II (Anyone from Basket)</b>	PSY2317N	Emotional Intelligence & Social Learning	2	100	00	100
		ANM2317N	Animation (Advanced Animation Techniques)	2	50	50	100
		PHT2317N	Camera Design & Types of Lenses	2	50	50	100
		POL2317N	Political Science- II- Fundamentals of India's Foreign Policy	2	50	50	100
		TSM2317N	Tourism Product	2	50	50	100
		SCW2317N	Introduction to Urban and Rural Development	2	50	50	100
	<b>Subtotal</b>			<b>2</b>			
	<b>VAC-III</b>	PHE2318N	Physical Education and Sports**	-	-	-	-
<b>Total (Foundation Courses)</b>			<b>9</b>				
<b>Community Engagement Services</b>	CES2319N	Community Outreach	3	100	00	100	
<b>Total (Non-Teaching Credit Courses)</b>			<b>3</b>				
<b>Grand Total</b>			<b>24</b>				
<b>** continued till Sem-VI</b>							

## Semester – IV

Semester – IV								
	Types of Courses	Course Code	Course Title	Sem-IV Credits	Evaluation (Mark)			
<b>Discipline Specific Courses</b>			<b>Core - Discipline</b>	<b>8</b>	<b>Internal</b>	<b>End Term Exam</b>	<b>Total</b>	
	<b>Discipline - I</b>	PSY2401N	Foundations of Personality	3	30	70	100	
		PSY2403N	Psychological Practical-IV	3	30	70	100	
		PSY2408N	Advanced Cognitive Psychology	4	100	00	100	
	<b>Discipline II (From Basket - Any Two)</b>				<b>4</b>			
	<b>Discipline - II</b>	PSY2401N	Social Psychology	2	30	70	100	
		PSY2409N	Physiological Psychology	2	30	70	100	
		PSY2410N	Forensic Psychology	2	30	70	100	
	<b>Total (Discipline I + II)</b>				<b>12</b>			
<b>Foundation Courses</b>	<b>Foreign Language (From Basket)</b>			<b>2</b>				
	<b>Foreign Language</b>	FLF2411N	French- IV	2	50	50	100	
		FLG2411N	German-IV	2	50	50	100	
		FLS2411N	Spanish-IV	2	50	50	100	
	<b>Communication Skills</b>	CSE2412N	Effective Writing Skills	1	50	50	100	
	<b>Subtotal</b>				<b>3</b>			
	<b>Workshop</b>	PSY2413N	Psychological Workshop-IV	1	100	00	100	
	<b>Vocational Courses/ Entrepreneurship*/ Industry Led Courses</b>	PSY2414N	Consumer Psychology	3	30	70	100	
	<b>Subtotal</b>				<b>4</b>			
	<b>VAC-II (From Basket)</b>	PSY2417N	An Introduction to Psychopharmacology	2	100	00	100	
		ANM2417N	Animation (Advanced Animation Studio)	2	50	50	100	
		PHT2417N	Different Genres of Photography	2	50	50	100	
		POL2417N	Political Science- III- Indian Govt & Politics	2	50	50	100	
		TSM2417N	Tourism Trends	2	50	50	100	
		SCW2417N	Understanding Social Problems in India	2	50	50	100	
<b>Subtotal</b>				<b>2</b>				
<b>VAC-III</b>	PHE2318N	Physical Education and Sports**	-	-	-	-		
<b>Total (Foundation Courses)</b>				<b>9</b>				
<b>Total Credit</b>				<b>21</b>				

Semester – V							
Types of Courses		Course Code	Course Title	Sem-V Credits	Evaluation (Mark)		
Discipline Specific Courses			<b>Core - Discipline</b>	<b>12</b>	<b>Internal</b>	<b>End Term Exam</b>	<b>Total</b>
	<b>Discipline - I</b>	PSY2501N	Clinical Psychology	3	30	70	100
		PSY2502N	Psychometrics	3	30	70	100
		PSY2503N	Psychological Practical-V	3	100	00	100
		PSY2504N	Rehabilitation Psychology	3	30	70	100
	<b>Discipline II (From Basket- Anyone)</b>			<b>4</b>			
	<b>Discipline - II</b>	PSY2508N	Educational Psychology	4	30	70	100
PSY2509N		Geriatric Psychology	4	30	70	100	
<b>Total (Discipline I + II)</b>				<b>16</b>			
Foundation Courses	<b>Foreign Language (From Basket)</b>			<b>2</b>			
	<b>Foreign Language</b>	FLF2511N	French-V	2	50	50	100
		FLG2511N	German-V	2	50	50	100
		FLS2511N	Spanish-V	2	50	50	100
	<b>Communication Skills</b>	CSE2512N	Employability Skill	<b>1</b>	50	50	100
	<b>Subtotal</b>			<b>3</b>			
	<b>Workshop</b>	PSY2513N	Psychological Workshop-V	1	100	00	100
	<b>Subtotal</b>			<b>1</b>			
<b>VAC-III</b>	PHE2318N	Physical Education and Sports**	-				
<b>Total (Foundation Courses)</b>				<b>4</b>			
	<b>SIP/Internship/Project/Dissertation/Field Visit</b>	PSY2521N	Summer Internship (NTCC)	5	100	00	100
<b>Total (Non-Teaching Credit Courses)</b>				<b>5</b>			
<b>Total Credit</b>				<b>25</b>			

### Semester - VI

Types of Courses	Course Code	Course Title	Sem-VI Credits	Evaluation (Mark)		
				Internal	End Term Exam	Total
		<b>Core - Discipline</b>	<b>16</b>			
<b>Discipline - I</b>	PSY2601N	Counselling Psychology	3	30	70	100
	PSY2602N	School Psychology	3	30	70	100
	PSY2603N	Psychological Practical-VI	4	100	00	100
	PSY2604N	Advanced Social Psychology	3	30	70	100
	PSY2605N	Positive Psychology	3	30	70	100
		<b>Discipline II (From Basket)</b>	<b>4</b>			
<b>Discipline - II</b>	PSY2608N	Dissertation	4	100	00	100
<b>Total (Discipline I + II)</b>			<b>20</b>			
<b>VAC-III</b>	PHE2318N	Physical Education and Sports**	-	-	-	
<b>Total (Foundation Courses)</b>			<b>00</b>			
<b>Total Credit</b>			<b>20</b>			

### Semester - VII

Types of Courses	Course Code	Course Title	Sem-VII Credits	Evaluation (Mark)		
				Internal	End Sem Exam	Total
		<b>Core - Discipline</b>	<b>13</b>			
<b>Discipline - I</b>	PSY2701N	Educational Technology	3	30	70	100
	PSY2702N	Social Issues and problems: Skills and Psychological Interventions	4	30	70	100
	PSY2703N	Psychological Practical-VII	3	30	70	100
	PSY2704N	Guidance and Counselling	3	30	70	100
<b>Total (Discipline I)</b>			<b>13</b>			
<b>Research Course</b>	PSY2708N	Advanced Research Methodology in Psychology	4	30	70	100
			<b>17</b>			
<b>SIP/Internship/Project/Dissertation/Field Visit</b>	CES2719N	Community Engagement	6	100	00	100
<b>Total (Non-Teaching Credit Courses)</b>			<b>6</b>			
<b>Total Credit</b>			<b>23</b>			

## Semester - VIII

Types of Courses	Course Code	Course Title	Sem-VIII Credits	Evaluation (Mark)		
				Internal	End Term Exam	Total
		<b>Core - Discipline</b>	<b>10</b>			
<b>Discipline - I</b>	PSY2801N	Advanced Psychological Perspectives in Life Skills Training and Education	8	30	70	100
	PSY2802N	Child Psychology	3	30	70	100
	PSY2803N	Psychological Practical-VIII	3	100	00	100
<b>Total (Discipline I)</b>			<b>14</b>			
<b>SIP/Internship/ Project/Dissertation/ Field Visit</b>	CES2819N	Internship	8	100	00	100
<b>Total (Non-Teaching Credit Courses)</b>			<b>8</b>			
<b>Total Credit</b>			<b>22</b>			

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# *Curriculum*

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<b>Semester - I</b>		
Course Code	Course Name	Credits
<b>PSY2101N</b>	<b>EXPERIMENTAL PSYCHOLOGY</b>	<b>3</b>

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
03	-	-	03	-	-	03

Theory				Term Work / Practical/Oral			Total		
Internal Assessment			End Sem Exam	Duration Of End Sem Exam	Term Work	Practical		Oral	
Test	Continuous Evaluation	Attendance					Total Internal		
15	10	05	30	70	3 Hours	-	-	-	100

<b>Course Outcomes</b>	
1	Understand fundamental concepts and theories in experimental psychology.
2	Design and conduct psychological experiments to investigate behavioral phenomena.
3	Analyze and interpret experimental data using statistical methods.
4	Apply ethical standards in the design and execution of psychological research.
5	Critically evaluate experimental research studies in psychology.
6	Communicate experimental findings effectively through written and oral presentations.

<b>Course Objectives</b>	
1	To Introduce the scientific methods used in psychological research.
2	To familiarize the student with a basic and broad understanding of the scientific method and its application to the problems of Psychology.

3	To Prepare the student for graduate work and advanced experimental concepts.
4	To Encourage critical thinking about experimental findings and methodologies.
5	To Teach the principles of experimental design and control.
6	Explore the historical and contemporary developments in experimental psychology.

## Detailed Syllabus

Module/ Unit	Course Module / Contents		Hours	Marks Weightage
	<b>Introduction to Experimental Psychology</b>			
<b>1</b>	1.1	Meaning and Scope of Experimental Psychology	08	20%
	1.2	History of Experimental Psychology		
	1.3	Areas of research in experimental psychology		
	1.4	Nature of Science and Scientific Methods		
	<b>Method of experimental psychology</b>			
<b>2</b>	2.1	The experimental Method, Importance of a good experimental design, The experimental Process	08	20%
	2.2	Types of experiments		
	2.3	Variables: meaning & its types, Ways of controlling extraneous variables		
	2.4	Pros and cons of experimental method		
	<b>Sensation and Sensitivity</b>			
<b>3</b>	3.1	Sensory Process: Meaning and Types of Senses	08	20%
	3.2	Visual and Hearing Sense- Structure and Functioning of Eye and Ear		
	3.3	Chemical Senses- Sense of Smell and Sense of Taste, Skin Senses- Sense of Touch or Pressure, Sense of Temperature and Pain		
	3.4	Body Senses- Kinesthetic Sense and Vestibular Sense		

4	<b>Learning</b>		08	20%
	4.1	Meaning, Nature of Learning		
	4.2	Types of learning (Verbal, Motor, Concept etc.)		
	4.3	Theories of Learning – Trial and Error Theory, Classical Conditioning Theory, Operant / Instrumental Conditioning		
	4.4	Insight Learning Theory		
5	<b>Psychophysics</b>		07	20%
	5.1	Concept of Psychophysics		
	5.2	Absolute and Differential Threshold		
	5.3	Determination of Thresholds: Method of Limits, Method of Average Error, Method of Constant Stimuli		
	5.4	Signal detection theory and Subliminal perception		
<b>Total</b>			<b>39</b>	<b>100%</b>

<b>References</b>	
1	Cohen, J. (2013). <i>Statistical power analysis for the behavioral sciences</i> (2nd ed.). Academic Press.
2	Wagoner, B. (2015). <i>Experimental psychology: A case approach</i> (3rd ed.). W.W. Norton & Company.
3	Schneider, D. J., Gruman, J. A., & Coutts, L. M. (2012). <i>Applied social psychology: Understanding and improving lives</i> (2nd ed.). Sage Publications.
4	Harris, P. L. (2014). <i>The work of the imagination</i> . Wiley-Blackwell
5	Gordon, A. C., & Coleman, C. (2016). <i>Introduction to experimental psychology: A guide for students</i> (5th ed.). Cambridge University Press
6	Bordens, K. S., & Abbott, B. B. (2018). <i>Research designs: Qualitative, quantitative, and mixed methods approach</i> (3rd ed.). Sage Publications.

## Semester – I

Course Code	Course Name	Credits
<b>PSY2102N</b>	<b>INTRODUCTORY PSYCHOLOGY</b>	<b>3</b>

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
03	-	-	03	-	-	03

				Theory		Term Work / Practical/Oral			Total
Internal Assessment			Total Internal	End Sem Exam	Duration Of End Sem Exam	Term Work	Practical	Oral	
Test	Continuous Evaluation	Attendance							
15	10	05	30	70	3 Hours	-	-	-	100

## Course Outcomes

1	Identify and describe major psychological theories and concepts.
2	Understand the biological, cognitive, and social bases of behavior.
3	Analyze human behavior through different psychological perspectives.
4	Apply psychological principles to everyday life and personal experiences.
5	Evaluate research methods and findings in psychology.
6	Communicate psychological knowledge effectively through various formats.

## Course Objectives

1	To Provide a foundational understanding of key psychological concepts and theories
2	To explore the biological, cognitive, and social influences on behavior
3	To Introduce various research methods used in psychological science.

4	To Develop critical thinking skills in evaluating psychological research and claims.
5	To apply psychological principles to analyze and address real-life issues.
6	To enhance communication skills through discussions, written assignments, and presentations.

## Detailed Syllabus

Module/ Unit	Course Module / Contents	Hours	Marks Weightage
<b>1</b>	<b>The field of Psychology</b>		
	1.1 Concept and Definition of psychology	08	20%
	1.2 Nature and Goals of Psychology		
	1.3 Scope of Psychology		
	1.4 Branches and Fields of Psychology and Psychology and its relation to other fields		
<b>2</b>	<b>History and schools of Psychology (Perspectives &amp; Schools of Psychology)</b>		
	2.1 Background of Psychology: Historical Perspective	08	20%
	2.2 Older (Perspectives) (Schools of Psychology: Structuralism, Functionalism, Psychoanalysis, Gestalt and Behaviorisms		
	2.3 Schools of Psychology: Cognitive, Behaviorism, Psychodynamic, Socio-Cultural, evolutionary		
	2.4 Schools of Psychology: Humanism, existentialism.		
<b>3</b>	<b>Motivation</b>		
	3.1 Meaning & Definition of Motivation,	08	20%
	3.2 Motivational Cycle		
	3.3 Needs: Biological Psychosocial		

	3.4	Theories of Motivation–Instinct theory drive theory, arousal theory, incentive theory, Hierarchy of needs theory.		
4	<b>Emotion</b>		08	20%
	4.1	Meaning and Definition		
	4.2	Bodily and Physiological Changes accompanying emotions		
	4.3	Basic emotions		
	4.4	Theories of Emotion: James-Lange Theory, Cannon-Bard Theory, Schachter and Singer's theory.		
5	<b>Intelligence</b>		07	20%
	5.1	Intelligence: Meaning and Definition		
	5.2	Theories of intelligence: Unitary Theory, Multifactor Theory, Two Factor Theory, and Group Factor Theory		
	5.3	Genetic and Environmental Influence on Intelligence		
	5.4	Concept of Mental Age and IQ		
<b>Total</b>			<b>39</b>	<b>100%</b>

<b>References</b>	
1	Gerrig, R. J., & Zimbardo, P. G. (2018). <i>Psychology and life</i> (21st ed.). Pearson.
2	Myers, D. G. (2020). <i>Psychology</i> (12th ed.). Worth Publishers.
3	Sternberg, R. J., & Sternberg, K. (2020). <i>Cognition</i> (8th ed.). Wadsworth Publishing.
4	Kalat, J. W. (2020). <i>Introduction to psychology</i> (11th ed.). Cengage Learning.
5	Hockenbury, D. H., & Hockenbury, S. E. (2021). <i>Discovering psychology</i> (8th ed.). Worth Publishers.
6	Bernstein, D. A., Penner, L. A., Clarke-Stewart, A., Roy, E. M., & Wickens, C. D. (2022). <i>Psychology</i> (11th ed.). Houghton Mifflin Harcourt.

## Semester – I

Course Code	Course Name	Credits
<b>PSY2103N</b>	<b>PSYCHOLOGICAL PRACTICAL- I</b>	<b>02</b>

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
-	4	-	-	4	-	04

Assessment				Journal Report Internal.	Duration Of End Sem Exam	Total
Components	Instruction & Conduction	Attendance	Viva			
Weightage	30	05	20	45	03	100

## Course Outcomes

1	Accurately document and analyze behavioral observations in different settings.
2	Apply ethical guidelines effectively while conducting psychological research.
3	Formulate and test hypotheses using appropriate experimental methods.
4	Collect, interpret, and present data clearly and accurately.
5	Understand and apply statistical analysis techniques to research findings.
6	Critically evaluate research designs and identify potential improvements.

## Course Objectives

1	Develop skills in observing and recording human behaviour in various settings, while understanding ethical considerations.
2	Gain hands-on experience in designing, executing, and analysing psychological experiments to reinforce understanding of research methods.
3	To develop self-awareness amongst the students before administering the psychological practical on other participants.

4	To acquaint the students with basic procedures of assessment before they learn conducting the practical's
5	To familiarize the students with basic psychological processes.
6	To Develop practical skills in the field of psychology.

### Detailed Syllabus

Practical/Test	Name Of the Practical		Hours	Marks Weightage
1	1.1	Personality Inventory for Youth	18	100%
	1.2	College Adjustment Scale		
2	2.1	Differential Aptitude Scale	17	
	2.2	Emotional Intelligence Scale		
3	3.1	Self-Esteem Inventory	17	
	3.2	Career Preference Inventory		
<b>Total</b>			<b>52</b>	

Note: Total 3 Practicum will be conducted in the second semester from following list of tests/experiments, based on each of the above modules.

### References

1	Lachar, D., & Gruber, C. P. (2001). <i>Personality Inventory for Youth (PIY)</i> (2nd ed.). Western Psychological Services.
2	Anton, W. D., & Reed, J. R. (2004). <i>College Adjustment Scales</i> (3rd ed.). Psychological Assessment Resources.
3	Bennett, G. K., Seashore, H. G., & Wesman, A. G. (2005). <i>Differential Aptitude Tests for Personnel and Career Assessment</i> (6th ed.). Pearson.
4	Schutte, N. S., Malouff, J. M., & Bhullar, N. (2009). <i>Emotional Intelligence Scale</i> (3rd ed.). MHS Assessments.
5	Coopersmith, S. (2002). <i>Coopersmith Self-Esteem Inventory</i> (3rd ed.). Mind Garden, Inc.
6	Jones, L. K., & Jones, R. D. (2005). <i>Career Preference Inventory</i> (3rd ed.). Psychometrics Publishing.



## Semester - I

Course Code	Course Name	Credits
<b>PSY2108N</b>	<b>LIFE SPAN DEVELOPMENT</b>	<b>02</b>

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
02	-	-	02	-	-	02

		Theory				Term Work / Practical/Oral			Total
Internal Assessment		Total Internal	End Sem Exam	Duration Of End Sem Exam	Term Work	Pract.	Oral		
Test	Continuous Evaluation							Attendance	
15	10	05	30	70	3 Hours	-	-	-	100

## Course Outcomes

1	Understanding the biological, cognitive, and psychosocial changes that occur throughout the lifespan
2	Identifying the stages of development from infancy to old age.
3	Exploring the impact of genetic and environmental factors on individual development.
4	Analyzing the role of culture and society in shaping developmental processes
5	Examining the influence of early life experiences on later development.
6	Applying developmental theories to understand behavioral changes across the lifespan.

## Course Objectives

1	To examine the continuous processes of growth and change from conception to death.
2	To analyze how biological, cognitive, and psychosocial factors influence development.
3	To understand developmental milestones and variations across different life stages

4	To explore the impact of cultural, social, and environmental contexts on development.
5	To assess the effects of early experiences on later developmental outcomes.
6	To apply theoretical frameworks to explain developmental changes across the lifespan.

## Detailed Syllabus

Module/ Unit	Course Module / Contents		Hours	Marks Weightage
	<b>Introduction</b>			
<b>1</b>	1.1	Meaning and Concept of Development: Life Span Perspective, B., C.	04	17%
	1.2	Theoretical Perspective on Development		
	1.3	Factors Influencing Development		
	<b>The Start to Life</b>			
<b>2</b>	2.1	Conception and Prenatal Development: The Interaction of Heredity and Environment	04	17%
	2.2	Birth and Newborn: Birth Complications		
	2.3	Competent Newborn		
	<b>Development in Infancy and Toddlerhood (birth to 2years)</b>			
<b>3</b>	3.1	Physical Development, B., C.	04	17%
	3.2	Cognitive Development: Roots of Language		
	3.3	Social and Personality Development		
	<b>Development in Childhood</b>			
<b>4</b>	4.1	The Preschool years (3-6 Years): Physical Development; Cognitive Development: Language Development Social and Personality Development	04	17%
	4.2	The Middle Childhood (6-12 Years): Physical Development		
	4.3	Cognitive Development: Intellectual and Language development, Social and Personality Development		
	<b>Development in Adolescence and Young Adulthood</b>			
<b>5</b>			04	17%
	5.1	Adolescence (12-19 years): Physical Development, Cognitive development in Adolescence and School Performance Social and Personality Development		

	5.2	Young Adulthood (19-35 years): Physical Development: Physical Limitations and Challenges, Cognitive Development: Intelligence and Higher Education, Social and Personality Development: Forging Relationship and Choosing Career		
<b>6</b>		<b>Development in Middle and Late Adulthood</b>		
	6.1	Middle Adulthood (35-55 years): Physical Development: Sexuality and Health, Cognitive Development: Memory and Remembering, Social and Personality Development: Cultural Dimensions.	06	17%
	6.2	Late Adulthood (55 years to death): Physical Development: Health and Wellness, Cognitive Development		
	6.3	Memory and Forgetting, Social and Personality Development: Successful Aging, Death, Dying and Bereavement		
<b>Total</b>			<b>26</b>	<b>100%</b>

<b>References</b>	
1	Lachar, D., & Gruber, C. P. (2001). <i>Personality Inventory for Youth (PIY)</i> (2nd ed.). Baltes, P. B., Lindenberger, U., & Staudinger, U. M. (2006). <i>Lifespan Development and the Brain: The Perspective of Biocultural Co-Constructivism</i> . Cambridge University Press.
2	Berk, L. E. (2018). <i>Development Through the Lifespan</i> (7th ed.). Pearson.
3	Santrock, J. W. (2020). <i>A Topical Approach to Lifespan Development</i> (10th ed.). McGraw-Hill Education. Santrock, J. W. (2020). <i>A Topical Approach to Lifespan Development</i> (10th ed.). McGraw-Hill Education.
4	Papalia, D. E., & Martorell, G. (2020). <i>Experience Human Development</i> (14th ed.). McGraw-Hill Education.
5	Sigelman, C. K., & Rider, E. A. (2021). <i>Life-Span Human Development</i> (10th ed.). Cengage Learning.
6	Bee, H., & Boyd, D. (2019). <i>The Developing Person Through the Life Span</i> (11th ed.). Worth Publishers

## Semester - I

Course Code	Course Name	Credits
PSY2109N	SYSTEMS AND APPROACHES IN PSYCHOLOGY	2

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
02	-	-	02	-	-	02

Theory						Term Work / Practical/Oral			Total
Internal Assessment			End Sem Exam	Duration Of End Sem Exam	Term Work	Pract.	Oral		
Test	Continuous Evaluation	Attendance						Total Internal	
15	10	05	30	70	3 Hours	-	-	-	100

## Course Outcomes

1	Analyze various psychological theories and their applications in understanding human behavior.
2	Evaluate the effectiveness of different therapeutic approaches in treating psychological disorders.
3	Compare and contrast qualitative and quantitative research methods in psychological studies.
4	Apply psychological principles to improve organizational and workplace dynamics.
5	Assess the impact of cultural and contextual factors on psychological phenomena.
6	Integrate systems thinking into the study of complex psychological processes and interactions.

## Course Objectives

1	To introduce the history and different approaches of psychology. It identifies and defines the theories, terms, methods, and various disciplines of psychology.
2	To enable students to understand the historical background and different disciplines of psychology.
3	To enable students to understand the historical background and different disciplines of psychology.

4	To get an introductory perspective on different theories in behaviorism and psychoanalysis.
5	To Understand the core principles and methodologies of major psychological systems and approaches
6	To Develop the ability to apply different psychological frameworks to analyze and address complex behavioral issues

## Detailed Syllabus

Module/ Unit	Course Module / Contents		Hours	Marks Weightage
	<b>Development of Psychology as a Discipline</b>			
<b>1</b>	1.1	Contribution of Weber, Fechner	06	20%
	1.2	Contribution of Helmholtz, Galton		
	1.3	Contribution of Ebbinghaus		
	1.4	Contribution of Mc Keen Cattell		
	<b>Structuralism, Functionalism, Behaviorism</b>			
<b>2</b>	2.1	Wundt as the founder of structuralism	06	20%
	2.2	Titchener as the founder of structuralism		
	2.3	Founding of Functionalism: Dewey and Angell		
	2.4	Watsonian Behaviorism: Systematic Criteria B.		
	<b>Gestalt psychology</b>			
<b>3</b>	4.1	Founding the Gestalt psychology	07	20%
	4.2	Gestalt qualities, factors in organization		
	4.3	Insight and productive thinking		
	4.4	Gestalt psychology as a system		
<b>4</b>	<b>Psychoanalysis</b>			
	4.1	Basic postulates, Freud's contributions to Psychoanalysis	07	20%
	4.2	Jung's contributions to Psychoanalysis		
	4.3	Adler's contributions to Psychoanalysis		

	4.4	Critical evaluation		
<b>Total</b>			<b>26</b>	<b>100%</b>

<b>References</b>	
1	Proctor, R. W., & Capaldi, E. J. (2012). <i>Psychology of Science: Implicit and Explicit Processes</i> (1st ed.). Oxford University Press.
2	Glassman, W. E., & Hadad, M. (2013). <i>Approaches to Psychology</i> (6th ed.). McGraw-Hill Education.
3	Eysenck, M. W., & Keane, M. T. (2015). <i>Cognitive Psychology: A Student's Handbook</i> (7th ed.). Psychology Press.
4	Kalat, J. W. (2016). <i>Biological Psychology</i> (12th ed.). Cengage Learning
5	Feist, J., Feist, G. J., & Roberts, T.-A. (2017). <i>Theories of Personality</i> (9th ed.). McGraw-Hill Education.
6	Myers, D. G., & Twenge, J. M. (2019). <i>Social Psychology</i> (13th ed.). McGraw-Hill Education

## Semester – I

Course Code	Course Name	Credits
<b>PSY2110N</b>	<b>COMPARATIVE PSYCHOLOGY</b>	<b>02</b>

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
02	-	-	02	-	-	02

Theory				Term Work / Practical/Oral			Total		
Internal Assessment			End Sem Exam	Duration Of End Sem Exam	Term Work	Pract.		Oral	
Test	Continuous Evaluation	Attendance							Total Internal
15	10	05	30	70	3 Hours	-	-	-	100

## Course Outcomes

1	Identify key similarities and differences in behavior across various species.
2	Analyze evolutionary and ecological influences on animal behavior.
3	Evaluate the role of genetics and environment in shaping behavioral traits.
4	Apply comparative methods to understand the development of cognitive functions.
5	Assess the implications of animal research for understanding human psychology.
6	Interpret behavioral data from different species to inform conservation and welfare practices.

## Course Objectives

1	To Examine the behavioral and cognitive similarities between humans and other animals
2	To Investigate the evolutionary origins of specific behavioral traits across species.
3	To Assess the impact of ecological and environmental factors on animal behavior.

4	To Explore the role of genetics in the development of behavioral characteristics
5	To Apply comparative methods to enhance understanding of learning and memory processes
6	To Evaluate how findings from animal behavior research can contribute to human psychological science.

## Detailed Syllabus

Module/ Unit	Course Module / Contents	Hours	Marks Weightage
	<b>Overview of comparative psychology</b>		
<b>1</b>	1.1 Introduction to Comparative Psychology	06	20%
	1.2 Historical Perspective		
	1.3 Scientific and Philosophical Perspectives on Animal Mind		
	<b>Evolution, adaptation, and phylogeny</b>		
<b>2</b>	2.1 Origin and Evolution in animals	06	20%
	2.2 Behavioral Variation and Adaptation Amongst Different Species		
	2.3 Behavioral Ecology		
	<b>Behavioral approaches</b>		
<b>3</b>	3.1 Curiosity And Exploratory Behaviors	07	20%
	3.2 Types Of Communication in Nonhuman Animals		
	3.3 Comparative Studies of Cooperation: Collaboration and Prosocial Behavior In Animals		
	<b>Cognitive approaches</b>		
<b>4</b>	4.1 Tools for Measuring Animal Cognition: Mazes to Touchscreens	07	20%
	4.2 Phylogenetic Approaches for Research in Comparative Cognition		
	4.3 Animal Creativity and Innovation		
<b>Total</b>		<b>26</b>	<b>100%</b>

## References



1	Baldwin, J. D., & Baldwin, J. I. (2020). <i>Introduction to comparative psychology</i> (3rd ed.). Cambridge University Press
2	Call, J., & Tomasello, M. (2008). <i>The human child: A comparative approach to understanding child development</i> . Cambridge University Press.
3	Glickman, S. E., & Sroges, R. W. (2007). <i>Comparative psychology: A handbook</i> (2nd ed.). Wiley.
4	Greenberg, G., & Seltzer, R. (2016). <i>The study of animal behavior: Comparative approaches</i> (4th ed.). Routledge
5	Mason, W. A., & R. G. H. (2014). <i>Behavioral ecology and comparative psychology</i> (2nd ed.). Academic Press.
6	Oden, D. L., & Thompson, R. K. R. (2019). <i>Comparative cognitive psychology: Behavioral and neuropsychological approaches</i> . MIT Press.

## Semester - I

Course Code		Course Name				Credits			
BMT2110N		BUSINESS MANAGEMENT-I				4			
Contact Hours			Credits Assigned						
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total			
03	-	02	03	-	01	04			
Theory					Term Work / Practical/Oral			Total	
Internal Assessment			End Sem Exam	Duration Of End Sem Exam	Term Work	Pract.	Oral		
Test	Continuous Evaluation	Attendance						Total Internal	
20	25	05	50	50	2 Hours	-	-	-	100

## Course Outcomes

1. Identify and explain the basic concepts, nature, and scope of management, and recognize its significance in organizational success.
2. Analyze various management theories, including classical and modern approaches, and apply these frameworks to solve organizational challenges.
3. Demonstrate the ability to carry out the management planning process, set objectives, and use forecasting and decision-making techniques to guide organizational planning.
4. Evaluate different types of organizational structures and understand the principles of authority, delegation, departmentalization, and staffing processes.
5. Develop and apply techniques for management control, motivation, coordination.

## Course Objectives

1. Familiarize students with the key concepts, functions, and levels of management, and the evolution of management theories.
2. To effectively plan, set objectives, forecast, and make informed decisions within an organization.
3. Provide students with an understanding of how organizations are structured, including departmentalization, span of control, and the principles of authority and delegation.
4. Enable students to conduct job analysis, manpower planning, recruitment, and training, and understand the importance of employee development and recognition.
5. Teach students the processes and objectives of management control.
6. The importance of coordination, communication, and motivation in directing organizational efforts.

## Detailed Syllabus

Module/ Unit	Course Module / Contents		Hours	Marks Weightage
<b>1</b>	<b>Introduction</b>		<b>09</b>	17%
	1.1	Concept, Nature, Scope and Functions of Management		
	1.2	Functions of Management, Levels of Management, Evolution and Foundations of Management Theories - Classical		
	1.3	Systems Approach to Organization, Modern Organization Theory.		
<b>2</b>	<b>Management Planning Process</b>		<b>09</b>	17%
	2.1	Planning objectives and characteristics		
	2.2	Hierarchies of Planning, the Concept and Techniques of Forecasting		
	2.3	Decision Making – Concepts & Process, MBO, concept and relevance		
<b>3</b>	<b>Organization</b>		<b>09</b>	17%
	3.1	Meaning, Importance and Principles, Departmentalization		
	3.2	Span of Control, Types of Organization		
	3.3	Authority, Delegation of Authority		
<b>4</b>	<b>Staffing</b>		<b>09</b>	17%
	4.1	Meaning, Job analysis, Manpower planning		
	4.2	Recruitment, Transfers and Promotions, Appraisals		
	4.3	Management Development, Job Rotation, Training, Rewards and Recognition.		
<b>5</b>	<b>Directing</b>		<b>09</b>	17%
	5.1	Motivation, Co-ordination, Communication		
	5.2	Directing and Management Control, Decision Making		
<b>6</b>	<b>Management Control</b>		<b>07</b>	10%
	6.1	Coordination, Meaning, Nature, Features		
	6.2	Objectives and Process of Management Control		
<b>Total</b>			<b>52</b>	<b>100%</b>
<b>References</b>				
1. Stoner, Freeman, and Gilbert Jr. (2010), Management, 8th Edition, Pearson Education				
2. Robbins, (2009), Fundamentals of Management: Essential concepts and Applications, 6th edition, Pearson Education				
3. Prasad, L.M. Principles & Practice of Management, 1st Edition, Tata McGraw Hills				
4. "Principles of Management" by Richard L. Daft, 12th Edition (2018), Cengage Learning				

5. "Principles of Management" by Charles W. L. Hill and Steven McShane, 1st Edition (2008), McGraw-Hill/Irwin

## Semester – I

Course Code	Course Name	Credits
ECO2110N	Economics - I	4

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
03		01	03		01	04

Theory							Term Work/ Practical/ Oral			Total
Internal Assessment					End Sem Exam	Duration of End Sem Exam	Term Work	Prac.	Oral	
Test	Assignment	Viva	Attendance	Total Internal						
20	15	10	05	50	50	2 Hours	-	-	-	100

## Course Outcomes

1.	The knowledge of this subject is essential to understand facts, concepts of microeconomics, which deals with economics at individual level.
2.	Students understand the basic theories behind decision making process of households and the firms and their interaction in establishing equilibrium prices.
3.	Students understand the firm's decision-making process
4.	Students understand the importance of equilibrium in welfare objective
5.	Students understand the impact of microeconomic decisions at macroeconomic level.
6.	Promote social justice, communal harmony, and solidarity.

## Course Objectives

1.	Students can compare the different elasticities and their usefulness
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2.	Students can calculate the elasticities
3.	Students can find the profit maximization equilibrium level
4.	Students can understand the importance of kinky demand curve in stabilizing prices
5.	Students can understand the pricing in the factor market
6.	Students understand the importance of pareto equilibrium

## Detailed syllabus

Module/ Unit	Course Module / Contents	Hours	Marks Weightage (%)	
	<b>Exploring the Subject Matter of Economics</b>			
<b>1</b>	1.1	Definition Of Economics. Why Study Economics? The Scope And Method Of Economics	7	15%
	1.2	Scarcity And Choice; Questions Of What, How And For Whom To Produce And How To Distribute Output.		
	1.3	Questions Of What, How And For Whom To Produce		
	1.4	Question Of How To Distribute The Profit		
	1.5	Concept Of Stable, Unstable, Static And Dynamic Equilibrium		
	1.6	Partial And General Equilibrium, Positive And Normative Economics		
	<b>Supply and Demand: How Markets Work, Markets and Welfare</b>			
<b>2</b>	2.1	Equi Marginal Utility.	7	15%
	2.2	Individual Demand And Supply Schedule		
	2.3	Derivation Of Market Demand Supply		
	2.4	Consumer's Surplus		
	2.5	Shifts In Demand And Supply Curve		
	2.6	The Role Of Prices In Resource Allocation		
	2.7	Elasticity Of Demand -Price, Income, And Cross Elasticity		
	2.8	Law Of Supply, Elasticity Of Supply		

	<b>Consumer's Behavior</b>			
<b>3</b>	3.1	Utility-Cardinal And Ordinal Approaches,	8	16%
	3.2	Indifference Curves And Budget Constraint		
	3.3	Consumer 'S Equilibrium (Hicks And Slutsky		
	3.4	Giffen Goods		
	3.5	Compensated Demand Curve		
	3.6	Revealed Preference		
	3.7	Engel Curve		
	<b>Theory of Production</b>			
<b>4</b>	4.1	Technology, Isoquants, Iso Costs	10	18%
	4.2	Production With One And More Variables		
	4.3	Cobb-Douglass Production Function		
	4.4	Returns To Scale		
	<b>Theory of Cost</b>			
<b>5</b>	5.1	Short Run And Long Run Costs, Cost Curves In The Short Run And Long Run, Total, Average, And Marginal Product, Cost Minimization And Expansion Path, Elasticity Of Substitution.	10	18%
	5.2	Total, Average, And Marginal Product		
	5.3	Cost Minimization, Envelope Curve		
	5.4	Law Of Variable Proportion		
	<b>Markets</b>			
<b>6</b>	6.1	Perfect Competition	10	18%
	6.2	Assumptions Of Perfect Competition		
	6.3	Short Run Equilibrium Of Perfect Competition		
	6.4	Long Run Equilibrium Of Perfect Competition		
<b>Total</b>			<b>52</b>	<b>100%</b>

## References

1.	C. Snyder and W. Nicholson, Fundamentals of Microeconomics, Cengage Learning (India), 2010.
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2.	B. Douglas Bernheim and Michael D. Whinston, Microeconomics, Tata McGraw-Hill (India), 2009
3.	Ahuja H.L. (2010) Principles of Microeconomics, 18 <sup>th</sup> Edition, S. Chand& Co. Ltd.
4.	Robert S. Pindyk and D.L. Ru Microeconomics
5.	A.Koutsoyiannis 'Modern Microeconomics



## Semester – I

Course Code	Course Name	Credits
HMR2110N	HUMAN RIGHTS-I: GENERAL HUMAN RIGHTS.	4

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
04			04			04

Theory							Term Work/ Practical/ Oral			Total
Internal Assessment					End Sem Exam	Duration of End Sem Exam	Term Work	Prac	Oral	
Test	Assignmen t	Viva	Atte ndan ce	Total Internal						
20	15	10	05	50	50	2 Hours	-	-	-	100

## Course Outcomes

1	Promote human dignity and individual self-respect.
2	Ensure gender equality and equal opportunities for all.
3	Foster respect and appreciation for diversity.
4	Support the rights of national, ethnic, religious, and linguistic minorities.
5	Empower students for active citizenship and democratic participation.
6	Promote social justice, communal harmony, and solidarity.

## Course Objectives

1	Critically analyze different spheres of human rights.
2	Effectively communicate on socio-legal aspects of human rights.

3	Enhance analytical thinking on international human rights law application.
4	Assess specific human rights laws with legal instruments and contemporary cases.
5	Analyze contemporary challenges and trends in human rights theory and practice.
6	Understand divergences in human rights across international, regional, and domestic contexts.

## Detailed syllabus

Module/ Unit	Course Module / Contents		Hours	Marks Weightage (%)
<b>Module I</b>	<b>Historical Development and Basic Concepts</b>		6	15%
1	1.1	Historical Development of Human Rights		
	1.2	Concepts of Justice		
	1.3	Concepts of Dignity		
	1.4	Concepts of Liberty and Equality		
	1.5	Concepts of Unity in Diversity		
	1.6	Concepts of Ethics and Morality		
<b>Module II</b>	<b>Understanding of the Concept of Rights and Duties</b>		6	15%
2	2.1	Meaning of Human Rights		
	2.2	Significance of Human Rights Education.		
	2.3	Rights: Inherent-Inalienable-Universal- Individual and Groups		
	2.4	Nature and concept of Duties		
	2.5	Interrelationship of Rights and Duties		
	2.6	Classification of Rights and Duties: Moral, Social, Cultural, Economic, Civil and Political		
<b>Module III</b>	<b>Human Duties and Responsibilities</b>			
3	3.1	Identification of Human Duties and Responsibilities.		
	3.2	The Relationship Between Human Rights and Human Duties.		

	3.3	Ethical Obligations of Individuals in upholding Human Rights.	6	16%
	3.4	Social Responsibilities in Promoting Equality and Justice.		
	3.5	Environmental Duties and the Role of Sustainable Practices.		
	3.6	Global and Cultural Variations in the Concept of Human Responsibilities.		
<b>Module IV</b>	<b>General Problems of Human Rights</b>			
<b>4</b>	4.1	Challenges in Defining and Universally Applying Human Rights.	7	18%
	4.2	Conflict Between National Sovereignty and International Human Rights Standards.		
	4.3	Cultural Relativism and its Impact on Human Rights Implementation.		
	4.4	Economic Inequality as a Barrier to Human Rights Realization.		
	4.5	Political Repression and the Violation of Civil Liberties.		
	4.6	Issues of Accountability and Enforcement in Human Rights Violations		
<b>Module V</b>	<b>Important Convention on Human Rights-I</b>			
<b>5</b>	5.1	Universal Declaration of Human Rights (UDHR) (1948)	7	18%
	5.2	International Covenant on Civil and Political Rights (ICCPR) (1966)		
	5.3	International Covenant on Economic, Social and Cultural Rights (ICESCR) (1966)		
	5.4	Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) (1979)		
	5.5	Convention on the Rights of the Child (CRC) (1989)		
	5.6	Convention on the Rights of Persons with Disabilities (CRPD) (2006)		
<b>Module VI</b>	<b>Important Convention on Human Rights-II</b>			
<b>6</b>	6.1	International Convention on the Elimination of All Forms of Racial Discrimination (ICERD) (1965)	7	18%
	6.2	Convention Against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment (CAT) (1984)		
	6.3	Convention Relating to the Status of Refugees (1951) and its 1967 Protocol		
	6.4	Convention on the Prevention and Punishment of the Crime of Genocide (1948)		
	6.5	International Convention for the Protection of All Persons from Enforced Disappearance (2006)		

	6.6	Rome Statute of the International Criminal Court (1998)		
<b>Total</b>			<b>39</b>	<b>100%</b>
<b>References</b>				
1.	An introduction to the Political Theory by O.P. Gauba;			
2.	Human Rights by S. Subrahmanyam;			
3.	Human Rights and Constitutional Law by D.D. Basu;			
4.	The United Nations Structure and Functions of an International Organization by Rumki Basu;			
5.	Human Rights in India Historical, Social and Political Perspective by Chiranjivi J. Nirmal.			
6.	Manoj Kumar Sinha, Implementation of Basic Human Rights, (Lexis Nexis)			

<b>Semester – I</b>		
<b>Course Code</b>	<b>Course Name</b>	<b>Credits</b>
<b>ACW2110N</b>	<b>Academic and Creative Writing</b>	<b>04</b>

<b>Contact Hours</b>			<b>Credits Assigned</b>			
<b>Theory</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Theory</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Total</b>
04	00	-	04	00	-	04

<b>Internal</b>				<b>External</b>		<b>Total</b>
<b>Mid-Sem Exam</b>	<b>Continuous Evaluation</b>	<b>Attendance</b>	<b>Total Internal</b>	<b>End Sem Exam</b>	<b>Duration Of End Sem Exam</b>	
30	15	05	50	50	2 Hours	100

<b>Course Outcomes</b>	
1	Demonstrate effective ways of ideation.
2	Identify various writing techniques.
3	Acquire academic and idiomatic vocabulary.
4	Comprehend the principles of effective paragraph structure and content.
5	Analyze and evaluate own and other's works.

<b>Course Objectives</b>	
1	To introduce the concepts of academic and creative writing

2	To familiarize students with the different genres and process of writing.
3	To train students to write in various forms and formats
4	To encourage students to write for self-development and publication.
5	To teach the various ways of ideating and writing creatively.

## Detailed Syllabus

Module/ Unit	Course Module / Contents	Hours	Marks Weightage
	<b>Fundamentals of Writing</b>		
1	1.1 Significance of Writing as a Skill	8	15%
	1.2 Categories of Writing		
	1.3 Types of writing		
	<b>Academic and Creative Writing</b>		
2	2.1 Features of Academic and Creative Writing	8	15%
	2.2 Differences Between Academic and Creative Writing		
	2.3 Illustrations of Between Academic and Creative Writing		
	<b>Creative Writing</b>		
3	3.1 Ideation	10	20%
	3.2 Writing for Target Audience		
	3.3 Employ the Various Stages of the Writing Process - Pre-writing, Writing and Re-writing		
	3.3 Employ Descriptive, Narrative and Expository Modes		
	<b>Academic Writing</b>		
4	4.1 Planning and Making the Outline	8	15%
	4.2 Refining Paragraph Structure		
	4.3 Proofreading and Editing		

<b>5</b>	<b>Stylistics of Writing</b>		10	20%
	5.1	Common Literary Devices		
	5.2	Learning about Themes		
	5.3	Vocabulary Enhancement		
<b>6</b>	<b>Putting to Practice</b>		8	15%
	6.1	Analyzing Short Stories of Famous Foreign and Indian Writers: Kate Chopin & Ruskin Bond		
	6.2	Producing Samples of Various Writing Types		
	6.3	Peer Review		
<b>Total</b>			<b>52</b>	<b>100</b>

### References

1.	Brohaugh, William. Write Tight: Say Exactly What You Mean with Precision and Power.
2.	Dev, Anjana Neira, ed. A Handbook of Academic Writing and Composition. Pinnacle, 2016.
3.	Eckert, Kenneth. Writing Academic Research Papers. Moldy Rutabaga, 2021.
4.	Goins, Jeff. You Are a Writer (So Start Acting Like One). Tribe Press
5.	Gupta, Renu. A Course in Academic Writing. Orient BlackSwan, 2010.
6.	Pinker, Steven. The Sense of Style: The Thinking Person's Guide to Writing in the 21st Century. Penguin Books, Reprint edition ,2015
7.	Seely, John. Oxford Guide to Effective Writing and Speaking. OUP 2nd edition, 2005
8.	Turk, Christopher and John Kirkman. Effective Writing. London and New York: Chapman & Hall. Indian Reprint 2003.

## Semester - I

Course Code	Course Name	Credits
FST2110N	Fashion Technology I (Fashion Studies)	04

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
02		02	02		02	04

Theory					Term Work/ Practical/ Oral			Total	
Internal Assessment				End Sem Exam	Duration of End Sem Exam	Term Work	Prac.		Oral
Test	Continuous Evaluation	Attendance	Total Internal						
15	30	05	50	50	2 Hours	-	-	-	100

## Course Outcomes

1	Have a deeper understanding of fashion theories, fashion terminologies, and vocabulary.
2	Understand the workings of the fashion industry, including its historical development, current trends, and key players.
3	Gain insights into the fashion production, including design, manufacturing, and distribution.
4	Analyze various fashion subcultures, recognizing their role in challenging mainstream norms and shaping aesthetic trends.

## Course Objectives

1	The course aims to deepen students' grasp of fashion theories, terminologies, and vocabulary, fostering their analytical skills for interpreting design and trends.
2	The course also provides a comprehensive overview of the fashion industry's evolution, current trends, and key players while offering insights into the intricacies of design, manufacturing, and distribution processes.



3	By exploring diverse fashion subcultures, students will recognize their role in reshaping aesthetics and challenging conventional norms, enhancing their ability to engage thoughtfully with the multifaceted realm of fashion.
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## Detailed syllabus

Module/ Unit	Course Module / Contents		Hours	Marks Weightage (%)
	<b>Fashion Terminology &amp; Etymology</b>			
<b>1</b>	1.1	Clothes, Costumes, Fashion, Social Identity, Feel-Good, Unique Identity, Designer Jeans, Perfect Look, Branded Cosmetics, Branded Shoes, Eyewear, Watches, Etc.	9	20%
	1.2	Elements And Principles Of Design In Context To Fashion (Point, Line, Shape- [Silhouette, Motifs, Repeats], Colour [Hue, Value, Intensity], Texture) (Balance, Proportion, Emphasis, Rhythm, Harmony)		
	1.3	Style, Types Of Fashion Avante Garde, Haute Couture/High Fashion, Mass-Market, Bridge/Prêt-A-Porter/Ready-To-Wear Fashion Classics, Fads, Knock Off.		
	<b>Factors Influencing Fashion and Fashion Theories</b>			
<b>2</b>	2.1	Accelerating And Retarding Factors Influenced By Social, Cultural, Economic, Political, Technological, Sports, Music, Etc.	9	15%
	2.2	Fashion Theories- Trickle-Up, Trickle-Down And Mass Dissemination		
	<b>Fashion Cycles and Fashion Consumers</b>			
<b>3</b>	3.1	Five Stages Of The Fashion Cycle And The Various Types Of Cycles.	8	15%
	3.2	Fashion Consumers At Each Stage		
	<b>Introduction to the Fashion Industry</b>			
<b>4</b>	4.1	A Brief Global Overview Of The Textile And Apparel Industry. Sectoral Overview Of The Fashion Industry In India	8	15%
	4.2	Fashion Capitals Of The World: Paris, Milan, New York, London, Tokyo (Uniqueness And 5 Top Designers/Brands From Each Capital)		
	<b>Fashion Details</b>		9	20%

5	5.1	Component Details Of Necklines, Collars, Sleeves, Cuffs, Belts, Pockets, Drapes, Yokes, Gathers, Frills, Pleats, And Tucks.		
	5.2	Understanding And Identification Of Applique, Patchwork, Embroideries, Beadwork, Fringes, Tassels, Quilting, Smocking, Shearing,		
	5.3	Types Of Hemlines, Trims, Fasteners, Laces, Zippers, Buttons, Rouleau, Drawstrings, Vents, And Rivets.		
	5.4	Jewelry, Handbags, Hats, Headgear, Footwear, Watches, Scarves, Sunglasses, Pins.		
		<b>Regional Styles, Culture and Fashion</b>		
6	6.1	Mediterranean, Latino, And Scandinavian Styles- History, Culture And Society, Lifestyle, Textiles And Clothing, Accessories, Home Furnishings.	9	15%
	6.2	Fashion In Relation To Sports, Movies, And Music- Types Of Styles And Trends, Textiles And Fabrics.		
<b>Total</b>			<b>52</b>	<b>100%</b>

## References

1	Fashion: From concept to consumer, Gini Stephens Frings (1999), Prentice-Hill Inc.
2	The Fairchild's Dictionary of Fashion, Phyllis Tortora,
3	Variety- Fashion for Freedom, S. A Hussain
4	Beyond Design, Sandra J. Keiser & Myrna B. Garner, Fairchild publication.
5	Elements of Fashion & Apparel Design, G. J Sumathi,
6	Elements of Fashion & Apparel Design, G. J Sumathi,
7	Consumer Behavior: In Fashion, Solomon, Pearson Education India.

## Semester - I

Course Code	Course Name	Credits
IND2110N	Interior Design -I	04

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
01	-	03	01	-	03	04

Test	Theory				Term Work / Practical/Oral			Total	
	Internal Assessment			End Sem Exam	Duration Of End Sem Exam	Term Work	Pract.		Oral
	Continuous Evaluation	Attendance	Total Internal						
15	30	05	50	-	-	50	-	-	100

## Course Outcomes

1	Understand the field of Interior Design as a profession.
2	Familiarization with Colours, textures and materials used in the interior spaces
3	Awareness of drawing at scale, lettering, and dimensioning
4	Understanding basics of technical drawing
5	Familiarize with Anthropometry of interior space
6	Designing of residential interior space

## Course Objectives

1	To enable students to understand the design aspects and constraints of residential interiors.
2	To appraise the students about the role and complexity in interior design.

## Detailed Syllabus

Module/ Unit	Course Module / Contents	Hours	Marks Weightage	
<b>1</b>	<b>Introduction to Interior Design</b>		12	20%
	1.1	Introduction To The Profession Of Interior Design. Difference Between Design & Decoration.		
	1.2	Basics Of Sheet Formats		
	1.3	Introduction To Elements And Principles Of Design And Interior Design As A Profession.		
	1.4	Basics Of Sketching		
<b>2</b>	<b>Basics Of Colors, Textures, And Materials</b>		8	12%
	2.1	To Enable the Students To Understand The Basics Of Colors In Form Of Colour Wheel And Colour Schemes		
	2.2	Understanding Of Materials And Textures		
<b>3</b>	<b>Introduction To Basics Of Lettering, And Scales</b>		8	12%
	2.1	Basics Of Lettering		
	2.2	Basics Of Scales		
	2.3	Basics Of Dimensioning		
<b>4</b>	<b>Basics Of Drawing and Technical Drafting</b>		8	13%
	3.1	Understanding 2D Drafting		
	3.2	Understanding Plans and Elevations Of Basic Objects		
<b>5</b>	<b>Study Of Anthropometry, Human Proportions And Required Spaces</b>		8	13%
	4.1	Anthropometric Study of Various Residential Spaces.		
	4.2	Discussion Of Various Activities In A Residence		
	4.3	Studying Circulation in Residential Interior Spaces		
<b>6</b>	<b>Layout Of Residential Interior Space</b>		16	30%
	6.1	Making Final Layout Plan With Suggested Design		
	6.2	Understanding Interior Design From Reference Images		
	6.3	Preparing A Final Portfolio		
<b>Total</b>		<b>60</b>	<b>100%</b>	

## References

1	Ernst Neufert, Neuferts Architects Data
2	Francis D.K. Ching, Architecture: Form, Space And Order
3	Joseph Chiara And John Called, Time Saver Standards For Building Types
4	Ramsey Sleeper, Architectural Graphic Standards
5	Drew Plunkett, Drawing For Interior Design

## Semester - I

Course Code	Course Name	Credits
FLF2111N	FRENCH I	1

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
01	-	-	01	-	-	01

Theory						Term Work / Practical/Oral			Total	
Internal Assessment			Attendance	Total Internal	End Sem Exam	Duration Of End Sem Exam	Term Work	Practical		Oral
Mid Term	Viva	Continuous Evaluation								
15	20	10	05	50	50	75 mins	-	-	-	100

## Course Outcomes

1	To familiarize students with the French language, with its phonetic system and its accents.
2	To make the students understand simple spoken French, including greetings, introductions, and basic conversational phrases.
3	To engage the students in basic conversations, introduce yourself, ask and answer simple questions, and use common expressions.
4	To familiarize the students to write simple sentences and paragraphs about familiar topics, such as daily activities, personal information, and immediate needs.
5	To compare cultural differences and similarities between French-speaking countries and the student's own culture.

## Course Objectives

1	Read French language, with its phonetic system and its accents and greet someone in French.
2	Understand simple spoken French, including greetings, introductions, and basic conversational phrases.
3	Introduce themselves, ask and answer simple questions, and use common expressions.
4	Write simple sentences and paragraphs about familiar topics, such as daily activities, personal information, and immediate needs.
5	Write simple sentences and paragraphs about familiar topics, such as daily activities, personal information, and immediate needs.
6	Corelate cultural differences and similarities between French-speaking and the and the student's own culture.

## Detailed Syllabus

Module/ Unit	Course Module / Contents		Hours	Marks Weightage
<b>1</b>	<b>Module I</b>		06	50%
	Leçon 1	Bienvenue !		
	Leçon 2	Le français de A à Z		
	Leçon 3	Le monde en français		
	Leçon 4	La classe et nous		
<b>2</b>	<b>Module II</b>		03	20%
	Leçon 1	Bonjour !		
	Leçon 2	Ça se passe où ?		
	Leçon 3	Ils sont francophones.		
<b>3</b>	<b>Module III</b>		04	30%
	Leçon 1	Portraits		
	Leçon 2	En classe		
	Leçon 3	Je parle français pour ...		
<b>Total</b>			<b>13</b>	<b>100%</b>

## References

1	Berthet, Hugot et al. Alter Ego - Méthode de Français, A1: Hachette,2012.
2	Bruno Girardeau et Nelly Mous. Réussir le DELF A1. Paris : Didier, 2011.
3	Loiseau Y., Mérieux R. Connexions 1, cahier d'exercices. Didier, Paris, 2017.
4	Loiseau Y. & Mérieux R. Connexions 1, Guide pédagogique. Didier, Paris, 2017.
5	Connexions 1, livre de l'élève – Loiseau Y. & Mérieux R., éd. Didier, Paris,2017.
6	Latitudes 1, Guide pédagogique – Loiseau Y. & Mérieux R., éd. Didier, Paris,2018.
7	Latitudes 1, livre d'élève + CD – Loiseau Y. & Mérieux R., éd. Didier, Paris,2018.
8	Nathalie Hirschsprung, Tony Tricot, Cosmopolite 1 Méthode de Français A1. Hachette, 2017.Nathalie Hirschsprung, Tony



## Semester – I

Course Code	Course Name	Credits
FLG2111N	German I	1

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
1	-	-	1	-	-	1

		Theory					Term Work / Practical/Oral			Total
Internal Assessment		Oral	Total Internal	End Sem Exam	Duratio n Of End Sem Exam	Ter m Wor k	Prac t.	Ora l		
Mid Ter m	Continuou s Evaluatio n								Attendan ce	
15	10	05	20	50	50	75 mins	-	-	-	100

## Course Outcomes

1	Introduce themselves and others.
2	Greet each other.
3	Frame and understand simple sentences in present tense.
4	Ask and answer basic questions pertaining to one's and other's name, residence, or similar topics from one's direct surroundings.
5	To pronounce and read known names, words, and simple sentences.

## Course Objectives

1	To introduce oneself and others
2	To greet and have a basic conversation in German
3	To frame and understand simple sentences in present tense

4	To ask and answer basic questions pertaining to one's and other's name, residence, or similar topics from one's direct surroundings.
5	To pronounce and read known names, words, and simple sentences.

## Detailed Syllabus

Module/ Unit	Course Module / Contents		Hours	Marks Weightage
	<b>Kapitel 1</b>			
1	<b>Grammatischer Aspekt</b>	<ul style="list-style-type: none"> <li>- Verben für Vorstellung - heißen, kommen, wohnen (Vorstellung) + Personalpronomen Sie, ich, er, sie</li> <li>- Verben für Vorstellung+ sprechen und sein + Personalpronomen du, ihr, wir, es, sie (pl.)</li> <li>- W-Fragen u. Aussagen</li> </ul>	<b>05</b>	<b>34%</b>
	<b>Thematischer Aspekt</b>	<ul style="list-style-type: none"> <li>- grüßen und verabschieden</li> <li>- sich und andere vorstellen</li> <li>- über sich und andere sprechen</li> <li>- Zahlen bis 20, Telefonnummer und E-Mail-Adresse nennen</li> <li>- Buchstabieren über Länder und Sprachen sprechen</li> </ul>		
	<b>Kapitel 2</b>			
2	<b>Grammatischer Aspekt</b>	<ul style="list-style-type: none"> <li>- Verbstamm mit ‚d‘ oder ‚t‘, z.B. arbeiten, unterrichten, schneiden</li> <li>- Unregelmäßige Verben, z.B. fahren, lesen, sein, haben</li> <li>- Ja-Nein Frage</li> <li>- Bestimmter Artikel</li> </ul>	<b>04</b>	<b>33%</b>
	<b>Thematischer Aspekt</b>	<ul style="list-style-type: none"> <li>- Wochentage benennen</li> <li>- über Arbeit, Berufe und Arbeitszeiten sprechen</li> <li>- Zahlen ab 20 nennen</li> <li>- über Jahreszeiten sprechen ein Profil im Internet erstellen</li> </ul>		
	<b>Kapitel 3</b>			

3	<b>Grammatischer Aspekt</b>	- Unregelmäßige Verben, z.B. fahren, geben, sprechen, sehen, nehmen - Unbestimmter Artikel: Ein, eine, ein und Bestimmter Artikel	04  33%
	<b>Thematischer Aspekt</b>	- Texte einer Bildergeschichte zuordnen - Verkehrsmittel benennen - Artikel lernen	
<b>Total</b>			<b>13</b> <b>100%</b>

<b>References</b>	
1	Aufderstraße, Hartmut. <i>Lagune 1. Deutsch als Fremdsprache: Kursbuch und Arbeitsbuch</i> . Ismaning: Max Hueber Verlag 2012.
2	Braun, Anna, and Daniela Wimmer. <i>Schritte Plus A1/1: Arbeitsbuch</i> . Hueber Verlag, 2020.
3	Dengler, Stefanie. <i>Netzwerk A1. Teil2. Kurs- Und Arbeitsbuch: Deutsch Als Fremdsprache</i> . Langenscheidt, 2012.
4	Funk, Hermann, et al. <i>studio d A1: Deutsch als Fremdsprache</i> . Cornelsen Verlag, 2015.
5	Langenscheidt. <i>Langenscheidt Pocket Dictionary German: German-English, English-German</i> . Langenscheidt Publishing Group, 2022.
6	Niebisch, Daniela, et al. <i>Lagune A1: Kursbuch</i> . Hueber Verlag, 2016.

## Semester – I

Course Code	Course Name	Credits
FLS2111N	SPANISH I	1

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
1	-	-	1	-	-	1

		Theory					Term Work / Practical/Oral			Total
Internal Assessment					End Sem Exam	Duration Of End Sem Exam	Term Work	Pract.	Oral	
Mid Term	Continuous Evaluation	Attendance	Oral	Total Internal						
15	10	05	20	50	50	75 mins	-	-	-	100

## Course Outcomes

1	Present himself/herself to people.
2	Initiate conversation and formal talk with fellow native speakers.
3	Talk about his/her tastes, preferences, and choices
4	Pronounce Spanish words and dictions in the correct form.
5	Read Spanish texts, stories, newspapers, and magazines and comprehend them

## Course Objectives

1	To enable the student present and describe oneself and people.
2	To enable to talk about one's family, tastes, and preferences
3	To familiarize students with the Spanish language, with its phonetic system and its accents.
4	To enable the student to read and understand texts in Spanish adapted for the level.

## Detailed Syllabus

Module/ Unit	Course Module / Contents	Hours	Marks Weightage (%)	
	<b>Quiero aprender español.</b>			
<b>1</b>	1.1	Los saludos y las despedidas	<b>4</b>	<b>30%</b>
	1.2	Los alfabetos		
	1.3	Las reglas de pronunciaciones		
	1.4	Los números en español (0-100)		
	<b>Gramática y nosotros</b>			
<b>2</b>	2.1	Los artículos	<b>4</b>	<b>30%</b>
	2.2	Los sustantivos, adjetivos y los géneros		
	2.3	Las profesiones y las nacionalidades		
	2.4	Vocabulario de la familia.		
	<b>Quiero aprender los verbos</b>			
<b>3</b>	3.1	El sujeto en español.	<b>5</b>	<b>40%</b>
	3.2	Los verbos en español (el verbo en SER)		
	3.3	Los verbos regulares (AR, ER, IR)		
<b>Total</b>		<b>13</b>	<b>100%</b>	

## References

1	Garcia, Jaime. Garmendia Corpas. <i>AULA INTERNACIONAL PLUS</i> . 2020.
2	Hidalgo, Andrea Fabiana. <i>PREPARACION DELE</i> . 2020.
3	Hollis, Maria Rosario. <i>Essential Spanish Verbs</i> . Teach Yourself, 2010.
4	Moya, Felipe, and Leslie Pérez. <i>Spanish Short Stories for Beginners</i> . 2019.
5	Nissenberg, Gilda. <i>Practice Makes Perfect: Complete Spanish Grammar, Premium Fourth Edition</i> . McGraw-Hill Education, 2020.
6	Prisma, Equipo Nuevo, and Evelyn Aixalà I. Pozas. <i>Nuevo prisma A2</i> . 2014.
7	Richards, Olly. <i>Short Stories in Spanish for Beginners</i> . Teach Yourself, 2018.
8	Simpson, Brandon. <i>Spanish Verb Tenses</i> . 2008.
9	Soriano, Jaime. Garmendia Corpas. <i>AULA INTERNACIONAL PLUS</i> . 2020.
10	Verblix, and Marta Torres Sánchez. <i>Spanish Short Stories for Beginners</i> . 2018.

## Semester - I

Course Code	Course Name	Credits
CSE2112N	Effective Listening	1

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
01	-	-	01	-	-	01

Internal				External		Total
Mid-Sem Exam	Continuous Evaluation	Attendance	Total Internal	End Sem Exam	Duration Of End Sem Exam	
15	30	05	50	50	2 Hours	100

### Course Outcomes

1	Recognize the importance of basic communication and barriers in professional arenas.
2	Participate in and develop listening skills through Group discussion and extempore.
3	Enhance proficiency in speaking and active listening.
4	Decipher as to which type of listening; they should practice according to the situation.
5	Practice and perfect their listening skills and thus will become better communicators.

### Course Objectives

1	To familiarize students with the fundamentals, types, and barriers to
2	To provide guidelines and improve the student's communication skills.
3	To enable students to learn the principles of listening.

4	To guide the students about different types of listening.
5	To make the students better listeners and make listening to the most important source of knowledge.

## Detailed Syllabus

Module/ Unit	Course Module / Contents		Hours	Marks Weightage
	<b>Fundamentals of Communication</b>			
<b>1</b>	1.1	Communication: Definition, Meaning, Process, Cycle, Purpose Of Communication	6	46%
	1.2	7 Cs Of Communication: Clear, Concise, Concrete, Correct, Coherent, Complete, And Courteous.		
	1.3	Barriers To Effective Communication: Language/Semantic Barriers, Physical Barriers, Physiological Barriers, Psychological Barriers, Cross-Cultural Barriers & Organizational Barriers.		
	1.4	Types Of Communication: Depending On Method (Verbal & Non-Verbal), Business (Internal & External), Individuals Involved (Intrapersonal & Interpersonal), Rules (Formal & Informal).		
<b>2</b>	<b>Communication Skills</b>		5	39%
	2.1	The process of listening, importance of listening		
	2.2	Types of listening: Informative/comprehensive, attentive, appreciative, discriminative, emphatic, active, selective & critical/evaluative.		
	2.3	Effective Listening: Principles and Barriers		
<b>3</b>	<b>Enhancing Listening Skills</b>		2	15%
	3.1	Guidelines To Improve Listening & Avoiding Common Barriers		
	3.2	Activities To Enhance Listening; Listening Exercise For Main Idea- Vocabulary, Phrases & Idioms, (News Debate/Conversations, Audio Scripts To Draw Conclusion Based On Context).		

<b>Total</b>	<b>13</b>	<b>100</b>
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<b>References</b>	
1	Apple, Sienna. <i>Active Listening Techniques: The 10 Steps to Effective Listening for Better Relationships and More Productivity</i> . Notion Press, 2022.
2	Beck, Joan. <i>The Art of Effective Listening: How to Communicate Better with Others</i> . HarperCollins, 2022.
3	Brown, David. <i>Effective Communication: Mastering the Art of Listening</i> . Wiley, 2021.
4	Chaturvedi, Mukesh. <i>Fundamentals of Business Communication</i> . Pearson Education India, 2012.
5	Raman, Meenakshi, and Sangeeta Sharma. <i>Technical Communication: Principles and Practice</i> . Oxford University Press, 2009.
6	Raman, Meenakshi, and Prakash Singh. <i>Business Communication</i> . Oxford University Press, 2012.
7	Rizvi, Ashraf. <i>Effective Technical Communication</i> . McGraw Hill Education, 2017.
	"Tips for Effective Listening." <i>MindTools</i> , MindTools Ltd, 2023,
8	"The Psychology of Listening: What It Is and How to Improve It." <i>Psychology Today</i> , Sussex Publishers, 2023



## Semester - I

Course Code	Course Name	Credits
PSY2113N	Psychological Workshop-I	1

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
01	-	-	01	-	-	01

Internal				External		Total
Pretest and post test	Attendance	Active participation	Report	End Sem Exam	Duration Of End Sem Exam	
30	05	15	50	-	-	100

## Course Outcomes

1	Participants will develop effective communication skills to enhance interpersonal relationships.
2	Attendees will learn techniques for managing stress and anxiety in everyday situations.
3	Participants will gain an understanding of emotional intelligence and how to apply it in their lives.
4	Attendees will explore strategies for building self-awareness and fostering personal growth.
5	Participants will acquire tools for setting and achieving personal and professional goals
6	Attendees will learn how to cultivate resilience and adapt to change more effectively.

## Course Objectives

1	To introduce participants to key concepts in psychological well-being and mental health.
2	To teach practical strategies for managing stress and enhancing emotional regulation.

3	To help attendees identify and challenge negative thought patterns.
4	To provide tools for improving self-esteem and building self-confidence.
5	To encourage the development of positive coping mechanisms for life challenges.
6	To foster a supportive environment for sharing experiences and building community connections.

### Detailed Syllabus

Type	TOPICS FOR WORKSHOP CONDUCTION	Hours	Marks Weightage
	<b>Any one of them</b>		
1	Clinical Psychology		
2	Research and Statistical Methods		
3	Social Psychology and Issues		
4	Environmental Psychology		
5	Organizational Psychology		
6	Counselling Psychology	5	100%
7	Forensic Psychology		
8	Multicultural Psychology		
9	Educational Psychology		
10	Happiness, Well-Being, Mindfulness and Gratitude		
11	Geriatric Psychology		

### For Completion of the Workshop

1	It is mandatory for all undergraduate students to the workshop arranged by school on decided dates
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2	Date and time and the topic of the workshop must be communicated to students at least 15 days ago
3	5 hours workshop must be taken by faculty member, and it should be preapproved psychological topic
4	There will be a pretest and posttest of 15-15 marks for workshop.
5	Active participation is compulsory. Student must carry the asked material for active participation in workshop.
6	All students must report to the Faculty Supervisor with their workshop report according to shared format. The final report format must share by faculty mentor.

## Semester - I

Course Code	Course Name	Credits
ENV2116N	ENVIRONMENTAL STUDIES	04

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
03	-	01	03	-	01	04

Theory					Term Work / Practical/Oral			Total	
Internal Assessment				End Sem Exam	Duration Of End Sem Exam	Term Work	Pract.		Oral
Test	Continuous Evaluation	Attendance	Total						
15	10	05	30	70	3 Hours	-	-	-	100

## Course Outcomes

1	The course educates students in various waste management techniques and effective pollution control strategies.
2	The course covers sustainable use of natural resources and biodiversity conservation. Students will learn how to balance resource utilization.
3	This course equipped students with the ability to apply their knowledge, skills, values to mitigate environmental challenges and foster sustainable development.
4	Students will learn about international efforts taken to safeguard the Earth's environment and resources.
5	This course enables students to sensitize themselves to adverse health impacts of pollution and develop an understanding of the broad aspects of environmental management systems.
6	Students will learn about Environmental legal framework to protect and conserve environment.
7	The course covers sustainable use of natural resources and biodiversity conservation. Students will learn how to balance resource utilization.

## Course objectives

1	To identify and address environmental issues at local, regional, and global level.
2	To impart basic knowledge about the environment and its allied problems.
3	To develop an attitude of concern for the environment.

4	To motivate learners to participate in environment protection and environment improvement.
5	To acquire skills to help the concerned individuals in solving environmental problems.
6	Strive to attain harmony with Nature

## Detailed Syllabus

Module	Course Module / Contents	Hours	Marks Weightage
1	<b>Multidisciplinary Nature Of Environmental Studies</b>	06	10%
	Definition, Scope, And Importance, Need For Public Awareness.		
	Origin Of Agriculture, Industrial Revolution, and Its Impact On The Environment, Water Conflicts.		
	Sustainable Development Goals (SDG)- Targets, Challenges, And Strategies.		
	Natural Resources: Types, Use and Exploitation.		
2	<b>Ecosystem And Conservation Of Biodiversity</b>	10	20%
	Ecosystem: Definition, Structure, and Function		
	Ecosystem Types, Significance, and Ecosystem Services		
	Biodiversity: Definition, Types, and Values Of Biodiversity		
	Biogeographical Zones and Hot Spots In India and Convention On Biological Diversity (CBD)		
	Conservation Of Biodiversity, Biodiversity Laws, and Regulations		
3	<b>Environmental Pollution and Control</b>	08	15%
	Definition, Types, Sources, Effects, and Control Of Pollution:		
	Air & Noise Pollution		
	Water Pollution		
	Soil Pollution & Solid Waste		
4	<b>Environment Quality Standards and Management</b>	06	10%
	An Introduction Of Environment Management System (EMS)		
	Circular Economy, Eco Labeling, Eco Mark Scheme.		
	Brief Introduction Of Environmental Impact Assessment: Concept and Application		
5	<b>IPR &amp; Biosafety</b>	10	20%
	Introduction And Concept Of IPR, Advantages And		
	Disadvantages Of IPR		

	Introduction And Concepts Of Biosafety, Its Levels In Terms Of Environment And Human Protection.		
6	<b>Environmental Treaties and Legislation</b>		
	Introduction To Environmental Laws and Regulation. National Green Tribunal: Landmark Supreme Court Judgements.	12	25%
	Salient Features of Following Acts:		
	The Environment Protection Act-1986, An Umbrella Act		
	The Water (P & Cp) Act-1974.		
	The Air (P & CP) Act-1981, Noise Pollution (Regulation & Control) Rules		
	E-Waste, Biomedical Waste and Plastic Waste Management and Handling Rules.		
Factories Act			
<b>Total</b>		<b>52</b>	<b>100%</b>

<b>References</b>	
1	Environmental Studies-Chauhan B. S University Science Press
2	Textbook Of Environmental Studies Dava Katewa Cengage Learning Ptd Ltd
3	Perspectives In Environmental studies Kaushik, Anubha Kaushik C.P New age International Pvt Ltd
4	Environmental Sciences: A students Companion Gregory & Others Sage Publication.
5	Environmental Pollution Control Engineering Rao, C.S New Age International Pvt Ltd
6	Textbook Of Environmental Studies for Undergraduate Courses Bharucha Erach Universities Press.
7	Environment Law & Policy in India- Shyam Divan.

## Semester -II

Course Code	Course Name	Credits
PSY2201N	PSYCHOLOGICAL DISORDERS- I	3

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
03	-	-	03	-	-	03

Theory						Term Work / Practical/Oral			Total
Internal Assessment				End Sem Exam	Duration Of End Sem Exam	Term Work	Pract.	Oral	
Test	Continuous Evaluation	Attendance	Total Internal						
15	10	05	30	70	3 Hours	-	-	-	100

## Course Outcomes

1	Demonstrate knowledge of common psychological disorders and their symptoms.
2	Demonstrate knowledge of common psychological disorders and their symptoms.
3	Identify effective therapeutic approaches for different psychological disorders.
4	Evaluate the role of medication and other treatments in managing psychological disorders.
5	Develop skills to recognize signs of psychological distress in individuals.
6	Apply ethical considerations when working with individuals experiencing psychological disorders.

## Course Objectives

1	Examining Multiple probable causes and correlate of behaviour.
2	Learn description & theories underlying diagnostic nosology of psychiatric disorders
3	Learn and understand benefits, critiques, limitation and implications of diagnosis and classifications
4	Understand the cause of psychological disorders.

5	To understand the symptoms and diagnostic criteria of various psychological disorders.
6	To explore effective treatment methods and interventions for managing psychological disorders.

## Detailed Syllabus

Module/ Unit	Course Module / Contents	Hours	Marks Weightage
1	<b>Introduction</b>	08	25%
	1.1 Historical background		
	1.2 Concept of abnormality		
	1.3 Perspectives to abnormality: Biological, Social – Environmental- Cultural,		
	1.4 Diathesis Stress Model, Biological, Psychoanalytical, Behavioral, cognitive.		
2	<b>Classification systems</b>	08	25%
	2.1 Classification systems for mental disorders: DSM V TM and ICD 11		
	2.2 History of DSM and ICD and Use of DSM and ICD		
	2.3 Understanding the nature of Neurotic and Psychotic disorders		
	2.4 Causes of Abnormal behavior – Necessary, Predisposing, Precipitating and Reinforcing Causes		
3	<b>Anxiety and Obsessive-Compulsive Disorders</b>	08	25%
	3.1 Generalized anxiety disorder.		
	3.2 Specific phobias and social anxiety disorder, panic disorder: symptom, diagnostic criteria & causes		



	3.3	Obsessive compulsive Disorder: symptom		
	3.4	Diagnostic criteria & causes		
4	<b>Depressive disorders and Bipolar and Related Disorders</b>		08	25%
	4.1	Understanding Concept of mood disorders		
	4.2	Major Depressive Disorder and Persistent Depressive Disorder: symptom, diagnostic criteria & causes		
	4.3	Bipolar I and II, Cyclothymia: symptom		
	4.4	Diagnostic criteria & causes		
5	<b>Feeding, eating and elimination disorders</b>		07	25%
	5.1	Feeding: Restricted intake, rumination, pica		
	5.2	Eating: anorexia nervosa, bulimia, binge eating		
	5.3	Elimination: Encopresis and enuresis		
	5.4	Causes and effects		
<b>Total</b>			<b>39</b>	<b>100%</b>

<b>References</b>	
1	American Psychiatric Association. (2013). <i>Diagnostic and statistical manual of mental disorders</i> (5th ed.). American Psychiatric Publishing
2	Butcher, J. N., Mineka, S., & Hooley, J. M. (2013). <i>Abnormal psychology</i> (16th ed.). Pearson
3	Comer, R. J. (2018). <i>Abnormal psychology</i> (10th ed.). Worth Publishers
4	Comer, R. J. (2018). <i>Abnormal psychology</i> (10th ed.). Worth Publishers
5	Kring, A. M., Johnson, S. L., Davison, G. C., & Neale, J. M. (2018). <i>Abnormal psychology: The science and treatment of psychological disorders</i> (14th ed.). John Wiley & Sons.
6	Nolen-Hoeksema, S. (2020). <i>Abnormal psychology</i> (8th ed.). McGraw-Hill Education.

## Semester - II

Course Code	Course Name	Credits
PSY2202N	Basics of Statistics	03

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
03	-	-	03	-	-	03

Theory					Term Work / Practical/Oral			Total	
Internal Assessment				End Sem Exam	Duration Of End Sem Exam	Term Work	Pract.		Oral
Test	Continuous Evaluation	Attendance	Total Internal						
15	10	05	30	70	3 Hours	-	-	-	100

## Course Outcomes

1	Understand fundamental statistical concepts and their application in psychology.
2	Perform basic descriptive and inferential statistical analyses.
3	Interpret statistical results from psychological research studies.
4	Apply statistical software to analyze psychological data.
5	Critically evaluate the use of statistics in psychological research.
6	Communicate statistical findings effectively in written and oral formats.

## Course Objectives

1	To introduce fundamental statistical concepts relevant to psychology.
2	To teach methods for collecting and organizing psychological data.

3	To develop skills in applying descriptive statistics to psychological data.
4	To provide an understanding of inferential statistical techniques in psychology.
5	To explore the use of statistical software for data analysis in psychological research.
6	To enhance the ability to critically evaluate statistical findings in psychological studies.

## Detailed Syllabus

Module/ Unit	Course Module / Contents		Hours	Marks Weightage
	<b>Introduction to statistics</b>			
1	1.1	Meaning and Definition of Basic statistics	08	20%
	1.2	Importance and Limitations of Statistics in Psychology		
	1.3	Population and Sample		
	1.4	Types of Sampling		
	<b>Importance of Data</b>			
2	2.1	Meaning of Data	08	20%
	2.2	Types of Data: Primary & Secondary		
	2.3	Classification and Tabulation of Data		
	2.4	Frequency Distribution		
	<b>Graphical representation</b>			
3	3.1	Graphical presentation of Data: Pictogram, Pie chart, Line graph,	08	20%
	3.2	Bar graphs, Histograms		
	3.3	Frequency polygon, Frequency Curve, Cumulative Frequency Curve		
	3.4	Ogive, Cumulative Percentage Curve,		
	<b>Measurement of Central Tendency and Dispersion</b>			
4	4.1	Assumptions of Central Tendency	08	20%
	4.2	Assumptions of Measurement of Dispersion		
	4.3	Types of Measurement of Central Tendency		
	4.4	Types of Measurement of Dispersion		

5		<b>Normal distribution</b>	07	20%
	5.1	Introduction of Normal distribution		
	5.2	NPC		
	5.3	Skewness		
	5.4	Kurtosis		
<b>Total</b>			<b>39</b>	<b>100%</b>

<b>References</b>	
1	Aron, A., Coups, E. J., & Aron, E. N. (2019). <i>Statistics for psychology</i> (7th ed.). Pearson.
2	Gravetter, F. J., & Wallnau, L. B. (2020). <i>Statistics for the behavioral sciences</i> (10th ed.). Cengage Learning.
3	Field, A. (2018). <i>Discovering statistics using IBM SPSS statistics</i> (5th ed.). SAGE Publications.
4	Howell, D. C. (2016). <i>Fundamental statistics for the behavioral sciences</i> (9th ed.). Cengage Learning.
5	Privitera, G. J. (2017). <i>Statistics for the behavioral sciences</i> (3rd ed.). SAGE Publications.
6	Coolican, H. (2018). <i>Research methods and statistics in psychology</i> (7th ed.). Routledge.

## Semester – II

Course Code	Course Name	Credits
PSY2203N	PSYCHOLOGICAL PRACTICAL- II	02

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
-	4	-	-	4	-	04

Assessment			Viva	Journal Report Internal.	Duration Of End Sem Exam	Total
Components	Instruction & Conduction	Attendance				
Weightage	30	05	20	45	03	100

## Course Outcomes

1	Accurately document and analyze behavioral observations in different settings.
2	Apply ethical guidelines effectively while conducting psychological research.
3	Formulate and test hypotheses using appropriate experimental methods.
4	Collect, interpret, and present data clearly and accurately.
5	Understand and apply statistical analysis techniques to research findings.
6	Critically evaluate research designs and identify potential improvements.

## Course Objectives

1	Develop skills in observing and recording human behaviour in various settings, while understanding ethical considerations.
2	Gain hands-on experience in designing, executing, and analysing psychological experiments to reinforce understanding of research methods.
3	To develop self-awareness amongst the students before administering the psychological practical on other participants.
4	To acquaint the students with basic procedures of assessment before they learn conducting the practical's

5	To familiarize the students with basic psychological processes.
6	To Develop practical skills in the field of psychology.

### Detailed Syllabus

Module/ Unit	Name of the practical		Hours	Marks Weightage
1	1.1	Mental Status Examination	52	100%
	1.2	Any Two Experiments from the following areas: a) Short Term Memory b) Reaction time c) Learning d) Attention		
	1.3	Tests from the First semester are now to be conducted on subject		
Total			52	100%

Note: Total 3 Practical will be conducted in the second semester from following list of tests/experiments, based on each of the above modules.

### References

1	Lachar, D., & Gruber, C. P. (2001). <i>Personality Inventory for Youth (PIY)</i> (2nd ed.). Western Psychological Services.
2	Anton, W. D., & Reed, J. R. (2004). <i>College Adjustment Scales</i> (3rd ed.). Psychological Assessment Resources.
3	Bennett, G. K., Seashore, H. G., & Wesman, A. G. (2005). <i>Differential Aptitude Tests for Personnel and Career Assessment</i> (6th ed.). Pearson.
4	Schutte, N. S., Malouff, J. M., & Bhullar, N. (2009). <i>Emotional Intelligence Scale</i> (3rd ed.). MHS Assessments.
5	Coopersmith, S. (2002). <i>Coopersmith Self-Esteem Inventory</i> (3rd ed.). Mind Garden, Inc.
6	Jones, L. K., & Jones, R. D. (2005). <i>Career Preference Inventory</i> (3rd ed.). Psychometrics Publishing.

## Semester – II

Course Code	Course Name	Credits
PSY2208N	ADVANCED EXPERIMENTAL PSYCHOLOGY	02

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
02	-	-	02	-	-	02

Theory				Term Work / Practical/Oral			Total		
Internal Assessment			End Sem Exam	Duration Of End Sem Exam	Term Work	Pract.		Oral	
Test	Continuous Evaluation	Attendance							Total Internal
15	10	05	30	70	3 Hours	-	-	-	100

## Course Outcomes

1	By the end of this course, students will be able to Demonstrate a comprehensive understanding of the scientific method and its application to the field of Psychology
2	Including the logical principles and practices of modern science. Apply scientific principles and methodologies to analyze and understand the nature of reality within the context of psychological phenomena
3	Construct and design their own experiments, demonstrating proficiency in experimental design, data collection, and analysis
4	Develop critical thinking and analytical skills necessary for evaluating and interpreting scientific research in the field of Psychology
5	Apply ethical considerations in conducting experiments and analyzing data,
6	Ensuring responsible and ethical scientific practices.

## Course Objectives

1	The basic general objective of Experimental Psychology is to familiarize the student with a basic and broad understanding of the scientific method and its application to the problems of Psychology.
2	The course focuses on the logic, principles and practices of modern science and how it is applied to understanding the nature of reality.
3	To develop skills in designing and conducting complex psychological experiments
4	To critically evaluate experimental research and identify potential methodological issues.
5	To apply ethical considerations in the design and implementation of advanced psychological experiments.
6	To effectively communicate research findings through detailed reports and presentation.

## Detailed Syllabus

Module/ Unit	Course Module / Contents		Hours	Marks Weightage
1	<b>Pioneers of Experimental Psychology</b>		05	20%
	1.1	Aristotle, Descartes, Locke, Berkley, Hume, Mill		
	1.2	Fechner, Weber, Wundt, Müller, Pavlov, Skinner		
	1.3	Ebbinghaus, Miller, Sperling, Titchener		
	1.4	Galton, William James, Stanley Hall		
<b>Classic Experiments in Psychology</b>		05	20%	
2	2.1			Stroop effect,
	2.2			Pavlov's classical conditioning, Skinner's operational conditioning
	2.3			Bandura's social learning: Bobo doll
	2.4			Asch's conformity Milgram's obedience Miller's law
3	<b>Learning</b>		05	20%
	3.1	Discriminant Learning: Discriminant learning without comparison, Effective cues.		
	3.2	Maze Learning: Types of mazes, methods of maze learning, factors affecting maze learning		
	3.3	Transfer of Training: Meaning, Types and Theories of Transfer of Training		



	3.4	Whole versus part learning		
4	<b>Memory Experiments</b>		05	20%
	4.1	Whole versus part learning		
	4.2	Recall, Recognition, Retention		
	4.3	STM: Trace decay, Ebbinghaus forgetting curve		
	4.4	Forgetting: Proactive interference, Retroactive inhibition		
5	<b>Experiment Construction</b>		06	20%
	5.1	Steps of Experiment construction, Formulation of Problem statement		
	5.2	Experimental Design		
	5.3	Hypothesis testing and Statistical analysis		
	5.4	Discussion and reporting results		
<b>Total</b>			<b>26</b>	<b>100%</b>

<b>References</b>	
1	Bohrstedt, G. W., & Knoke, D. (2009). <i>Statistics for social data analysis</i> (4th ed.). Sage Publications.
2	Cohen, J., Cohen, P., West, S. G., & Aiken, L. S. (2014). <i>Applied multiple regression/correlation analysis for the behavioral sciences</i> (3rd ed.). Routledge.
3	Field, A. (2013). <i>Discovering statistics using IBM SPSS statistics</i> (4th ed.). Sage Publications.
4	Glass, G. V., & Stanley, J. C. (1970). <i>Methods of meta-analysis: An analysis of the literature on the effectiveness of psychotherapy</i> (3rd ed.). Sage Publications.
5	Kline, R. B. (2015). <i>Principles and practice of structural equation modeling</i> (4th ed.). Guilford Press.
6	Winer, B. J., Brown, D. R., & Michels, K. M. (1991). <i>Statistical principles in experimental design</i> (2nd ed.). McGraw-Hill.

## Semester – II

Course Code	Course Name	Credits
PSY2209N	HEALTH PSYCHOLOGY	02

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
02	-	-	02	-	-	02

Theory					Term Work / Practical/Oral			Total	
Internal Assessment			Total Internal	End Sem Exam	Duration Of End Sem Exam	Term Work	Pract.		Oral
Test	Continuous Evaluation	Attendance							
15	10	05	30	70	3 Hours	-	-	-	100

## Course Outcomes

1	Analyze the impact of psychological factors on physical health and illness.
2	Evaluate evidence-based interventions for promoting health and managing chronic conditions.
3	Understand the biopsychosocial model of health and its application in psychological practice.
4	Assess the role of stress and coping mechanisms in health outcomes.
5	Apply principles of health behavior change to design effective health promotion strategies.
6	Communicate health psychology concepts effectively through written and oral presentations.

## Course Objectives

1	To explore the relationship between psychological factors and physical health.
2	To examine the impact of stress and coping strategies on health outcomes.
3	To understand and apply the biopsychosocial model in health psychology.
4	To analyze evidence-based interventions for health promotion and disease prevention.

5	To evaluate methods for managing chronic health conditions from a psychological perspective.
6	To develop skills in designing and implementing health behavior change programs.

## Detailed Syllabus

Module/ Unit	Course Module / Contents		Hours	Marks Weightage
	<b>Foundations of Health Psychology</b>			
1	1.1	Overview & Definitions – Health, Health Psychology	06	25%
	1.2	Mind-Body Relationship, Need for Health Psychology		
	1.3	Goals of Health Psychology, Role of a Health Psychologist		
	1.4	Research Methods – Case Study, Correlational, Longitudinal, Experimental		
	<b>Staying Healthy</b>			
2	2.1	Health Behaviors – Definitions, Meaning, Behavioral Risk Factors, Barriers in Modification	06	25%
	2.2	Primary Prevention and Behavioral Outcomes		
	2.3	Secondary & Tertiary Prevention and Behavioral Outcomes		
	2.4	Individual Differences and Personal Characteristics		
	<b>Models</b>			
3	3.1	Biopsychosocial Model	06	25%
	3.2	Health Belief Model		
	3.3	Theory of Planned Behavior		
	3.4	Transtheoretical Model		
	<b>Public Health Interventions</b>			

4	4.1	Models – Precede-Proceed, Capability Opportunity Motivation-Behavior (COM-B)	08	25%
	4.2	Motivating Change, Changing Behaviour, Challenges & Pitfalls		
	4.3	Public Health Programmes – Community, Educational Institutions, Workplace		
	4.4	Areas of Application – Lifestyle, Infectious Disease Outbreaks		
<b>Total</b>			<b>26</b>	<b>100%</b>

<b>References</b>	
1	Brannon, L., & Feist, J. (2019). <i>Health psychology: Biopsychosocial interactions</i> (9th ed.). Wadsworth.
2	Taylor, S. E. (2018). <i>Health psychology</i> (10th ed.). McGraw-Hill Education.
3	Ogden, J. (2019). <i>Health psychology</i> (5th ed.). Open University Press.
4	Marks, D. F., Murray, M., Evans, B., & Estacio, E. V. (2018). <i>Health psychology: Theory, research and practice</i> (4th ed.). SAGE Publications.
5	Kaplan, H. I., & Sadock, B. J. (2014). <i>Comprehensive textbook of psychiatry</i> (10th ed.). Wolters Kluwer.
6	Moyer, A., & Finney, J. W. (2016). <i>The effectiveness of health psychology interventions</i> . Oxford University Press.

## Semester – II

Course Code	Course Name	Credits
PSY2210N	ORGANIZATIONAL BEHAVIOUR	02

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
02	-	-	02	-	-	02

Theory						Term Work / Practical/Oral			Total
Internal Assessment				End Sem Exam	Duration Of End Sem Exam	Term Work	Pract.	Oral	
Test	Continuous Evaluation	Attendance	Total Internal						
15	10	05	30	70	3 Hours	-	-	-	100

## Course Outcomes

1	Analyse the impact of individual behavior on organizational performance and culture.
2	Evaluate the role of motivation and leadership in enhancing employee productivity.
3	Understand and apply theories of organizational behavior to real-world workplace issues.
4	Assess the effectiveness of communication and team dynamics in organizational settings.
5	Develop strategies for managing organizational change and conflict.
6	Apply research findings to improve organizational practices and employee well-being.

## Course Objectives

1	To understand key theories and concepts in organizational behavior.
2	To analyze the influence of individual and group behavior on organizational effectiveness
3	To evaluate the role of leadership and motivation in organizational settings.
4	To examine communication processes and their impact on team dynamics.
5	To explore strategies for managing organizational change and resolving conflicts.

6	To apply organizational behavior principles to improve workplace practices and employee performance.
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## Detailed Syllabus

Module/ Unit	Course Module / Contents	Hours	Marks Weightage
1	<b>Nature and Scope of Organizational Psychology</b>	06	25%
	1.1 Organizational Psychology: Meaning, subject matter		
	1.2 functions of organizational psychology Development		
	1.3 Status and Future of Organizational Psychology		
2	<b>Work Motivation</b>	06	25%
	2.1 Theories of work motivation		
	2.2 Job Design: Job enlargement, Job enrichment		
	2.3 Job characteristics models		
3	<b>Organizational Attitude and Behaviour and power</b>	06	25%
	3.1 Job Satisfaction, Job Involvement		
	3.2 Organizational Commitment: Concepts, Determinant, Consequences		
	3.3 Structural determinants, Organizational Politics and its ethical implication		
4	<b>Organizational Culture</b>	08	25%
	4.1 Nature, Formation, and maintenance of organizational culture		
	4.2 Consequences of organizational culture		
	4.3 Work culture in the Indian context		
<b>Total</b>		<b>26</b>	<b>100%</b>

## References

1	Robbins, S. P., & Judge, T. A. (2019). <i>Organizational behavior</i> (18th ed.). Pearson.
2	Greenberg, J., & Baron, R. A. (2016). <i>Behavior in organizations</i> (10th ed.). Pearson
3	Robson, J., & Judge, T. A. (2017). <i>Organizational behavior: A critical approach</i> (6th ed.). Sage Publications.
4	Luthans, F. (2011). <i>Organizational behavior</i> (12th ed.). McGraw-Hill Education.
5	Schermerhorn, J. R., Osborn, R. N., Uhl-Bien, M., & Hunt, J. G. (2014). <i>Organizational behavior</i> (12th ed.). Wiley.
6	Nelson, D. L., & Quick, J. C. (2019). <i>Organizational behavior: Science, the real world, and you</i> (9th ed.). Cengage Learning.

## Semester - II

Course Code	Course Name	Credits
ABM2210N	Advances in Business Management	04

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
03	-	02	03	-	01	04

Theory					Term Work / Practical/Oral			Total	
Internal Assessment			End Sem Exam	Duration Of End Sem Exam	Term Work	Pract.	Oral		
Test	Continuous Evaluation	Attendance							Total Internal
15	10	05	30	70	3 Hours	-	-	-	100

## Course Outcomes

1	Identify and analyze the key qualities, characteristics, and challenges of entrepreneurs, including women entrepreneurs, and evaluate the process of venture idea generation and screening.
2	Develop skills to prepare pre-feasibility and project reports, compare product ideas, and identify appropriate sources of finance for entrepreneurial ventures.
3	Assess various financing options, including venture capital, and understand what investors look for in investment proposals, as well as outline effective venture capital proposals.
4	Evaluate vendor development processes, vendor selection criteria, pricing methods, and understand the direct and hidden costs associated with material management.
5	Apply the steps and procedures necessary for setting up small-scale enterprises, and address challenges in project management, including e-commerce and cluster development.
6	Gain insights into the reasons for entrepreneurial failure, understand the organizational forms under the MSMED Act, and evaluate the implications of the SMERA rating on small enterprises.

## Course Objectives

1	1. Provide students with a deep understanding of the qualities, characteristics, and challenges faced by entrepreneurs, with a focus on venture idea generation and preliminary screening.
2	2. Equip students with the ability to conduct project appraisals, including preparing pre-feasibility reports, comparing product ideas, and identifying suitable financing options.
3	3. Teach students to analyze financial options for entrepreneurial ventures, including venture capital, and understand the key components of a successful investment proposal.
4	Educate students on the essentials of market and materials management, focusing on vendor development, selection processes, pricing strategies, and cost management.
5	Provide students with practical knowledge of the steps and procedures involved in setting up and managing small-scale enterprises, including the use of e-commerce, and addressing project management challenges.
6	Introduce students to the MSMED Act, reasons for entrepreneurial failure, and the organizational forms available to small enterprises, including the role of SMERA in enterprise rating.

## Detailed Syllabus

Module/ Unit	Course Module / Contents	Hours	Marks Weightage
<b>1</b>	<b>Introduction to Entrepreneurship</b>		<b>09</b>  20%
	1.1	Qualities, Characteristics of an entrepreneur, Venture idea generation, Ideas and the entrepreneurship, Women entrepreneurs, Preliminary Screening, Drawbacks or Problems of entrepreneurship	
<b>2</b>	<b>Project Appraisal</b>		<b>09</b>  15%
	2.1	Pre-feasibility Report, Project Report, Comparative Rating of Product ideas, Sources of Finance	
2.2	Stages of Project Feasibility Analysis-Market, Technical,		
<b>3</b>	<b>Financial Analysis</b>		<b>09</b>  20%
	3.1	Financing the project, Sources of finance, Venture Capital Sources, What Investor looks in the Investment Proposal	
3.2	Outline for a Venture Capital Proposal, Sources of finance from different banks		
<b>4</b>	<b>Market and Materials Management Analysis</b>		<b>09</b>  15%
	4.1	Vendor development, vendor selection decision factors, methods of price determination, direct and hidden cost in material management	



<b>5</b>	<b>Project Management</b>			
	5.1	Steps and procedure for setting up small scale	<b>09</b>	15%
	5.2	E-Commerce, E-Business, E-Auction, Project management problems. SEZ, Cluster Development.		
<b>6</b>	<b>MSMED Act 2006</b>			
	6.1	Reasons of failure, Overview of setting up an enterprise with organizational forms – MSMED Act and SMERA Overview.	<b>07</b>	15%
<b>Total</b>			<b>52</b>	<b>100%</b>

### References

1.	"Innovation and Entrepreneurship" by Peter F. Drucker, Reprint Edition (2015), Harper Business
2.	Developing Entrepreneurship, Udai Pareek Sanjeev & Rao T.V, Printers, Ahmedabad
3.	An Issues and Problems: Small: 1, Sharma, S.V.S., Industry Extension Training Institute, Hyderabad
4.	A Practical Guide to Industrial Entrepreneurs; Srivastava, S.B., Sultan Chand & Sons
5.	Entrepreneurship Development; Bhansali, Himalaya Publishing, Bombay.
6.	"Entrepreneurship Development and Management" by Vasant Desai, 6th Edition (2019), Himalaya Publishing House

## Semester – II

Course Code	Course Name	Credits
ECO2210N	Economics II	4

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
03		01	03		01	04

Theory					Term Work/ Practical/ Oral			Total		
Internal Assessment					End Sem Exam	Duration of End Sem Exam	Term Work		Prac.	Oral
Test	Assignment	Viva	Attendance	Total Internal						
20	15	10	05	50	50	2 Hours	-	-	-	100

## Course Outcomes

1	Knowledge of this subject is essential to understand facts, concepts of macroeconomics.
2	Students understand the basic theories behind decision making process of the Govt.
3	Students understand the short run and the long run theories of Macroeconomics
4	Students understand the importance of moderating the inflation
5	Students understand the impact of microeconomic decisions at macroeconomic level.

## Course Objectives

1	Students can describe the objective macroeconomics
2	Students are able understand classical and Keynesian models
3	Students are able compare the different GDP Growths, inflation levels and per capita income of different countries

4	Students can understand the different types of inflation
5	Students can understand the Philips curve

## Detailed syllabus

Module/ Unit	Course Module / Contents	Hours	Marks Weightage (%)
<b>1</b>	<b>Introduction to Macroeconomics</b>	7	15
	1.1 The roots of Macroeconomics		
	1.2 Macroeconomic concerns		
	1.3 Objectives of Macroeconomics		
	1.4 The role of government in the macro economy.		
	1.5 Components of Macroeconomy.		
	1.6 Methodology of Macroeconomics.		
<b>2</b>	<b>Introduction to National Income Accounting</b>	7	15
	2.1 Concepts of GDP and national income.		
	2.2 Approaches to calculating GDP, GDP, and personal income		
	2.3 Nominal and real GDP,		
	2.4 Limitations of the GDP concept.		
<b>3</b>	<b>Schools of Macroeconomic Thoughts</b>	8	16
	3.1 Classical Model		
	3.2 Neo Classical Model		
	3.3 Keynesian Models		
	3.4 Say's Law of Market		
<b>4</b>	<b>Keynesian Model</b>	10	18
	4.1 Keynes theory of income and employment; Consumption function; theory of investment-marginal efficiency of capital; saving and investment		
	4.2 Consumption Function		
	4.3 Theory of Investment		

	4.4	Marginal Efficiency of Capital		
	4.5	Saving and Investment		
	4.6	The Investment Multiplier and its application to LDC 's		
<b>5</b>	<b>Money in the Modern Economy</b>		10	18
	5.1	Theories of Demand for Money: Quantity Theory of Money and Keynes approach;		
	5.2	Keynes's approach to QTM		
	5.3	Characteristics of a monetary economy		
	5.4	The supply of money and overall liquidity position; credit creation		
<b>6</b>	<b>Inflation</b>		10	18
	6.1	Inflation: types, causes, consequences		
	6.2	Impact of Inflation on Indian Economy		
	6.3	Remedial Measures		
	6.4	Philips Curve		
<b>Total</b>			<b>52</b>	<b>100%</b>

## References

1	Dornbusch, Fischer and Starts, Macroeconomics, McGraw Hill, 11th edition, 2010
2	N. Gregory Mankiw. Macroeconomics, Worth Publishers, 7th edition, 2010.
3	Errol D 'Souza, Macroeconomics, Pearson Education, 2009.
4	Olivier Blanchard, Macroeconomics, Pearson Education, Inc., 5th edition, 2009.
5	Richard T. Froyen, Macroeconomics, Pearson Education Asia, 2nd edition, 2005.

## Semester – II

Course Code	Course Name	Credits
HMR2210N	HUMAN RIGHTS- II - INDIAN PERSPECTIVES	4

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
04			04			04

Theory							Term Work/ Practical/ Oral			Total
Internal Assessment					End Sem Exam	Duration of End Sem Exam	Term Work	Prac.	Oral	
Test	Assignment	Viva	Attendance	Total Internal						
20	15	10	05	50	50	2 Hours	-	-	-	100

## Course Outcomes

1	Foster respect for human dignity and individual self-respect.
2	Ensure genuine gender equality and equal opportunities for all.
3	Promote understanding and appreciation of diverse communities.
4	Empower students towards active citizenship and social engagement.
5	Support the values of democracy, development, and social justice.
6	Encourage communal harmony and solidarity among diverse groups.

## Course Objectives

1	Describe and critically analyze various spheres of human rights in India.
2	Communicate effectively on socio-legal aspects of human rights in India.
3	Assess specific areas of human rights law with reference to legal instruments and cases.

4	Analyze contemporary challenges and trends in human rights theory and practice.
5	Understand affinities and divergences in rights across international, regional, and domestic contexts.
6	Examine the sources, substance, and application of human rights in different legal frameworks.

## Detailed syllabus

Module/ Unit	Course Module / Contents		Hours	Marks Weightage (%)
	<b>Indian Constitutional Perspectives- Fundamental Rights I</b>			
<b>1</b>	1.1	Right to Equality: Equality before law and prohibition of discrimination.	6	15
	1.2	Right to Freedom: Freedom of speech, assembly, and movement.		
	1.3	Right to Protection in Respect of Conviction: Safeguards against arbitrary arrest and detention.		
	1.4	Right to Constitutional Remedies: Access to judicial recourse for the enforcement of rights.		
	1.5	Right to Education: Right to free and compulsory education for children.		
	1.6	Right to Life and Personal Liberty: Protection of life and personal freedom.		
	<b>Indian Constitutional Perspectives- Fundamental Rights II</b>			
<b>2</b>	2.1	Right against Exploitation: Prohibition of human trafficking and forced labor.	6	15
	2.2	Right to Privacy: Protection of personal privacy and confidentiality.		
	2.3	Right to Freedom of Religion: Freedom to practice, profess, and propagate religion.		
	2.4	Cultural and Educational Rights: Protection of cultural and educational rights of minorities.		
	2.5	Directive Principles of State Policy: Guidelines for state policy and governance.		
	2.6	Judicial Review: Power of the judiciary to review laws and protect fundamental rights.		
	<b>Constitutional perspectives III- Directive Perspectives of State Policy</b>			
<b>3</b>	3.1	Promotion of Social Welfare: Ensuring the welfare of individuals and communities.	6	16
	3.2	Economic Justice: Achieving fair distribution of wealth and resources.		

	3.3	Education and Health: Ensuring access to quality education and healthcare for all.		
	3.4	Protection of Marginalized Groups: Safeguarding the rights of disadvantaged and marginalized communities.		
	3.5	Environmental Sustainability: Promoting environmental protection and sustainable development.		
	3.6	Labor Rights: Ensuring fair working conditions and the rights of workers.		
	<b>General Problems of Human Rights</b>			
4	4.1	National Human Rights Commission (NHRC)	7	18
	4.2	National Commission for Women (NCW)		
	4.3	National Commission for Scheduled Castes (NCSC).		
	4.4	National Commission for Scheduled Tribes (NCST)		
	4.5	National Commission for Protection of Child Rights (NCPCR)		
	4.6	National Commission for Persons with Disabilities (NCPWD)		
	<b>National Human Rights Commission and State Human Rights Commission</b>			
5	5.1	Establishment and Structure: NHRC and SHRC	7	18
	5.2	Jurisdiction and Functions		
	5.3	Powers of NHRC and SHRC		
	5.4	Composition of NHRC and SHRC		
	5.5	Investigation and Redressal Mechanism		
	5.6	Role in Policy and Advocacy		
	<b>Different Scheme of the Govt to Promote Equality to Human beings</b>			
6	6.1	Pradhan Mantri Jan Arogya Yojana (PMJAY)	7	18
	6.2	Integrated Child Development Services (ICDS)		
	6.3	National Rural Employment Guarantee Act (MGNREGA)		
	6.4	National Action Plan for Children (NAPC)		
	6.5	Swachh Bharat Mission (SBM)		
	6.6	Pradhan Mantri Awas Yojana (PMAY) of the International Criminal Court (1998)		
<b>Total</b>			<b>39</b>	<b>100%</b>

## References

1	Legal Aid as Human Rights (Dharwad: Jagrut Bharut, 1985)
2	Diwan, Paras, Human Rights, and the Law: Universal and Indian (New Delhi Deep and Publishers 1985)
3	Mohanty M., Peoples Rights (New Delhi: Sage Publications 1998)
4	Pal R. M. ed. Human Rights Education (New Delhi, PUDR 1995)
5	Pandey J. and R.K. Dubey, Civil Liberty under Indian Constitution (New Delhi – Deep and Deep 1995)
6	Legal Aid as Human Rights (Dharwad: Jagrut Bharut, 1985)



## Semester – II

Course Code	Course Name	Credits
CSW2210N	Technical and Literary Writing	04

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
04	00	-	04	00	-	04

Internal				External		Total
Mid-Sem Exam	Continuous Evaluation	Attendance	Total Internal	End Sem Exam	Duration Of End Sem Exam	
30	15	05	50	50	2 Hours	100

## Course Outcomes

1	Understand practical skills for writing and appreciating written work.
2	Master different writing styles and techniques
3	Enhance vocabulary to improve communication skills and be more prepared to take English based proficiency exams like IELTS, SAT
4	Empower oneself as a writer and improve creativity.
5	Produce original work of research.

## Course Objectives

1	To understand the basic tenets of Technical Writing.
2	To seek the writer within
3	To learn how to critique constructively.

4	To understand the basic tenets of Literary Writing.
5	To prepare a portfolio of original work.

## Detailed Syllabus

Module/ Unit	Course Module / Contents	Hours	Marks Weightage
<b>1</b>	<b>Basics of Technical Writing</b>	<b>8</b>	15%
	1.1 Introduction to technical writing		
	1.2 Types of technical writing and reader mapping		
	1.3 Developing argumentation and critical thinking for writing		
<b>2</b>	<b>Structure of Technical Writing</b>	<b>8</b>	15%
	2.1 Instructions and procedures		
	2.2 Writing technical reports		
	2.3 Document design and visuals		
<b>3</b>	<b>Writing a Research Paper</b>	<b>10</b>	20%
	3.1 Writing process and strategies		
	3.2 Research and planning		
	3.3 Summarizing and organizing		
	3.4 Employing correct citation styles and avoiding plagiarism		
<b>4</b>	<b>Basics of Literary Writing</b>	<b>10</b>	20%
	4.1 Introduction to literary writing		
	4.2 Mechanics of literary writing		
	4.3 Adapting writing style and tone according to context and purpose		
<b>5</b>	<b>New Trends in Literary Writing</b>	<b>8</b>	15%
	5.1 Gender-neutral terms, avoiding ableist language, and being mindful of cultural sensitivity		
	5.2 Micro Fiction and Flash Fiction		
	5.3 AI based Writing		
	5.4 Travelogues and Memoirs		

<b>6</b>	<b>Writing for Media</b>		<b>8</b>	15%
	6.1	Journalistic Writing		
	6.2	Basics of copywriting		
	6.3	Web Content Writing		
	6.4	Blogging skills		
<b>Total</b>			<b>52</b>	<b>100</b>

<b>References</b>	
1	Baiely, Stephen. Academic Writing: A Handbook for International Students. Routledge, 2011.
2	Blogging for beginners: Learn how to start and maintain a successful blog the simple way Terence Lawfield
3	Bloom, Wayne C. The Craft of Research. 3 <sup>rd</sup> ed. UCP, 2008.
4	Dev, Anjana Neira, ed. A Handbook of Academic Writing and Composition. Pinnacle, 2016.
5	Eckert, Kenneth. Writing Academic Research Papers. Moldy Rutabaga, 2021.
6	Gupta, Renu. A Course in Academic Writing. Orient BlackSwan, 2010.
7	Hal Zina Bennet. <i>Write from the Heart: Unleashing the power of Your Creativity</i> . California, New World Library, 2001.
8	Online Journalism - Reporting, Writing and Editing for New Media - Richard Craig Broadcast News Handbook - Writing, Reporting, Producing in a converging Media - C.A. Juggle, Forrest Carr and Suzanne Huffman
9	Writing for the media- Sunny Thomas the Language of New Media - Lev Manovich
10	Writing New media -Theory and Applications for expanding the teaching of composition -Anne Wysocki

## Semester - II

Course Code	Course Name	Credits
FST2210N	Fashion Technology II (Trend Research & Fashion Forecasting)	04

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
02		02	02		02	04

Theory						Term Work/ Practical/ Oral			Total
Internal Assessment				End Sem Exam	Duration of End Sem Exam	Term Work	Prac.	Oral	
Test	Continuous Evaluation	Attendance	Total Internal						
15	30	05	50	50	2 Hours	-	-	-	100

## Course Outcomes

1	Understand the concept and importance of trend analysis and fashion forecasting, including its impact on product development, marketing strategies, and overall business success.
2	Develop trend analysis and prediction skills by learning to interpret cultural, social, economic, and technological influences on fashion trends.
3	Master research methods for fashion forecasting, including effective data gathering, market trend analysis, and forecasting techniques.
4	Enhance creativity and innovation in trend interpretation to translate fashion trends into innovative design concepts and adapt them to various market segments.

## Course Objectives

1	The course aims to provide students with a comprehensive understanding of trend forecasting and its significance in the fashion industry, to develop skills in trend analysis, prediction, and research methods to identify emerging fashion trends and predict future directions.
2	The course emphasizes the utilization of forecasting tools and technologies, such as data analysis software and trend forecasting platforms.

## Detailed syllabus

Module/ Unit	Course Module / Contents		Hours	Marks Weightage (%)
1	<b>Fundamentals of Design Thinking.</b>		8	15%
	1.1	Stages of Thinking-Define, Research Ideate, Prototype, Implement, Learn.		
	1.2	Research- Identifying drivers, Information gathering, Target Groups, Samples and feedback;		
	1.3	Idea generation- Basic design directions, Themes for thinking, Inspiration and reference, Brainstorming, Value, Inclusion, Sketching, Presenting Ideas; <b>Creative Thinking Methods</b> - Innovation through Design Thinking - The Need for Creative and Design Thinking.		
2	<b>The Research Method and Design Process.</b>		9	20%
	2.1	<b>Research</b> -Nature and Definition; <b>Research Process</b> – Preparation, Information Gathering-Goal, Identification of Problems and Hypothesis, Exposition of facts and interpretation, Presentation of result and findings;		
	2.2	<b>Research Methods</b> – Literature review, Collection of preliminary field data, Define the problem, Analysis and Modification, Presentation of findings;		
	2.3	<b>Design Process</b> – Study historical and contemporary examples, Experimentation with materials and visual Ideas, Visual analysis, and identification of design problems, Create the work series and explore in subsequent work, Board presentation.		
3	<b>Concept of Fashion Forecasting</b>		8	15%
	3.1	Awareness of fashion fairs and fashion centers, Knowledge of creative writing		
	3.2	Reading of fashion forecast magazine, Sources of information		
	3.3	Role of Exhibitions and Fashion Shows		
4	<b>Fashion Forecasting Process</b>		9	15%
	4.1	Market Research- Consumer research, Shopping, Sales records.		
	4.2	Evaluating the collections- Similar Ideas indicate fashion trends, Trends for the target market;		
	4.3	Fashion services – Collection reports, Trend books, consulting, Color services, Television/Video services, Newsletter services, Websites, Directories and reference books, Fashion Magazines and newspapers, and Catalogs.		

	4.4	Design Sources- Historic inspirations, Folk influences, Vintage clothing shops, Museums, Libraries and bookstores, Arts, Fabrics/Textiles, Travel, Form follows function, The street scene, The turn of the century, innovations, and technologies.		
5	<b>Fashion Forecasting Report and Trend Analysis</b>		9	20%
	5.1	Market Research - On-site visits to fashion retailers and cloth markets to study market trends and collect various cloth samples, catalogues, etc.		
	5.2	Forecasting Exploration through sources like - Magazines, Newspapers, Internet sites to become familiar with apparel, textile, color, style, and general culture and consumer forecasting resources.		
	5.3	Preparation of storyboards - Students will prepare storyboards for specific targets.		
	5.4	Presentation of designs - Students will prepare a fashion forecast for different seasons.		
6	<b>Fashion Product Development.</b>		9	15%
	6.1	<b>Introduction to Product development process</b> – Target market, Merchandising, Season; <b>Design</b> – Concept boards, knockoffs, Fakes, Design elements – Color and Fabric selection, Design principles, Sketching Ideas – Style boards. Sample Development – Draping, Flat pattern, Prototype, Fit;		
	6.2	<b>Tech packs</b> – Designer worksheets, <b>Line selection</b> - Editing, Reassessment of merchandising plan, Line presentation; <b>Manufacturing</b> - Duplicates the samples.		
<b>Total</b>			<b>52</b>	<b>100%</b>

<b>References</b>	
1	Fashion: From concept to consumer, Gini Stephens Frings (1999), Prentice-Hill Inc.
2	Design Thinking, Gavin Ambrose & Paul Harris, AVA Publishing, Switzerland.
3	New Product Planning, Harry B. Watton, Prentice Hall Inc.
4	Design Research: Methods and Perspectives, edited by Brenda Laurel
5	Lateral Thinking: Creativity Step by Step, Edward De Bono.
6	How Customers Think: Essential Insights into the Mind of the Market – Gerald Zaltman.

## Semester - II

Course Code	Course Name	Credits
IND2210N	Interior Design -II	04

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
01	-	03	01	-	03	04

Test	Theory					Term Work / Practical/Oral			Total
	Internal Assessment			End Sem Exam	Duration Of End Sem Exam	Term Work	Pract .	Oral	
	Continuou s Evaluation	Attendanc e	Total Interna l						
15	30	05	50	-	-	50	-	-	100

## Course Outcomes

1	Introduction of Interior Design of Office spaces
2	Understanding requirements of office spaces
3	Developed ability to identify colors, materials, and lighting fixtures for office spaces.
4	Develop understanding of ancillary services
5	Design of an office interior

## Course Objectives

1	To encourage the students to develop visual thinking of the designed space.
2	To familiarize the students with the design process and the aspects and constraints to be considered while designing interior spaces.
3	To evolve concept and designs for a complete project like an office space.

## Detailed Syllabus

Module/ Unit	Course Module / Contents	Hours	Marks Weightage
<b>1</b>	<b>Introduction to commercial interiors</b>	<b>8</b>	<b>10%</b>
	1.1 Introduction to Interiors of other spaces such as hospitality spaces, shopping areas, salons, spa, gymnasiums, healthcare facilities, specialty stores, etc.		
	1.2 Understanding of common spaces in commercial building		
	1.3 Introduction to Interiors of Office spaces		
<b>2</b>	<b>Office Interiors</b>	<b>12</b>	<b>20%</b>
	2.1 Identifying the requirements for the office spaces		
	2.2 Study of anthropometry of office furniture		
	2.3 Understanding the circulation		
	2.4 Introduction to furniture		
<b>3</b>	<b>Materials and color scheme</b>	<b>12</b>	<b>20%</b>
	3.1 Identifying Materials for walls, flooring, and ceiling		
	3.2 Identifying color schemes		
	3.3 Discussion on lighting fixtures		
<b>4</b>	<b>Ancillary services</b>	<b>12</b>	<b>20%</b>
	4.1 Pantry		
	4.2 Toilets		
	4.3 False ceiling, Airconditioning, sprinkles, smoke detectors		
<b>5</b>	<b>Interior Design Project</b>	<b>16</b>	<b>30%</b>
	5.1 Design drawings, plans, elevations, with furniture layout to given scale		
	5.2 Presentation in the given format		
	5.3 Preparing the final portfolio		
	<b>Total</b>	<b>60</b>	<b>100%</b>

## References

1	Joseph Chiara and John Called, Time Saver Standards for Building Types
2	Panero, Human Dimensions, and Interior Space: A Source Book of Design Reference Standards
3	Drew Plunkett, Drawing for Interior Design



## Semester - II

Course Code	Course Name	Credits
FLF2211N	FRENCH II	2

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
02	-	-	02	-	-	02

					Theory		Term Work / Practical/Oral			Total
Internal Assessment			Attendance	Total Internal	End Sem Exam	Duration Of End Sem Exam	Term Work	Pract.	Oral	
Mid Term	Viva	Continuous Evaluation								
15	20	10	05	50	50	75 mins	-	-	-	100

## Course Outcomes

1.	Engage in meaningful conversations in the target language, demonstrating a solid understanding of its nuances.
2	Exhibit advanced grammar skills that encompass a wide range of tenses.
3	Well-informed about the culture, societal norms and civilization related to the language, enriching the conversational experience.
4	Demonstrate conversational proficiency across various real-life scenarios, including but not limited to dining in restaurants and making hotel reservations, thus enhancing everyday communication.
5	Speak fluently, conveying thoughts and ideas with confidence, accuracy, and an enjoyable ease, making interactions both effective and pleasant.

## Course Objectives

1.	To develop the ability to engage in detailed conversations, expressing. Opinions, narrating events, and describing experiences.
2.	To master complex grammatical structures, including past and future tenses, relative pronouns, and compound sentences.
3.	To explore cultural practices and social norms more deeply to understand their impact on communication and behavior.
4.	To enquire about products and place orders in shops or restaurants.
5.	To enhance speaking fluency and confidence, reducing hesitation and errors.

### Detailed Syllabus

Module/ Unit	Course Module / Contents		Hours	Marks Weightage
	Module I			
<b>1</b>	Leçon 1	Aller voir ailleurs	6	20%
	Leçon 2	Balade autoguidée		
	Leçon 3	Week-end à Aoste		
	Module II			
<b>2</b>	Leçon 1	Parle avec moi	7	30%
	Leçon 2	Nous couchsurfons		
	Leçon 3	En route !		
	Module III			
<b>3</b>	Leçon 1	En route !	6	20%
	Leçon 2	Concours de selfies		
	Leçon 3	La France et nous		
	Module IV			
<b>4</b>	Leçon 1	Vive le speak dating !	7	30%
	Leçon 2	Quartier Libre		
	Leçon 3	<u>Vous avez mal où ?</u>		
	<b>Total</b>		<b>26</b>	<b>100%</b>

## References

1	Berthet, Hugot et al. Alter Ego - Méthode de Français, A1: Hachette,2012.
2	Bruno Girardeau et Nelly Mous. Réussir le DELF A1. Paris : Didier, 2011.
3	Loiseau Y., Mérieux R. Connexions 1, cahier d'exercices. Didier, Paris, 2017.
4	Loiseau Y. & Mérieux R. Connexions 1, Guide pédagogique. Didier, Paris, 2017.
5	Connexions 1, livre de l'élève – Loiseau Y. & Mérieux R., éd. Didier, Paris,2017.
6	Latitudes 1, cahier d'exercices – Loiseau Y. & Mérieux R., éd. Didier, Paris,2018.
7	Latitudes 1, Guide pédagogique – Loiseau Y. & Mérieux R., éd. Didier, Paris,2018.
8	Nathalie Hirschsprung, Tony Tricot, Cosmopolite 1 Méthode de Français A1. Hachette, 2017.
9	Nathalie Hirschsprung, Tony Tricot. Cosmopolite 1 Cahier d'activités A1. Hachette, 2017.

## Semester – II

Course Code	Course Name	Credits
FLG2211N	GERMAN II	2

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
2	-	-	2	-	-	2

		Theory				Term Work / Practical/Oral			Total	
Internal Assessment		Oral	Total Internal	End Sem Exam	Duration Of End Sem Exam	Term Work	Pract.	Oral		
Mid Term	Continuou s Evaluation									Attendan ce
15	10	05	20	50	50	75 mins	-	-	-	100

## Course Outcomes

1.	Understand basic language structures when applied in authentic situations.
2.	Build and understand simple sentences pertaining to concrete necessities.
3.	Read and enhance comprehension skills with special focus on vocabulary and syntax.
4.	Have a global and fine understanding of written texts.
5.	Have a basic conversation using the vocabulary related to food and beverages.

## Course Objectives

1.	To understand basic language structures when applied in authentic situations.
2.	To build and understand simple sentences pertaining to concrete necessities.

3	To read and enhance comprehension skills with special focus on vocabulary and syntax.
4	To have a global and fine understanding of written texts.
5	To have a basic understanding of vocabulary related to food and beverages.

## Detailed Syllabus

Module/ Unit	Course Module / Contents		Hours	Marks Weightage
	<b>Kapitel 4</b>			
1	<b>Grammatischer Aspekt</b>	<ul style="list-style-type: none"> <li>- Unregelmäßige Verbformen, z.B. essen, mögen, möchten</li> <li>- Unbestimmter Artikel und Bestimmter Artikel im Akkusativ</li> <li>- Verben mit Akkusativkel</li> </ul>	<b>05</b>	<b>20%</b>
	<b>Kapitel 4</b>			
2	<b>Thematischer Aspekt</b>	<ul style="list-style-type: none"> <li>- über Essen sprechen</li> <li>- einen Einkauf planen</li> <li>- Gespräche beim Einkauf und Essen führen</li> <li>- mit W-Fragen Texte verstehen</li> <li>- Wörter ordnen und lernen</li> </ul>	<b>05</b>	<b>20%</b>
	<b>Kapitel 5</b>			
3	<b>Grammatischer Aspekt</b>	<ul style="list-style-type: none"> <li>- Modalverben, z.B. müssen, wollen, können</li> <li>- Possessivartikel im Nominativ</li> <li>- Zeitangaben: am, um, von...bis, W-Fragen</li> </ul>	<b>10</b>	<b>35%</b>
	<b>Thematischer Aspekt</b>	<ul style="list-style-type: none"> <li>- die Uhrzeit verstehen und nennen</li> <li>- Zeitangaben machen</li> <li>- über die Familie sprechen</li> <li>- sich verabreden</li> <li>- einen Termin telefonisch vereinbaren</li> </ul>		
	<b>Kapitel 6</b>			
4	<b>Grammatischer Aspekt</b>	<ul style="list-style-type: none"> <li>- Datumsangaben: wann, am Ordinalzahlen</li> <li>- Trennbare Verben: Thema Tagesablauf</li> <li>- Personalpronomen im Akkusativ</li> <li>- Präposition für+Akku.</li> </ul>	<b>06</b>	<b>25%</b>

	<b>Thematischer Aspekt</b>	<ul style="list-style-type: none"> <li>- etwas gemeinsam planen</li> <li>- über Geburtstage sprechen</li> <li>- eine Einladung verstehen und schreiben</li> <li>- im Restaurant bestellen und bezahlen</li> </ul>		
<b>Total</b>			<b>26</b>	<b>100%</b>

<b>References</b>	
1	Aufderstraße, Hartmut. <i>Lagune 1. Deutsch als Fremdsprache: Kursbuch und Arbeitsbuch</i> . Ismaning: Max Hueber Verlag 2012.
2	Braun, Anna, and Daniela Wimmer. <i>Schritte Plus A1/1: Arbeitsbuch</i> . Hueber Verlag, 2020.
3	Dengler, Stefanie. <i>NetzwerkA1. Teil2. Kurs- Und Arbeitsbuch: Deutsch Als Fremdsprache</i> . Langenscheidt, 2012.
4	Funk, Hermann, et al. <i>studio d A1: Deutsch als Fremdsprache</i> . Cornelsen Verlag, 2015.
5	Langenscheidt. <i>Langenscheidt Pocket Dictionary German: German-English, English-German</i> . Langenscheidt Publishing Group, 2022.
6	Niebisch, Daniela, et al. <i>Lagune A1: Kursbuch</i> . Hueber Verlag, 2016.

## Semester – II

Course Code	Course Name	Credits
FLS2211N	SPANISH II	2

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
2	-	-	2	-	-	2

		Theory					Term Work / Practical/Oral			Total
Internal Assessment		Oral	Total Internal	End Sem Exam	Duration Of End Sem Exam	Term Work	Pract	Oral		
Mid Term	Continuou s Evaluation								Attendanc e	
15	10	05	20	50	50	75 mins	-	-	-	100

## Course Outcomes

1.	To use future tense with the correct conjugation and use of the verbs which will enable the students to express their future.
2.	To use prepositions and will be able to locate people, places, and things.
3.	To use the vocabulary in a proficient way and incorporate it with prepositions.
4.	To understand and comprehend basic Spanish conversations and songs.
5.	To express his/her likes, dislikes, tastes, and preferences and of others.

## Course Objectives

1.	To enable the student to use future tense to express his/her plans.
2.	To enable the student to use prepositions and directions to locate people, things, and places.
3.	To enhance the vocabulary of the students about house, body parts, city.
4.	To enhance the listening ability of students.

5.	To enable the students to express their likes, dislikes, tastes, and preferences and of others.
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## Detailed Syllabus

Module/ Unit	Course Module / Contents		Hours	Marks Weightage (%)
	<b>¿Cuál preferís? Ser O estar</b>			
<b>1</b>	1.1	El verbo SER e introducción del verbo ESTAR	<b>7</b>	<b>25 %</b>
	1.2	Diferencias entre SER y ESTAR		
	1.3	Los números (hasta un millon)		
	<b>¿Dónde está Santiago?</b>			
<b>2</b>	2.1	Las preposiciones de lugar	<b>6</b>	<b>25 %</b>
	2.2	La forma impersonal del verbo HABER		
	2.3	El vocabulario basado en casa.		
	<b>Quiero expresar mis gustos</b>			
<b>3</b>	3.1	El verbo GUSTAR	<b>7</b>	<b>25 %</b>
	3.2	Los verbos como GUSTAR (Encantar y doler)		
	3.3	Vocabulario de cuerpo.		
	<b>Entra el mundo del futuro</b>			
<b>4</b>	4.1	El futuro inmediato (Ir + a + infinitivo)	<b>6</b>	<b>25 %</b>
	4.2	Un ensayo basado en el futuro inmediato		
<b>Total</b>			<b>26</b>	<b>100 %</b>

## References

1	Blanco, Begoña. <i>Nuevo avance. Con CD Audio</i> . 2011.
2	Bregstein, Barbara. <i>Easy Spanish Step-By-Step</i> . McGraw Hill Professional, 2005.
3	García, Concha Moreno, et al. <i>Nuevo avance. Con CD Audio</i> . 2011.
4	Hutchinson, Sam. <i>Los Numeros - Numbers</i> . Find and Speak Spanish, 2022.
5	Moreno, Concha, et al. <i>Nuevo Avance Básico alumno +CD</i> . 2010.



6	Richmond, Dorothy. <i>Practice Makes Perfect Spanish Verb Tenses, Second Edition</i> . McGraw Hill Professional, 2010.
7	Rivano, Emilio. <i>El verbo gustar y otros así</i> . 2022.
8	Rivas, Celestino. <i>Daily Spanish for Beginners</i> . 2019.
9	Thomas, Scott. <i>The Big Red Book of Spanish Vocabulary</i> . NTC Foreign Language, 2006.
10	Velarde, J. Gutierrez. <i>Los Verbos Ser y Estar En español</i> . 2018.
11	Weibel, Peter. <i>The Big Red Book of Spanish Idioms: 4,000 Idiomatic Expressions</i> . McGraw Hill Professional, 2004.

## Semester – II

Course Code	Course Name	Credits
CSE2212N	Presentation Skills	1

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
01	-	-	01	-	-	01

Internal				External		Total
Mid-Sem Exam	Continuous Evaluation	Attendance	Total Internal	End Sem Exam	Duration Of End Sem Exam	
15	30	05	50	50	2 Hours	100

## Course Outcomes

1	Identify the importance of presentation skills in career advancement.
2	Comprehend the steps for planning and preparing professional presentations.
3	Use proficiency in delivering well prepared and articulated presentations effectively.
4	Understand and demonstrate the nuances of non-verbal communication.
5	Practice the socially appropriate behavior and communication.

## Course Objectives

1.	To explain the utility of Presentation Skills and incorporate it with career advancement.
2.	To discuss and explore important steps of business presentation.

3.	To enhance the knowledge of linguistics aspect of oral presentation.
4.	To teach the nuances of non-verbal communication
5.	To guide the students to become better communicators in social gatherings.

## Detailed Syllabus

Module/ Unit	Course Module / Contents		Hours	Marks Weightage
	<b>Introduction Non-Verbal Communication</b>			
<b>1</b>	1.1	Define Non-Verbal Communication, importance of Non-Verbal communication, characteristics of Non-Verbal communication, relevance, and significance.	<b>05</b>	39%
	1.2	Types of Non-Verbal communication: Kinesics (Body Language), proxemics, chronemics, haptics, paralinguistics, artifacts, audio-visual & olfactics.		
	<b>Business Presentation</b>			
<b>2</b>	2.1	What is a business presentation? 3 Ps of Presentation Importance of business presentation Stages of presentation: Planning- (Purpose audience analysis, occasion, & select title), Preparation, Practice/rehearsal Performing/delivery.	<b>04</b>	31%
	2.2	Preparing effective Power Point presentation		
	2.3	Delivering of presentation Handling questions, Corrections		
	<b>Social Communication Skills</b>			
<b>3</b>	3.1	Appropriateness: Define social communication, appropriateness in social communication & developing social communication skills.	<b>02</b>	15%
	3.2	Building rapport: what is building rapport? Principles of rapport building, rapport building in online & face to face to communication, rapport building with employees, customers, higher authorities & colleagues.		
	<b>Context Based Speaking</b>			
<b>4</b>	4.1	In general situations: Conversation between people	<b>02</b>	

	4.2	In specific professional situations: Meetings, seminars, interviews, public speeches.		15%
	4.3	Simulations/Role Play		
<b>Total</b>			<b>13</b>	<b>100</b>

<b>References</b>	
1	Adair, John. <i>Effective Communication</i> . Pan Macmillan Ltd, 2003.
2	Ajmani, J. C. <i>Good English: Getting It Right</i> . Rupa Publications, 2012.
3	Anderson, Marilyn. <i>Critical Thinking, Academic Writing and Presentation Skills</i> . Pearson Education, 2010.
4	Carnegie, Dale. <i>The Quick and Easy Way to Effective Speaking</i> . New York: Pocketbooks, 1977.
5	Collins, Patrick. <i>Speak with Power and Confidence</i> . New York: Sterling, 2009.
6	Hargie, Owen, editor. <i>The Handbook of Communication Skills</i> . Routledge, 2006.
7	Mackall, Joe, editor. <i>Career Skills Library: Communication Skills</i> . Ferguson Publishing, 2009.
8	Raman, Meenakshi, and Sangeeta Sharma. <i>Technical Communication: Principles and Practice</i> . Oxford University Press, 2009.
9	Raman, Meenakshi, and Prakash Singh. <i>Business Communication</i> . Oxford University Press, 2012.
10	Rizvi, Ashraf. <i>Effective Technical Communication</i> . McGraw Hill Education, 2017.
11	Smith, John. <i>Effective Presentation Skills</i> . Academic Press, 2020.

## Semester –II

Course Code	Course Name	Credits
PSY2213N	Industry Visit-I	01

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
-	06	-	-	06	-	06

Assessment			Viva	Journal Report Internal.	Duration Of End Sem Exam	Total
Components	Active Participation	Attendance				
Weightage	10	40	-	50	-	100

## Course Outcomes

1	Gain practical insights into organizational operations and workplace dynamics.
2	Understand the application of psychological principles in real-world industrial settings.
3	Observe different leadership styles and management practices
4	Evaluate employee behavior, motivation, and teamwork in a professional environment.
5	Analyze the impact of organizational culture on employee performance and satisfaction.
6	Apply theoretical knowledge to understand the challenges faced by organizations.

## Course Objectives

1	To analyze employee behavior and interpersonal dynamics in real-time.
2	To understand organizational structures and workplace environments.
3	To analyze employee behavior and interpersonal dynamics in real-time.
4	To analyze employee behavior and interpersonal dynamics in real-time.
5	To gain insights into various roles and responsibilities within an organization.

6	To explore how companies implement motivation and team-building strategies.
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### Detailed Syllabus

Type	Sectors to Visit	Hours	Marks Weightage
	<b>Any one of them</b>		
1	Hospitals/clinical settings (Mental health settings)		
2	NGO's/often age/ Old age Homes (Social/Psychological problems)		
3	Corporate sectors/Organization/Industry (HR related services/Mental Health activities)		
4	School/College/University having Psychology programs		
5	Government sector/Semi Govt sectors working for mental Health		
6	Counselling and Therapy centers (Mental Health related)		
7	Rehabilitation centers		
8	Anganwadi's		
9	Community Based Organizations		
10	Hospitals (Cancer, HIV patients)		
11	Transgender communities		
12	Disaster areas		
<b>Total</b>		<b>5</b>	<b>100%</b>

Note: Total 1 place can be chosen by the supervisor and can be visited with students.

## Semester – II

Course Code	Course Name	Credits
PSY2217N	Mental Health & Well-being	2

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
02			02			02

Theory					Term Work/ Practical/ Oral			Total		
Internal Assessment				End Sem Exam	Duration of End Sem Exam	Active participation	Prac.		Oral	
Test	Assignment	Viva	Attendance							Total Internal
30	40	15	05	100	00	-	10	-	-	100

## Course Outcomes

1	This course Build resilience and adaptability to life changes and challenges
2	it explores the importance of mental health
3	it understands problems and solutions related to mental health and why wellbeing is important in personal and social context
4	It understands why wellbeing is important in personal and social context
5	Develop effective coping strategies to manage stress and anxiety.
6	Promote a balanced lifestyle incorporating physical, mental, and emotional well-being.

## Course Objectives

1	Promote self-awareness and emotional intelligence for better mental health.
2	Develop effective stress management and coping strategies.
3	Enhance resilience and adaptability in challenging situations.
4	Foster positive relationships and social connections.

5	Cultivate mindfulness and relaxation techniques.
6	Encourage a balanced lifestyle for overall well-being.

## Detailed syllabus

Module/ Unit	Course Module / Contents		Hours	Marks Weightage (%)
<b>I</b>	<b>INTRODUCTION TO PSYCHOLOGY</b>		04	15
	1.1	Psychodynamic Perspectives of psychology		
	1.2	Behavioral and Humanistic Perspectives of psychology		
	1.3	Cognitive and Sociocultural Perspectives of psychology		
<b>2</b>	<b>WELLBEING AND PROSOCIAL BEHAVIOUR</b>		02	15
	2.1	The science of happiness, wellbeing, and life satisfaction.		
	2.2	Compassion, Forgiveness, Empathy and Altruism		
	2.3	Positive emotions, Creativity, Optimism, gratitude, Hope, and self-efficacy		
<b>3</b>	<b>MENTAL HEALTH LITERACY</b>		02	16
	3.1	Mental health and stigma, indicators of poor mental health.		
	3.2	Common myths related to mental health		
	3.3	Strategies to improve mental health: Robert Plutchik's Feeling wheel.		
<b>4</b>	<b>Understanding Mental health and social Well-being</b>		02	18
	4.1	Society and mental health stigma		
	4.2	Resilience and mental and social wellbeing		
	4.3	Mental health promotion; stigma recovery		
<b>Total</b>			<b>10</b>	<b>100%</b>

References	
1	Berry, D., (2007). Health Psychology Mc Graw- Hill Education
2	Gilovich, T., Keltner, D., Chen, S., & Nisbett, R. E. (2019). Social psychology, Fifth Edition,
3	Seligman, M. (2011). Flourish: A Visionary New Understanding of Happiness and Well-being, Atria Books.



4	Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, DivyaPrakashani, Samantarapur, Bhubaneswar
5	Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, DivyaPrakashani, Samantarapur, Bhubaneswar
6	yubomirsky, S. (2013). The Myths of Happiness: What Should Make You Happy, but Doesn't, What Shouldn't Make You Happy, but Does, Penguin.

## Semester - II

Course Code	Course Name	Credits
ANM2217N	Animation	02

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
01	02	-	01	02	-	02

Theory						Term Work/ Practical/ Oral			Total
Internal Assessment				End Sem Exam Practical/Project Presentation	Duration of End Sem Exam	Term Work	Prac.	Oral	
Test	Continuous Evaluation	Attendance	Total Internal						
35	10	05	50	50	02 Hours	-	-	-	100

## Course Outcomes

1	Upon completion of the course, students will demonstrate a thorough understanding of the historical and theoretical foundations of animation, as evidenced by their ability to analyze and discuss the evolution of animation techniques and their applications.
2	Students will acquire practical skills in 3D modeling, evidenced by their ability to create and manipulate 3D models using industry-standard software, effectively translating conceptual ideas into digital representations.
3	By the end of the course, students will be proficient in rotoscoping techniques, capable of producing accurate roto work for integration into visual effects sequences, demonstrating an understanding of the collaborative nature of roto work within the VFX pipeline.
4	Upon successful completion of the program, students will demonstrate advanced proficiency in UV unwrapping and texturing techniques, as evidenced by their ability to unwrap complex geometry, optimize texture distribution, and apply procedural textures to enhance the visual quality of 3D models.

## Course Objectives

1	To introduce students to the foundational concepts and principles of animation, including its historical evolution, core principles, and various animation techniques.
2	To equip students with practical skills in 3D modeling using industry-standard software, enabling them to create and manipulate digital models effectively.

3	To provide students with a comprehensive understanding of rotoscoping techniques in visual effects (VFX), emphasizing the role of roto artists and the importance of accurate roto work in compositing.
4	To enable students to explore advanced UV unwrapping and texturing techniques, including complex geometry, texture channels, and procedural texturing, enhancing their proficiency in 3D modelling and animation production.

## Detailed syllabus

Module/ Unit	Course Module / Contents	Hours	Marks Weightage (%)
<b>1</b>	<b>Foundations of Animation</b>	<b>6</b>	<b>20%</b>
	1.1 Overview of Early Animation Techniques Introduction to pre-cinematic animation forms such as zoetrope's and flipbooks.		
	1.2 Milestones in Animation History Examination of key developments in animation, including the invention of the multiplane camera and the release of iconic animated films.		
	1.3 Impact of Animation on Contemporary Media Analysis of animation's influence on modern media, exploring its role in advertising, education, and visual storytelling		
	1.4 Cultural Impact of Animation Discussion on how animation has shaped cultural narratives and influenced global perspectives.		
<b>2</b>	<b>Principles of Animation</b>	<b>6</b>	<b>20%</b>
	2.1 Understanding Squash and Stretch Explanation of how squash and stretch principles create fluid and lifelike motion in animated characters and objects.		
	2.2 Mastering Timing and Spacing Exploration of timing and spacing principles to convey weight, emotion, and realism in animation sequences.		
	2.3 Exploring Anticipation and Follow-through Examination of anticipation and follow-through principles to enhance the believability and impact of animated actions.		
	2.4 Secondary Animation Principles Analysis of secondary animation principles such as overlapping action and exaggeration in creating dynamic and expressive characters.		
	<b>Types of Animation Techniques</b>	<b>6</b>	<b>30%</b>

3	3.1	Hand-Drawn Animation: Techniques and Examples Overview of traditional hand-drawn animation methods and analysis of classic hand-drawn animated films.		
	3.2	Computer-Generated Animation: Processes and Applications Introduction to computer-generated animation techniques, including 3D modeling, rigging, and rendering, and exploration of its applications in film, gaming, and virtual reality.		
	3.3	Stop-Motion Animation: Methods and Innovations Investigation of stop-motion animation techniques, including claymation and puppet animation, and examination of innovative stop-motion films and commercials.		
	3.4	Experimental Animation Forms Exploration of experimental animation techniques and avant-garde animation movements in the context of artistic expression and creative exploration.		
4	<b>Fundamentals of Animation</b>		<b>8</b>	<b>30%</b>
	4.1	Character Development: Character Design: Techniques for designing characters with unique features and personalities.		
	4.2	Storyboarding and Planning: Storyboarding Techniques: Fundamentals of creating storyboards to plan and visualize animation sequences.		
	4.3	Introduction to Animation Software: Software Training: Basics of using popular animation software such as Adobe Animate or Blender. Tool Utilization: Learning key tools and features necessary for creating and editing animations.		
	4.4	Project Creation and Review: Animation Projects: Development of short animation projects that incorporate learned techniques and principles. Feedback and Refinement: Presentation of projects for peer and instructor feedback, with focus on refining and improving the final output.		
<b>Total</b>			<b>26</b>	<b>100%</b>

<b>References</b>	
1	Williams, R. (2012). <i>The animator's survival kit</i> . Faber & Faber.
2	Hooks, E. (2017). <i>Acting for animators: 4th edition</i> . Routledge.

3	Vaughan, W. (2012). <i>Digital modeling</i> . New Riders.
4	Kerlow, I. V. (2017). <i>The art of 3D computer animation and effects</i> (4th ed.). Wiley.
5	Goldberg, E. (2008). <i>Character animation crash course!</i> Silman-James Press.
6	Osipa, J. (2013). <i>Stop staring: Facial modeling and animation done right</i> (3rd ed.). Wiley.

## Semester - II

Course Code	Course Name	Credits
PHT2217N	<b>Introduction to Photography</b>	<b>02</b>

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
01	02	-	01	02	-	02

Practical						Term Work/ Practical/ Oral			Total
Internal Assessment				End Sem Exam – End Semester Practical/Project/p resentation	Duration of End Sem Exam	Term W ork	Practi cal	Or al	
Te st	Conti nuous Evaluat ion	Attendan ce	Total Internal						
35	10	05	50	50	02 Hours	-	-	-	10 0

## Course Outcomes

1	Develop a comprehensive understanding of digital photography techniques.
2	Acquire foundational knowledge of the principles governing light and its application in photography.
3	Demonstrate proficiency in operating cameras, including an understanding of their components and functionality.
4	Explore the intricacies of camera lenses, encompassing their types, functions, and optimal usage in various photographic contexts.

## Course Objectives

1	Develop proficiency in composition techniques, enabling students to capture compelling photographs across diverse subjects such as people and nature.
2	Master the principles of lighting and colour in photography to effectively manipulate mood, atmosphere, and visual impact within images.

3	Acquire skills in displaying and presenting photographs, encompassing various formats and platforms to communicate messages effectively.
4	Gain a deep understanding of the mechanics of imaging, including technical aspects such as exposure, focus, and image processing, to achieve desired photographic outcomes.

## Detailed syllabus

Module/ Unit	Course Module / Contents	Hours	Marks Weightage (%)
1	<b>Understanding Digital Photography</b>	06	20
	1.1 Inside the Digital Camera: Exploring the internal mechanisms and components of digital cameras.		
	1.2 Principles of Photography: Introduction to the fundamental principles governing the art and science of photography.		
	1.3 General Principles of Photography: Understanding key concepts such as exposure, focus, and composition.		
	1.4 Types of Cameras: Overview of different camera types and their respective functionalities.		
2	<b>Camera Varieties and Comparative Analysis</b>	06	20
	2.1 Camera Types: Exploring a range of cameras including medium format, large format, and digital cameras.		
	2.2 Comparative Study: Analyzing the differences between digital and analogue (SLR) cameras, along with their advantages and applications.		
	2.3 Lens Types: Overview of normal, wide, telephoto, zoom, PC (Perspective Control), and TS (Tilt-Shift) lenses.		
	2.4 SLR & DSLR		
3	<b>Camera Controls and Composition Techniques</b>	06	30
	3.1 Camera Controls: Exploring shutter speed, aperture, exposure control, depth of field, and selective focus.		
	3.2 Exposure Metering and Filters: Understanding exposure meters, metering systems, and various filters such as UV, polarizing, and special effect filters. Introduction to tripods.		
	3.3 Composition Techniques: Learning creative composition techniques including the rule of thirds and the Golden section. Managing digital assets and image printouts.		

	3.4	Camera Accessories and Maintenance: Overview of camera mounts, accessories, and maintenance practices. Understanding the differences between multicamera and single camera setups.		
4	<b>Assignment: Outdoor Photography</b>		08	30
	4.1	Lens Selection		
	4.2	Use of Aperture		
	4.3	Use of shutter speed		
	4.4	Use of white balance		
<b>Total</b>			26	<b>100%</b>

<b>References</b>	
1	Langford, M. (2015). Langford's Basic Photography: The Guide for Serious Photographers (10th ed.). Focal Press.
2	Freeman, M. (2017). The Photographer's Eye: Composition and Design for Better Digital Photos (The Photographer's Guide) (2nd ed.). Focal Press.
3	London, B. (2016). Photography (12th ed.). Pearson.
4	Hunter, F., Biver, S., & Fuqua, P. (2012). Light: Science and Magic: An Introduction to Photographic Lighting (5th ed.). Routledge.
5	Peterson, B. (2016). Understanding exposure: How to shoot great photographs with any camera (5th ed.). Amphoto Books.
6	Kelby, S. (2017). The digital photography book: Part 1 (6th ed.). Peachpit Press.



## Semester – II

Course Code	Course Name	Credits
POL2217N	Political Science- I- Fundamentals of Indian Constitution	02

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
13	-	13	01	-	01	02

Internal Assessment				End Semester Evaluation	Total
Mid Term	Continuous Evaluation	Attendance	Total	End Semester Evaluation/ Project/ Report/ Presentation	Internal Assessment + End Semester Evaluation
15	30	5	50	50	100

## Course outcomes

1	Upon completion of this course, students will possess a comprehensive understanding of the Indian Constitution, including its historical background, structure, key provisions, fundamental rights, duties, directive principles of state policy, Schedules, and the process of amending the Constitution.
2	After completing this course, students will be able to actively engage in constitutional debates, drawing on their comprehensive understanding of the Indian Constitution. They will demonstrate the ability to analyze and articulate the core principles and concepts embedded in the Constitution.
3	Through participation in discussions and case studies, students will foster an understanding of the importance of secularism in the Indian context. They will be able to apply their knowledge to real-world scenarios, demonstrating how constitutional principles shape and influence issues related to secularism in India.
4	By the end of this course, students will contribute to the promotion of an inclusive and equitable democracy through their knowledge and analysis of the Indian Constitution. They will critically evaluate the impact of constitutional provisions on democratic principles and formulate informed perspectives on how to enhance inclusivity and equity within the democratic framework.
5	After completing the course, students will critically assess historical events' impact on the Indian Constitution's evolution. They will analyze framers' decisions, evaluate constitutional provisions' relevance, and construct well-reasoned judgments on the strengths and weaknesses of the constitutional framework.

6	Upon course completion, students will creatively apply their understanding of the Indian Constitution. They will propose innovative solutions to constitutional dilemmas and recommend policy changes, showcasing their ability to contribute constructively to constitutional discourse and development.
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## Course objectives

1	To develop a comprehensive understanding of the Indian Constitution's foundational principles, structure, and key provisions, including its historical context and evolution.
2.	To explore different perspectives and evaluate the implications of various interpretations of Indian Constitution.
3	To examine the intersections between constitutional law, political philosophy, and social dynamics to gain a deeper appreciation of the constitution's role in shaping society

## Detailed Syllabus

Module/ Unit	Course Module / Contents	Hours	Marks Weightage
	<b>Introduction to Indian Constitution</b>		
1	1.1 Definition of Constitution & Need for Constitution	7	25%
	1.2 Historical background of the Indian constitution		
	1.3 Constitutionalism and Indian Constitution		
	<b>Division of Constitution</b>		
2	2.1 Concepts of Fundamental Rights, Fundamental Rights in India, Safeguards of Fundamental Rights	7	30%
	2.2 Fundamental Duties in India: Objectives and Purpose, Relation between Fundamental Rights and Directive Principles of State Policy		
	<b>Secularism &amp; Indian Constitution</b>		
3	3.1 Secularism and Religious Pluralism in India, Constitutional Rights and Religious Minorities	5	15%
	<b>Structure of Government - Legislature, Executive, Judiciary</b>		
4	4.1 The Legislature: Power and Functions of Parliament	7	30%
	4.2 The Executive: Election, Power, Functions, and the changing role of President and Prime Minister.		

	4.3	The Judiciary: Appointment of Judges in High Courts and the Supreme Court, Power and Functions of High Courts and the Supreme Court.		
<b>Total</b>			26	<b>100%</b>

<b>References</b>	
1	M. P. Jain, Indian Constitutional Law, 8th ed., LexisNexis, New Delhi (2018).
2	D.D. Basu, Shorter Constitution of India, 6th ed., Prentice – Hall of India, New Delhi (1981).
3	V.N. Shukla, Constitution of India, 11th ed., Eastern Book Company, Lucknow (2018).
4	H.M. Sreevai, Constitutional Law of India: a critical commentary, 4th ed., N.M. Tripathi, Bombay (1991).
5	Bhatia, (Ed.), The Indian Constituent Assembly: Deliberations on Democracy, Taylor & Francis, London (2017).
6	M. V. Pylee, An Introduction to the Constitution of India, S. Chand Publishing, New Delhi (2009).

## Semester - II

Course Code	Course Name	Credits
TSM2217N	Tourism Geography	02

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
13	-	13	01	-	01	02

Internal Assessment				End Sem Exam- End Semester Evaluation/ Project/ Report/ Presentation	Duration of End Sem Exam	Total
Mid Term	Continuous Evaluation	Attendance	Total Internal			Internal Assessment + End Semester Evaluation
15	30	5	50	50	2 Hours	100

## Course Outcomes

1	Students will recall and describe the importance of geography in tourism, providing an overview of continents and oceans, and understanding the concepts of latitudes, longitudes, climatic zones, and vegetation.
2	Students will demonstrate an understanding of the general geographical features of Asia, Oceania, Europe, Africa, North America, and South America. They will comprehend the physiographic units, climate, vegetation, main countries, capitals, and key tourist attractions of each region.
3	Given specific countries from Asia, Oceania, Europe, Africa, North America, and South America, students will apply their knowledge to complete assignments. They will identify and analyze the geographical features, capitals, and tourist attractions of assigned countries.
4	Students will analyze the relationships between physiography, climate, and vegetation in each region. They will critically evaluate how these geographical features influence tourism and identify patterns or trends that emerge across continents.
5	Students will evaluate the tourism potential of specific countries in each region, considering factors such as geographical features, climate, and key attractions. They will critically assess the impact of these factors on tourism development and make informed judgments about the attractiveness of destinations.
6	Students will synthesize information to create comprehensive summaries of the general geographical features, climate, vegetation, and tourist attractions of Asia, Oceania, Europe, Africa, North America, and South America. They will integrate knowledge from different modules to develop a holistic understanding of world geography in the context of tourism.

## Course Objectives

1	To gain knowledge about the characteristics of tourist attractions across the globe.
2	To study the Earth's physical features, climate, natural resources, human populations, and their interactions according to tourism Industry.
3	To understand major destinations & accessibility of the world.
4	To gain knowledge on case studies & broad information about the continents.

## Detailed syllabus

Module/ Unit	Course Module / Contents		Hours	Marks Weightage
<b>Module I</b>	<b>Introduction to Tourism Geography</b>			
1	1.1	Brief Introduction of Geography and Tourism Geography	7	25%
	1.2	Continents & Oceans		
	1.3	Elements of Weather & Climate. Climatic Zones of the World.		
	1.4	Natural Vegetation of the World.		
<b>Module II</b>	<b>Asia and Europe</b>			
2	2.1	General Geographical Features: Physiographic Units, Climate, Vegetation Main Countries, Capitals & their Tourist Attractions.	7	30%
<b>Module III</b>	<b>America and Other Countries</b>			
3	3.1	General Geographical Features; Physiography, Climate, Vegetation. Main Countries, Capitals & Their Tourist Attractions.	7	30%
<b>Module IV</b>	<b>Case Study</b>			
4	4.1	Case Studies/Assignments/Presentations on the tourist attractions of one continent/country/climatic region	5	15%
<b>Total</b>			<b>26</b>	<b>100%</b>

## References

1	Tourism Geography: Critical Understandings of Place, Space and Experience by Stephen Williams and Alan A. Lew (2017)
2	World Regional Geography: Global Patterns, Local Lives by Lydia Mihelic Pulsipher and Alex Pulsipher (2019)
3	Geography of Travel and Tourism by Lloyd Hudman and Richard Jackson (2018)
4	Contemporary World Regional Geography by Michael Bradshaw, Joseph Dymond, and George F. Carney (2016)
5	Global Tourism: Cultural Heritage and Economic Encounters edited by Sarah M. Lyon and Christian Wells (2017)

## Semester - II

Course Code	Course Name	Credits
SCW2217N	Social Entrepreneurship	02

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
13	13	-	01	01	-	02

Internal Assessment				End Semester Evaluation	Total
Mid Term	Continuous Evaluation	Attendance	Total	End Semester Evaluation/ Project/ Report/ Presentation	Internal Assessment + End Semester Evaluation
15	30	5	50	50	100

## Course Outcomes

1	Students will understand conceptual and theoretical aspects of social entrepreneurship in India.
2	Student will be aware about the challenges of social entrepreneurship.
3	Students will be able to understand the process to start a social entrepreneurship project.

## Course Objectives

1	To study the basic concepts of social entrepreneurship.
2	To understand various social entrepreneurship processes.
3	To understand role and responsibilities in the management of social entrepreneurship.

## Detailed syllabus

Module/ Unit	Course Module / Contents	Hours	Marks Weightage
	Social entrepreneurship	7	25%

1	1.1	Introduction and basics of Social Entrepreneurship		
	1.2	Approaches to social development		
2	1.3	Strategic venture design, resource management and social sector marketing.	7	30%
	1.4	Funding and legal framework for social ventures		
<b>Social entrepreneurship in India</b>			7	30%
3	2.1	Social impact assessment		
	2.2	Sustainable development		
4	2.3	Case-studies	5	15%
<b>Total</b>			<b>26</b>	<b>100%</b>

## References

1	Bornstein, D., & Davis, S. (2010). Social entrepreneurship: What Everyone Needs to Know? New York: Oxford University Press.
2	Bornstein, D. (2007). How to change the world: Social entrepreneurs and the power of new ideas. New York: Oxford University Press.
3	Kickull, Jill and Lyons, S. Thomas. (2012). Understanding Social Entrepreneurship. Routledge: New York
4	Kramer, M. R. (2005). Measuring innovation: Evaluation in the field of social entrepreneurship.

## Semester - III

Course Code	Course Name	Credits
PSY2301N	PSYCHOLOGICAL DISORDERS II	3

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
03	-	-	03	-	-	03

Theory						Term Work / Practical/Oral			Total
Internal Assessment				End Sem Exam	Duration Of End Sem Exam	Term Work	Pract.	Oral	
Test	Continuous Evaluation	Attendance	Total Internal						
15	10	05	30	70	3 Hours	-	-	-	100

## Course Outcomes

1	Understand the diagnostic criteria and classification of various psychological disorders.
2	Analyze the symptoms and etiology of different psychological disorders.
3	Evaluate the effectiveness of various treatment approaches for psychological disorders.
4	Identify the impact of psychological disorders on individual functioning and well-being.
5	Apply knowledge of psychological disorders to real-life scenarios and case studies
6	Develop empathy and awareness for individuals experiencing psychological disorders.

## Course Objectives

1	To introduce the classification and diagnostic criteria of psychological disorders.
2	To explore the symptoms, causes, and progression of various psychological disorders.
3	To examine different theoretical perspectives on the development of psychological disorders.
4	To understand the impact of psychological disorders on daily life and functioning.
5	To evaluate different therapeutic approaches for managing psychological disorders.



6	To foster critical thinking about current research and controversies in the field of psychopathology.
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## Detailed Syllabus

Module/ Unit	Course Module / Contents		Hours	Marks Weightage
	<b>Personality Disorders:</b>			
1	1.1	Definition and Characteristics of Personality disorders	08	20%
	1.2	Cluster A: Schizoid, Schizotypal, Paranoid		
	1.3	Cluster B: Borderline, Histrionic, Narcissistic, Antisocial		
	1.4	Cluster C: Avoidant, Dependent, Obsessive-Compulsive		
	<b>Trauma &amp; Stress related Disorders and somatoform disorders</b>			
2	2.1	Posttraumatic Stress Disorder, Acute Stress Disorder	08	20%
	2.2	Adjustment Disorders		
	2.3	Dissociative Disorders: Depersonalization, Dissociative Fugue, Dissociative Identity Disorder/disorder of trance or possession, Dissociative Amnesia		
	2.4	Somatization disorder, conversion, Anxiety illness & factitious disorders, Diagnostic features, symptoms & causes		
	<b>Disorder of Infancy, Childhood and Adolescence</b>			
3	3.1	Disorders of development: Intellectual Disabilities,	08	20%
	3.2	Communication Disorders, Autism Spectrum Disorders, ADHD		
	3.3	Learning Disorders and Motor Disorders		
	3.4	Emotional disorders and disorders of social functioning		
	<b>Gender dysphoria and sexual dysfunctions</b>			
4	4.1	Gender, sex, and sexuality: understanding the concept	08	20%
	4.2	socio-cultural influences		
	4.3	Gender dysphoria: Diagnostic Criteria,		

		symptoms		
	4.4	Sexual Dysfunctions and common paraphilia		
5		<b>Substance use disorders</b>	07	20%
	5.1	Pathological use of substance and drug		
	5.2	related terms of substance and drug		
	5.3	Alcohol & Drug abuse and dependence: types,		
	5.4	Alcohol & Drug abuse and dependence: symptoms and consequences		
<b>Total</b>			<b>39</b>	<b>100%</b>

<b>References</b>	
1	American Psychiatric Association. (2013). <i>Diagnostic and statistical manual of mental disorders</i> (5th ed.). American Psychiatric Publishing.
2	Barlow, D. H., & Durand, V. M. (2015). <i>Abnormal psychology: An integrative approach</i> (7th ed.). Cengage Learning.
3	Kring, A. M., Johnson, S. L., Davison, G. C., & Neale, J. M. (2018). <i>Abnormal psychology: The science and treatment of psychological disorders</i> (14th ed.). Wiley.
4	Butcher, J. N., Hooley, J. M., & Mineka, S. (2014). <i>Abnormal psychology</i> (16th ed.). Pearson.
5	Comer, R. J. (2018). <i>Abnormal psychology</i> (10th ed.). Worth Publishers.
6	Nolen-Hoeksema, S. (2020). <i>Abnormal psychology</i> (8th ed.). McGraw-Hill Education.

## Semester - III

Course Code	Course Name	Credits
PSY2302N	BASIC COGNITIVE PSYCHOLOGY	3

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
03	-	-	03	-	-	03

Theory				Term Work / Practical/Oral			Total		
Internal Assessment			Total Internal	End Sem Exam	Duration Of End Sem Exam	Term Work		Pract.	Oral
Test	Continuous Evaluation	Attendance							
15	10	05	30	70	3 Hours	-	-	-	100

## Course Outcomes

1	Understand key concepts and theories in cognitive psychology.
2	Analyze the processes involved in perception, attention, and memory.
3	Evaluate the role of language, problem-solving, and decision-making in cognition.
4	Apply cognitive theories to explain everyday cognitive functions and behaviors.
5	Assess the impact of cognitive biases on thinking and behavior.
6	Demonstrate knowledge of experimental methods used in cognitive psychology research.

## Course Objectives

1	To introduce foundational theories and models in cognitive psychology.
2	To explore the mechanisms underlying perception, attention, and memory.
3	To understand the cognitive processes involved in language, problem-solving, and decision-making.
4	To examine cognitive biases and their effects on thinking and behavior.

5	To analyze experimental methods and research findings in cognitive psychology.
6	To apply cognitive psychology principles to real-world situations and behaviors.

## Detailed Syllabus

Module/ Unit	Course Module / Contents		Hours	Marks Weightage
	<b>Cognitive Psychology: History, Methods, and Paradigms</b>			
<b>1</b>	1.1	Introduction, History and Background of Cognitive Psychology	08	20%
	1.2	Research methods in Cognitive Psychology		
	1.3	Paradigms of Cognitive Psychology – Information Processing Approach		
	1.4	Connectionist Approach and Ecological Approach.		
	<b>Attention and Perception</b>			
<b>2</b>	2.1	Attention: Definition, Concept of Selective and Divided Attention.	08	20%
	2.2	Perceptual Process: Meaning and Nature of Perception Principal of Perceptual organization		
	2.3	Bottom-up processes and Top-down processes		
	2.4	Depth- Visual Monocular Cues		
	<b>Problem Solving and Decision Making</b>			
<b>3</b>	3.1	Concept of Problem Solving and Decision Making	08	20%
	3.2	Classic problems and general methods of solution, Blocks to problem solving		
	3.3	The problem space hypothesis		
	3.4	Decision making, Cognitive illusions in decision making.		
	<b>Memory</b>			
<b>4</b>	4.1	Nature of memory, Information processing approach – The Stage model		

	4.2	Memory System – Sensory memory, short term memory, Long-term Memory.	08	20%
	4.3	Levels of Processing		
<b>5</b>		<b>Forgetting</b>	07	20%
	5.1	Nature and causes of forgetting – Forgetting due to Trace delay		
	5.2	Interference, Retrieval failure		
	5.3	Enhancing memory: Mnemonics using Images		
	5.4	Mnemonics using organization		
<b>Total</b>			<b>39</b>	<b>100%</b>

## References

1	Eysenck, M. W., & Keane, M. T. (2015). <i>Cognitive psychology: A student's handbook</i> (7th ed.). Psychology Press.
2	Goldstein, E. B. (2019). <i>Cognitive psychology: Connecting mind, research, and everyday experience</i> (5th ed.). Cengage Learning.
3	Matlin, M. W. (2022). <i>Cognition</i> (10th ed.). Wiley.
4	Reisberg, D. (2018). <i>Cognition: Exploring the science of the mind</i> (7th ed.). W. W. Norton & Company.
5	Kellogg, R. T. (2015). <i>Fundamentals of cognitive psychology</i> (3rd ed.). Sage Publications.
6	Sternberg, R. J., & Sternberg, K. (2016). <i>Cognitive psychology</i> (7th ed.). Cengage Learning.

## Semester – III

Course Code	Course Name	Credits
PSY2303N	PSYCHOLOGICAL PRACTICAL- III	02

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
-	4	-	-	4	-	04

Assessment			Viva	Journal Report Internal.	Duration Of End Sem Exam	Total
Components	Instruction & Conduction	Attendance				
Weightage	30	05	20	45	03	100

## Course Outcomes

1	Accurately document and analyze behavioral observations in different settings.
2	Apply ethical guidelines effectively while conducting psychological research.
3	Formulate and test hypotheses using appropriate experimental methods.
4	Collect, interpret, and present data clearly and accurately.
5	Understand and apply statistical analysis techniques to research findings.
6	Critically evaluate research designs and identify potential improvements.

## Course Objectives

1	Develop skills in observing and recording human behaviour in various settings, while understanding ethical considerations.
2	Gain hands-on experience in designing, executing, and analysing psychological experiments to reinforce understanding of research methods.
3	To develop self-awareness amongst the students before administering the psychological practical on other participants.
4	To acquaint the students with basic procedures of assessment before they learn conducting the practical's

5	To familiarize the students with basic psychological processes.
6	To Develop practical skills in the field of psychology.

### Detailed Syllabus

Module/ Unit	Course Module / Contents		Hours	Marks Weightage
1	Tests (Any Three)		26	50%
	1.1	Organizational Role Stress Scale		
	1.2	Test Of Empathy		
	1.3	Swaroop Mehta Test of Thinking Strategy		
	1.4	Problem Solving Test		
	1.5	Aggression Questionnaire		
	1.6	Brief Symptom Inventory		
	1.7	Family Environment Scale		
	1.8	General Health Questionnaire		
	1.9	Beck's Depression Inventory		
	1.10	Suicide Risk Assessment Scale		
	1.11	LEAD		
	1.12	Yale-Brown Obsessive Compulsive Scale		
2	Experiments (Any Two)		26	50%
	2.1	Perception		
	2.2	Memory		
	2.3	Sociometry		
	2.4	Concept formation		
<b>Total</b>			<b>52</b>	<b>100%</b>

Note: Any 3 practical and Any 2 Experiments from given list

### References

1	Lachar, D., & Gruber, C. P. (2001). <i>Personality Inventory for Youth (PIY)</i> (2nd ed.). Western Psychological Services.
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2	Anton, W. D., & Reed, J. R. (2004). <i>College Adjustment Scales</i> (3rd ed.). Psychological Assessment Resources.
3	Bennett, G. K., Seashore, H. G., & Wesman, A. G. (2005). <i>Differential Aptitude Tests for Personnel and Career Assessment</i> (6th ed.). Pearson.
4	Schutte, N. S., Malouff, J. M., & Bhullar, N. (2009). <i>Emotional Intelligence Scale</i> (3rd ed.). MHS Assessments.
5	Coopersmith, S. (2002). <i>Coopersmith Self-Esteem Inventory</i> (3rd ed.). Mind Garden, Inc.
6	Jones, L. K., & Jones, R. D. (2005). <i>Career Preference Inventory</i> (3rd ed.). Psychometrics Publishing.



## Semester - III

Course Code	Course Name	Credits
PSY2308N	Research Methodology-I	02

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
02	-	-	02	-	-	02

Theory					Term Work / Practical/Oral			Total	
Internal Assessment				End Sem Exam	Duration Of End Sem Exam	Term Work	Pract.		Oral
Test	Continuous Evaluation	Attendance	Total Internal						
15	10	05	30	70	3 Hours	-	-	-	100

## Course Outcomes

1	Understand the fundamental principles of research design and methodology in psychology.
2	Develop the ability to formulate research questions and hypotheses.
3	Gain proficiency in selecting and applying appropriate research methods and techniques.
4	Analyze and interpret psychological data using statistical tools.
5	Critically evaluate research studies and identify methodological strengths and weaknesses.
6	Demonstrate ethical considerations in the conduct of psychological research.

## Course Objectives

1	To introduce the fundamental concepts and principles of research methodology in psychology.
2	To develop skills in formulating research questions and hypotheses.
3	To teach the selection and application of appropriate research methods and designs.
4	To provide training in data collection, analysis, and interpretation.

5	To enhance the ability to critically evaluate research studies and methodologies.
6	To emphasize ethical considerations and practices in psychological research.

## Detailed Syllabus

Module/ Unit	Course Module / Contents		Hours	Marks Weightage
	<b>Foundations of Research</b>			
1	1.1	Meaning, Definitions, Purpose of Research. Research and Scientific Method, Deductive and Inductive Theory	06	25%
	1.2	Steps Involved in Research:		
	1.3	Research Approaches: Qualitative-Quantitative and Mixed (understanding and comparison).		
	<b>Variable, Research Problem and Hypothesis</b>			
2	2.1	Meaning and types of Variables	06	25%
	2.2	Identification of research Problems, Defining and Delimiting research problem		
	2.3	Formulation of hypothesis: Meaning, Steps and Types of Hypotheses (null and alternative).		
	<b>Research Design</b>			
3	3.1	Meaning, Importance and Feature of good research design	06	25%
	3.2	Experimental: Meaning, characteristics, and types (Repeated, Matched and Independent Groups)		
	3.3	Non-experimental: Meaning, characteristics, and types (Survey and Correlational)		
	<b>Methods of Data Collection</b>			
4	4.1	Types of Data: Qualitative, Quantitative, Subjective, Objective. / Primary and secondary data	08	25%
	4.2	Collection of Primary data: Interview, Questionnaire, Observation, Case Study		
	4.3	Collection of Secondary Data: Archives, Diary		

<b>Total</b>	<b>26</b>	<b>100%</b>
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<b>References</b>	
1	American Psychological Association. (2020). <i>Publication manual of the American Psychological Association</i> (7th ed.). APA.
2	Creswell, J. W. (2018). <i>Research design: Qualitative, quantitative, and mixed methods approach</i> (5th ed.). SAGE Publications
3	Field, A. (2018). <i>Discovering statistics using IBM SPSS statistics</i> (5th ed.). SAGE Publications
4	Gravetter, F. J., & Forzano, L. B. (2018). <i>Research methods for the behavioral sciences</i> (6th ed.). Cengage Learning.
5	McBurney, D. H., & White, T. L. (2016). <i>Research methods in psychology: Evaluating a world of information</i> (4th ed.). Cengage Learning.
6	Polit, D. F., & Beck, C. T. (2021). <i>Nursing research: Generating and assessing evidence for nursing practice</i> (11th ed.). Wolters Kluwer.

## Semester - III

Course Code	Course Name	Credits
PSY2309N	ADVANCED HEALTH PSYCHOLOGY	02

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
02	-	-	02	-	-	02

Theory				Term Work / Practical/Oral			Total		
Internal Assessment			End Sem Exam	Duration Of End Sem Exam	Term Work	Pract.		Oral	
Test	Continuous Evaluation	Attendance							Total Internal
15	10	05	30	70	3 Hours	-	-	-	100

## Course Outcomes

1	Analyze the impact of psychological factors on physical health and illness.
2	Evaluate evidence-based interventions for promoting health and managing chronic conditions.
3	Understand the biopsychosocial model of health and its application in psychological practice.
4	Assess the role of stress and coping mechanisms in health outcomes.
5	Apply principles of health behavior change to design effective health promotion strategies.
6	Communicate health psychology concepts effectively through written and oral presentations.

## Course Objectives

1	To explore the relationship between psychological factors and physical health.
2	To examine the impact of stress and coping strategies on health outcomes.
3	To understand and apply the biopsychosocial model in health psychology.
4	To analyze evidence-based interventions for health promotion and disease prevention.
5	To evaluate methods for managing chronic health conditions from a psychological perspective.

6	To develop skills in designing and implementing health behavior change programs.
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## Detailed Syllabus

Module/ Unit	Course Module / Contents		Hours	Marks Weightage
	<b>Role of Health Psychology in Health Care Settings</b>			
1	1.1	Recognizing and Interpreting Symptoms	06	20%
	1.2	Seeking Treatment, Communication in the Medical Encounter		
	1.3	Patient Adherence, Patient-Provider Relationship, Hospitalization		
	<b>Impact of Illness on Family</b>			
2	2.1	Types of Caregivers	06	20%
	2.2	Consequences of Caring		
	2.3	Influences on Caring Outcomes		
	<b>Management of Chronic and Terminal Illness</b>			
3	3.1	Emotional Responses, Personal Issues, and Coping with Chronic Illness	06	20%
	3.2	Rehabilitation, Psychological Interventions and Chronic Illness		
	3.4	Quality of Life, Pain Management, and Illness		
	<b>The Immune System</b>			
4	4.1	The Immune System, Immune Functioning, and Psychoneuroimmunology	08	20%
	4.2	Psychosocial Impact of HIV Infection, Coping with HIV+ Status and AIDS		
	4.4	Cancer – Psychosocial Factors, Coping, Interventions		
<b>Total</b>			26	100

## References

1	Brannon, L., & Feist, J. (2019). <i>Health psychology: Biopsychosocial interactions</i> (9th ed.). Wadsworth.
2	Taylor, S. E. (2018). <i>Health psychology</i> (10th ed.). McGraw-Hill Education.
3	Ogden, J. (2019). <i>Health psychology</i> (5th ed.). Open University Press.
4	Marks, D. F., Murray, M., Evans, B., & Estacio, E. V. (2018). <i>Health psychology: Theory, research, and practice</i> (4th ed.). SAGE Publications.
5	Kaplan, H. I., & Sadock, B. J. (2014). <i>Comprehensive textbook of psychiatry</i> (10th ed.). Wolters Kluwer.
6	Moyer, A., & Finney, J. W. (2016). <i>The effectiveness of health psychology interventions</i> . Oxford University Press.

## Semester - III

Course Code	Course Name	Credits
PSY2310N	SPORTS PSYCHOLOGY	02

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
02	-	-	02	-	-	02

Theory						Term Work / Practical/Oral			Total
Internal Assessment				End Sem Exam	Duration Of End Sem Exam	Term Work	Pract.	Oral	
Test	Continuous Evaluation	Attendance	Total Internal						
15	10	05	30	70	3 Hours	-	-	-	100

## Course Outcomes

1	Understand the fundamental theories and principles of sports psychology.
2	Apply psychological techniques to improve athletic performance and mental resilience.
3	Analyze the impact of psychological factors on sport and exercise behavior.
4	Evaluate the role of motivation, goal setting, and self-confidence in sports.
5	Assess and address common psychological issues faced by athletes.
6	Develop strategies for effective mental training and psychological support for athletes.

## Course Objectives

1	key psychological concepts relevant to athletic performance.
2	Demonstrate understanding of the relationship between mental states and physical performance.
3	Implement techniques to enhance motivation and self-efficacy in athletes.
4	Analyze case studies to address psychological challenges in sports contexts.

5	Apply research methods to study the impact of psychological factors on sports outcomes.
6	Design interventions to support athletes' mental health and performance.

## Detailed Syllabus

Module/ Unit	Course Module / Contents		Hours	Marks Weightage
	<b>Introduction to Sports Psychology</b>			
1	1.1	Historical perspectives on sports psychology	06	25%
	1.2	Recent perspectives on sports psychology		
	1.3	Need for sports psychologists		
	<b>Stress, arousal, anxiety, and attention</b>			
2	2.1	The role of stress, arousal, anxiety, and attention in the performance of individual and team sports	08	20%
	2.2	Anxiety affecting performance: Drive Theory, Yerkes-Dodson Law, Inverted U, Catastrophe, Multidimensional Anxiety, Zone of Optimal Functioning, Flow State		
	2.3	Attentional control in sports; Internal and External distractors		
	<b>Motivation and Personality in Sports</b>			
3	3.1	Motivation, skills, and performance: Intrinsic and Extrinsic motivation, Self-Efficacy	06	25%
	3.2	Personality profiling of sportsmen: MMPI; Personality profiles of successful sports persons		
	3.3	Criticisms of profiling, Interactionist model		
	<b>Cognitive and Social factors in Sports and psychologist role</b>			
4	4.1	Psychologist role in sports; Cognitive and social psychological dimensions of individual & team sports	06	25%
	4.2	Neurocognitive aspects of performance: Behavioral inhibition system and activation system, neurotransmitters		



	4.3	Team dynamics: Cooperation, ingroup - outgroup		
<b>Total</b>			<b>26</b>	<b>100%</b>

<b>References</b>	
1	Weinberg, R. S., & Gould, D. (2018). <i>Foundations of sport and exercise psychology</i> (7th ed.). Human Kinetics.
2	Smith, R. E., & Smoll, F. L. (2019). <i>Sports psychology: A comprehensive introduction</i> . Academic Press.
3	Weinberg, R. S. (2021). <i>Psychology of sport and exercise</i> (5th ed.). Routledge.
4	Vealey, R. S. (2007). <i>Mental skills training in sports</i> . Human Kinetics.
5	Biddle, S. J. H., & Wang, C. K. J. (2003). <i>Motivation in sport and exercise</i> . Human Kinetics.
6	Cox, R. H. (2019). <i>Sport psychology: Concepts and applications</i> (8th ed.). McGraw-Hill Education.

## Semester - III

Course Code	Course Name	Credits
FLF2311N	FRENCH III	2

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
02	-	-	02	-	-	02

		Theory					Term Work / Practical/Oral			Total
Internal Assessment		Attendance	Total Internal	End Sem Exam	Duration Of End Sem Exam	Term Work	Pract.	Oral		
Mid Term	Viva								Continuous Evaluation	
15	20	10	05	50	50	75 mins	-	-	-	100

## Course Outcomes

1.	Get in depth Knowledge of accents and French phonetics.
2.	Write about placements of objects.
3.	Talk about recent experiences or of recent plans.
4.	Understand the important geographic locations and culture of France.
5.	Gain mastery over complex grammatical structures, including the subjunctive mood, advanced verb tenses, and intricate sentence formations.

## Course Objectives

1.	To engage the students to continue to refine pronunciation, focusing on more subtle aspects of accent and intonation.
2.	To describe the placements of the objects etc.
3.	To talk about recent experiences or of recent plans.
4.	To understand biographical information.
5.	To master complex grammatical structures, including the subjunctive mood advanced tenses, and nuanced sentence structures.

## Detailed Syllabus

Module/ Unit	Course Module / Contents		Hours	Marks Weightage
	<b>Module I</b>			
<b>1</b>	Leçon 1	<b><u>Une journée sur Terre</u></b>	7	50%
	Leçon 2	Une journée « écolo »		
	Leçon 3	Une journée avec...		
	Leçon 4	Une journée en Pologne		
	<b>Module II</b>			
<b>2</b>	Leçon 1	Sortir « à la française »	6	20%
	Leçon 2	Soyez les bienvenus !		
	Leçon 3	<b><u>Apprendre autrement</u></b>		
	<b>Module III</b>			
<b>3</b>	Leçon 1	Jeunes talents	6	30%
	Leçon 2	Écrivains francophones		
	Leçon 3	<b><u>Un livre, un jour</u></b>		
	<b>Module IV</b>			
<b>4</b>	Leçon 1	Il a choisi la France	5	30%
	Leçon 2	Informons-nous		
	<b><u>Total</u></b>		<b>26</b>	<b>100%</b>

## References

1	Berthet, Hugot et al. Alter Ego - Méthode de Français, A1 : Hachette, 2012.
2	Bruno Girardeau et Nelly Mous. Réussir le DELF A1. Paris : Didier, 2011.
3	Loiseau Y., Mérieux R. Connexions 1, cahier d'exercices. Didier, Paris, 2017.

4	Loiseau Y. & Mérieux R. Connexions 1, Guide pédagogique. Didier, Paris, 2017.
5	Connexions 1, livre de l'élève – Loiseau Y. & Mérieux R., éd. Didier, Paris, 2017
6	Latitudes 1, cahier d'exercices – Loiseau Y. & Mérieux R., éd. Didier, Paris, 2018.
7	Latitudes 1, Guide pédagogique – Loiseau Y. & Mérieux R., éd. Didier, Paris, 2018.
8	Nathalie Hirschsprung, Tony Tricot, Cosmopolite 1 Méthode de Français A1. Hachette, 2017.
9	Nathalie Hirschsprung, Tony Tricot. Cosmopolite 1 Cahier d'activités A1.

## Semester – III

Course Code	Course Name	Credits
FLG2311N	UG FL GERMAN III	2

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
2	-	-	2	-	-	2

		Theory					Term Work / Practical/Oral			Total
Internal Assessment		Oral	Total Internal	End Sem Exam	Duratio n Of End Sem Exam	Ter m Wor k	Prac t.	Ora l		
Mid Ter m	Continuou s Evaluatio n								Attendan ce	
15	10	05	20	50	75 mins	-	-	-	100	

## Course Outcomes

1.	Listen and comprehend.
2.	Understand and respond to audio texts, telephonic messages, and announcements
3.	Listen and speak
4.	Have proficiency in pronunciation.
5.	Communicate in routine situations where exchange of basic information is required.

## Course Objectives

1	To listen and comprehend.
2	To understand and respond to audio texts, telephonic messages, and announcements
3	To Listen and speak
4	To Have proficiency in pronunciation.
5	To Communicate in routine situations where exchange of basic information is required.

## Detailed Syllabus

Module / Unit	Course Module / Contents	Hours	Marks Weightage
	<b>Kapitel 7</b>		
1	<b>Grammatischer Aspekt</b> - Präpositionen mit Dativ, z.B. aus, bei - Artikelwörter: bestimmt, unbestimmt, negativ im Nom., Akku., Dativ - Possessivartikel im Dativ	<b>06</b>	<b>25%</b>
	<b>Kapitel 7</b>		
2	<b>Thematischer Aspekt</b> - Termine absprechen - Anleitungen verstehen und geben - Briefe verstehen und beantworten - über Sprachenlernen sprechen - Informationen in Texten finden	<b>07</b>	<b>25%</b>
	<b>Kapitel 8</b>		
3	<b>Grammatischer Aspekt</b> - Adjektiv mit sein Thema: Wohnungsbeschreibung - Adjektiv sehr, zu - Wohin: in+Akku. - Wo: in+Dativ - Wechselpräpositionen z.B. über, auf, unter, vor	<b>06</b>	<b>25%</b>
	<b>Kapitel 8</b>		
4	<b>Thematischer Aspekt</b> - Wohnungsanzeigen verstehen - eine Wohnung beschreiben - die Wohnungseinrichtung planen - eine Einladung schriftlich beantworten - über eine Wohnungseinrichtung sprechen - einen Text über eine Wohnung schreiben	<b>07</b>	<b>25%</b>
<b>Total</b>		<b>26</b>	<b>100%</b>

## References

1.	Aufderstraße, Hartmut. <i>Lagune 1. Deutsch als Fremdsprache: Kursbuch und Arbeitsbuch</i> . Ismaning: Max Hueber Verlag 2012.
2.	Braun, Anna, and Daniela Wimmer. <i>Schritte Plus A1/1: Arbeitsbuch</i> . Hueber Verlag, 2020.
3.	Dengler, Stefanie. <i>Netzwerk A1. Teil2. Kurs- Und Arbeitsbuch: Deutsch Als Fremdsprache</i> . Langenscheidt, 2012.
4.	Funk, Hermann, et al. <i>studio d A1: Deutsch als Fremdsprache</i> . Cornelsen Verlag, 2015.
5.	Langenscheidt. <i>Langenscheidt Pocket Dictionary German: German-English, English-German</i> . Langenscheidt Publishing Group, 2022.
6.	Niebisch, Daniela, et al. <i>Lagune A1: Kursbuch</i> . Hueber Verlag, 2016.

## Semester – III

Course Code	Course Name	Credits
FLS2311N	SPANISH III	2

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
2	-	-	2	-	-	2

		Theory					Term Work / Practical/Oral			Total
Internal Assessment		Oral	Total Internal	End Sem Exam	Duration Of End Sem Exam	Term Work	Pract.	Oral		
Mid Term	Continuous Evaluation								Attendance	
15	10	05	20	50	50	75 mins	-	-	-	100

## Course Outcomes

1	To speak and write about his/her daily routine and will be able to describe the daily
2	To effectively understand time, tell time and ask questions using time.
3	To understand and explain the geographical structure such as area, population etc. of Spanish speaking countries along with food and local cuisines.
4	To effectively write an informal E-mail.
5	To conjugate irregular verbs and use them in their day-to-day life.

## Course Objectives

1	To enable the students to talk and discuss about their routine and/or daily routine of others effectively and express the frequency.
2	To enable the students to understand time.
3	To enable the student to understand the geography of Spanish speaking countries along with local cuisines and food.
4	To teach the students how to write an informal E-mail.



5	To teach how to conjugate irregular verbs and incorporate them in day-to-day life.
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## Detailed Syllabus

Module/ Unit	Course Module / Contents		Hours	Marks Weightage (%)
	<b>¿Tus amigos son mis amigos?</b>			
<b>1</b>	1.1	La geografía de España	<b>3</b>	<b>20%</b>
	1.2	Los verbos en presente de indicativo		
	<b>¿Dónde está mi reloj?</b>			
<b>2</b>	2.1	La hora en español	<b>7</b>	<b>30%</b>
	2.2	El verbo Tener en la forma TENER QUE + Infinitivo		
	<b>¿Sabes estos verbos?</b>			
<b>3</b>	3.1	Los verbos irregulares	<b>6</b>	<b>20%</b>
	<b>¿Día a día</b>			
<b>4</b>	4.1	Los verbos reflexivos	<b>10</b>	<b>30%</b>
	4.2	La frecuencia para la rutina diaria		
	4.3	Hablar de la rutina diaria		
<b>Total</b>			<b>26</b>	<b>100%</b>

## References

1	Espinosa, Nat. <i>100 Reflexive Verbs In Spanish That You Need To Know</i> . Independently Published, 2022.
2	Floréz, Raphaela. <i>Verbos Irregulares (Español)</i> . 2023.
3	Gordon, Ronni, and David Stillman. <i>The Big Red Book of Spanish Verbs, Second Edition</i> . McGraw-Hill, 2008.
4	Palencia, Ramon, and Luis Aragonés. <i>McGraw-Hill Education Intermediate Spanish Grammar</i> . McGraw-Hill Education, 2014.
5	Powell. <i>Autodisciplina. Create Your Reality</i> , 2019.

## Semester – III

Course Code	Course Name	Credits
CSE2312N	Reading and Comprehension	1

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
01	-	-	01	-	-	01

Internal				External		Total
Mid- Sem Exam	Continuous Evaluation	Attendance	Total Internal	End Sem Exam	Duration Of End Sem Exam	
15	30	05	50	50	2 Hours	100

## Course Outcomes

1	Attain and enhance competence in reading and comprehension skills and develop reading skills, speed, and keen interest in reading different genres.
2	Read university text, manuals, technical contents and expand their vocabulary.
3	Produce best reviews after analytical and critical reading.
4	Employ various reading techniques and strategies to gain maximum output from reading.
5	Understand the nuances of reading as a skill.

## Course Objectives

1	To discuss the techniques of reading and comprehension
2	To illustrate the methods of reading technical and non-technical texts
3	To enhance the knowledge of graphic, mind maps and pyramids
4	To guide about ways of gathering information and processing it through effective reading strategies
5	To teach how to do review writing after effectively applying appropriate reading methods.

## Detailed Syllabus

Module/ Unit	Course Module / Contents		Hours	Marks Weightage
	<b>Effective Reading</b>			
<b>1</b>	1.1	What is reading comprehension? Process of reading, Types of reading: (Academic reading, Professional reading, Literary reading, technical reading & Critical reading) Strategies and Techniques of reading: (Skimming, Scanning, Intensive, Extensive, Loud & Silent reading, SQ3R etc.) Reading speed & Tips for improving reading skills	04	31%
	1.2	Strategies for Reading Comprehension		
	1.3	Note taking and Note Making,		
	<b>Technical Language Development</b>			
<b>2</b>	2.1	Reading Manuals: What is technical language? Characteristics of technical texts User guide – manuals: (Lab reports, Brochures, Proposals, Technical specifications & descriptions) Instructions & warnings etc.	04	31%
	2.2	Difference between Literary and Technical reading		
	<b>Summarization</b>			
<b>3</b>	3.1	Summarization of reading passages, reports, chapters, books & selected passages from competitive examinations.	03	23%
	3.2	Graphic organizers for summaries: Mind maps, flow charts, tree diagrams, pyramids		
	<b>Activities</b>			
<b>4</b>	4.1	News reading, Picture reading,	02	15%
	4.2	Review of a book/journal, Paraphrasing		
<b>Total</b>			<b>13</b>	<b>100</b>

## References

1	Fitikides, T. J. <i>Common Mistakes in English</i> . London: Orient Longman, 1984.
2	Hasson, Gill. <i>Brilliant Communication Skills</i> . Great Britain: Pearson Education, 2012.
3	Krishnaswamy N & T Sriraman. <i>Creative English for Communication</i> , Macmillan India Limited, 2000
4	Lesikar, Raymond V and Marie E. Flatley. <i>Basic Business Communication: Skills for Empowering the Internet Generation: Ninth Edition</i> . New Delhi: Tata McGraw-Hill, 2002.
5	Mascull, Bill. <i>Business Vocabulary in Use Advanced</i> , Cambridge University Press, 2004

## Semester - III

Course Code	Course Name	Credits
PSY2313N	Psychological workshop-II	1

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
01	-	-	01	-	-	01

Internal				External		Total
Pretest and post test	Attendance	Active participation	Report	End Sem Exam	Duration Of End Sem Exam	
30	05	15	50	-	-	100

## Course Outcomes

1	Participants will develop effective communication skills to enhance interpersonal relationships.
2	Attendees will learn techniques for managing stress and anxiety in everyday situations.
3	Participants will gain an understanding of emotional intelligence and how to apply it in their lives.
4	Attendees will explore strategies for building self-awareness and fostering personal growth.
5	Participants will acquire tools for setting and achieving personal and professional goals
6	Attendees will learn how to cultivate resilience and adapt to change more effectively.

## Course Objectives

1	To introduce participants to key concepts in psychological well-being and mental health.
2	To teach practical strategies for managing stress and enhancing emotional regulation.

3	To help attendees identify and challenge negative thought patterns.
4	To provide tools for improving self-esteem and building self-confidence.
5	To encourage the development of positive coping mechanisms for life challenges.
6	To foster a supportive environment for sharing experiences and building community connections.

### Detailed Syllabus

Type	TOPICS FOR WORKSHOP CONDUCTION	Hours	Marks Weightage
	<b>Any one of them</b>	5	100%
1	Clinical Psychology		
2	Research And Statistical Methods		
3	Social Psychology And Issues		
4	Environmental Psychology		
5	Organizational Psychology		
6	Counselling Psychology		
7	Forensic Psychology		
8	Multicultural Psychology		
9	Educational Psychology		
10	Happiness, Well-Being, Mindfulness And Gratitude		
11	Geriatric Psychology		
12	Any Other Topic Based On Psychology		

<b>Total</b>	<b>5</b>	<b>100%</b>
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Note: ANY 1 TOPIC CAN BE CHOSED BY THE FACULTY AND CAN BE CONDUCTED WORKSHOP THE ALLOTED STUDENTS

<b>For Completion of the Workshop</b>	
1	It is mandatory for all undergraduate students to the workshop arranged by school on decided dates
2	Date and time and the topic of the workshop must be communicated to students at least 15 days ago
3	5 hours workshop must be taken by faculty member, and it should be preapproved psychological topic
4	There will be a pretest and posttest of 15-15 marks for workshop.
5	Active participation is compulsory. Student must carry the asked material for active participation in workshop.
6	All students must report to the Faculty Supervisor with their workshop report according to shared format. The final report format must share by faculty mentor.

## Semester – III

Course Code	Course Name	Credits
PSY2314N	Organization Behaviour and Ethics	03

Contact Hours			Credits Assigned						
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total			
03	-	-	03	-	-	03			
	Theory				Term Work / Practical/Oral				
	Internal Assessment			End Sem Exam	Duration Of End Sem Exam	Term Work	Pract.	Oral	Total
Test	Continuous Evaluation	Attendance	Total Internal						
15	10	05	30	70	3 Hours	-	-	-	100

## Course Outcomes

1	Demonstrate an understanding of key theories and models in organizational behavior and their practical implications.
2	Analyze the influence of individual and group behavior on organizational effectiveness.
3	Apply motivational theories to enhance employee performance and engagement in various organizational contexts.
4	Assess the impact of leadership styles and practices on team dynamics and organizational culture.
5	Identify ethical issues in organizational settings and propose appropriate ethical responses.
6	Apply ethical decision-making models to resolve dilemmas encountered in organizational psychology practice.

## Course Objectives

1	Understand key concepts and theories related to organizational behavior and their application in workplace settings.
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2	Analyze how individual differences and personality traits influence behavior within organizations.
3	Examine the role of motivation and leadership in shaping employee performance and satisfaction.
4	Explore ethical issues and dilemmas faced by psychologists in organizational settings.
5	Explore ethical issues and dilemmas faced by psychologists in organizational settings.
6	Develop skills to apply ethical principles and decision-making frameworks in professional psychology practice.

## Detailed Syllabus

Module/ Unit	Course Module / Contents	Hours	Marks Weightage
	<b>Focus and Purpose</b>		20%
	1.1 Definition, need, and importance of organizational behaviour, Nature and scope – Framework		
	1.2 Organization and the environmental factors		
	1.3 Organisational Behaviour the human context of a managerial job		20%
	1.4 Contributing disciplines, Emerging trends in OB, The five anchors of OB	07	
	<b>Individual Behaviour</b>		
	2.1 Personality – Types – Factors influencing personality – Theories.		
	2.2 Learning – Types of learners – The learning process – Learning theories. .		
	2.3 Attitudes – Characteristics – Components Formation – Measurement- Values.	08	
	2.4 Perceptions – Importance – Factors influencing perception – Interpersonal perception - Impression Management. Emotions and Moods in workplace		25%
	<b>Group Behaviour</b>		
	3.1 Organization structure – Formation – Groups in organizations – Influence		
	3.2 Team building - Interpersonal relations – Group decision making techniques	08	
	3.3 Group dynamic Interpersonal Communication		25%

	3.4	Leadership – Meaning, importance, traits, styles and Theories. Leaders Vs Managers.		
	<b>Workplace Ethics</b>			
	4.1	Introduction, Needs, Principles, Development of Personal Ethics,	08	25%
	4.2	Workplace Ethics for Employees-Ethical behavior in workplace- Professionalism,		
	4.3	Ethical violations by employees,		
	4.4	Employee Attitude and Ethics, Employee Etiquettes. Benefits of ethics in Workplace employee commitment		
		<b>Discrimination and Harassment at Workplace &amp; Safety Guidelines</b>		
	5.1	Discrimination, sexual harassment, creating awareness about workplace harassment,	08	25%
	5.2	Vishaka Dutta vs. State of Rajasthan – Supreme Court directions,		
	5.3	The Occupational Safety, Health and Working Conditions Code, 2020 (OSH Code)		
<b>Total</b>			<b>39</b>	<b>100%</b>

<b>References</b>	
1	Greenberg, J. (2013). <i>Behavior in organizations</i> (10th ed.). Pearson.
2	Robbins, S. P., & Judge, T. A. (2018). <i>Organizational behavior</i> (18th ed.). Pearson.
3	Spector, P. E. (2021). <i>Industrial and organizational psychology: Research and practice</i> (8th ed.). Wiley.
4	Luthans, F., Luthans, B. C., & Luthans, K. W. (2015). <i>Organizational behavior: An evidence-based approach</i> (13th ed.). Information Age Publishing.
5	Treviño, L. K., & Nelson, K. A. (2020). <i>Managing business ethics: Straight talk about how to do it right</i> (8th ed.). Wiley.
6	Colquitt, J. A., LePine, J. A., & Wesson, M. J. (2021). <i>Organizational behavior: Improving</i>

## Semester – III

Course Code	Course Name	Credits
<b>PSY2317N</b>	<b>Emotional Intelligence &amp; Social Learning</b>	<b>2</b>

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
02			02			02

Theory						Term Work/ Practical/ Oral			Total	
Internal Assessment					End Sem Exam	Duration of End Sem Exam	Active participation	Prac .		Oral
Test	Assignment	Viva	Attendance	Total Internal						
30	40	15	05	100	00	-	10	-	-	100

## Course Outcomes

1	Learners demonstrate improved self-awareness and emotional regulation.
2	Learners effectively recognize and empathize with others' emotions.
3	Learners show enhanced communication and interpersonal skills.
4	Learners make responsible decisions based on emotional and ethical considerations.
5	Learners collaborate effectively in diverse group settings.
6	Learners build and maintain positive and supportive relationships.

## Course Objectives

1	Enhance self-awareness to better understand and manage emotions.
2	Develop empathy to effectively recognize and respond to others' feelings.
3	Improve emotional regulation to maintain composure in challenging situations.
4	Promote collaborative learning to build a supportive and inclusive community.
5	Strengthen social skills for effective communication and relationship building.
6	Foster responsible decision-making based on ethical and emotional considerations.

## Detailed syllabus

Module / Unit	Course Module / Contents		Hours	Marks Weightage (%)
<b>I</b>	<b>Foundations of Emotional Intelligence</b>		03	15
	1.1	Introduction to Emotional Intelligence		
	1.2	Definition and Historical Background		
	1.3	Components of Emotional Intelligence		
	1.4	Measuring and Developing Emotional Intelligence		
<b>II</b>	<b>Measuring and Developing Emotional Intelligence</b>		02	15
	2.1	EI Assessment Tools and Techniques		
	2.2	Strategies for Enhancing EI Skills		
	2.3	Case Studies on EI in Different Contexts		
	2.4	Developing Emotional Intelligence		
<b>III</b>	<b>Application of Emotional Intelligence</b>		02	16
	3.1	Personal Applications: Improving Self-Awareness and Relationships		
	3.2	Professional Applications: Leadership, Teamwork, and Conflict Resolution		
	3.3	Health and Well-Being		
		Educational and Training Settings		
<b>IV</b>	<b>Theoretical Framework of Social Learning</b>		03	18
	4.1	Introduction to Social Learning Theory		
	4.2	Definition and Historical Overview		
	4.3	Key Theorists: Albert Bandura and Others		
	4.4	Core Concepts of Social Learning Theory		
<b>Total</b>			<b>10</b>	<b>100%</b>

## References

1.	Bradberry, T., & Greaves, J. (2009). <i>Emotional intelligence 2.0</i> .
2.	Cozolino, L. J. (2014). <i>The social neuroscience of education: Optimizing attachment and learning in the classroom</i> . W.W. Norton & Company.
3.	Cozolino, L. J. (2014). <i>The social neuroscience of education: Optimizing attachment and learning in the classroom</i> . W.W. Norton & Company.
4.	Goleman, D. (2011). <i>The emotionally intelligent leader: A guide for leaders to develop and enhance their EI</i> . Harvard Business Review Press.
5.	Hagger, M. S., & O'Connor, M. (Eds.). (2007). <i>Observational learning: Theoretical issues and practical applications</i> . Routledge.

6.	McLaren, K. (2010). <i>The language of emotions: What your feelings are trying to tell you.</i>
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### Semester – III

Course Code	Course Name	Credits
ANM2317N	<b>Animation (Advanced Animation Techniques)</b>	<b>2</b>

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
1	2	-	1	2	-	02

Theory					Term Work/ Practical/ Oral			Total	
Internal Assessment				End Sem Exam	Duration of End Sem Exam	Term Work	Prac.		Oral
Test	Continuous Evaluation	Attendance	Total Internal						
15	30	05	50	50	2 Hours	-	2	-	100

### Course Outcomes

1	Advanced Animation Skills: Students will develop advanced skills in character animation, including character posing, movement, and expression, applying the 12 principles of animation effectively.
2	Technical Proficiency: Students will gain proficiency in advanced rigging techniques, character setup for complex movements, and the use of advanced features in animation software.
3	Visual Storytelling: Students will understand narrative structure in animation, create storyboards and animatics, and apply visual language and symbolism to enhance storytelling in their animations.
4	Creative Problem-Solving: Students will develop the ability to creatively solve animation challenges, such as realistic effects and rendering techniques, using industry-standard tools and techniques.
5	Expertise in Complex Animation: Students will master advanced techniques in character animation, rigging, and motion dynamics.

6	Application of Innovative Methods: Students will apply cutting-edge animation techniques to create professional-quality projects.
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<b>Course Objectives</b>	
1	Enhanced Animation Skills: Develop advanced skills in character animation, including character posing, movement, and expression, applying the 12 principles of animation effectively.
2	Technical Proficiency: Gain proficiency in advanced rigging techniques, character setup for complex movements, and the use of advanced features in animation software.
3	Creative Storytelling: Understand narrative structure in animation, create storyboards and animatics, and apply visual language and symbolism to enhance storytelling in animations.
4	Professional Portfolio Development: Create a professional animation portfolio that showcases advanced skills, creativity, and understanding of industry practices, preparing for careers in animation.
5	Enhance Mastery of Advanced Techniques: Equip students with advanced skills in character animation, rigging, and dynamics.
6	Promote Creative Innovation: Encourage the exploration and application of cutting-edge animation methods in project development.

## Detailed syllabus

Module/ Unit	Course Module / Contents	Hours	Marks Weightage (%)
<b>Module I</b>	<b>Foundations of Animation</b>		
1	1.1 Principles of Animation: Explore and apply the 12 principles of animation to create believable and dynamic motion.	<b>6</b>	<b>20%</b>
	1.2 Storyboarding Techniques: Learn to develop and present visual stories through storyboards, focusing on composition and narrative flow.		
	1.3 Character Design Basics: Understand the fundamentals of character design, including silhouette, shape language, and visual appeal.		
	1.4 Introduction to 3D Animation: Gain a basic understanding of 3D animation software and its interface, focusing on keyframe animation.		

	1.5	Core Animation Principles: Study of the 12 principles of animation, including practical exercises in timing, motion, and basic techniques.		
	1.6	Introduction to Production: Basics of character design, storyboarding, and hands-on experience with animation software, culminating in a short project.		
<b>Module II</b>	<b>Intermediate Animation Techniques</b>			
<b>2</b>	2.1	Character Rigging and Weighting: Learn advanced rigging techniques to create flexible and realistic character movements.	<b>6</b>	<b>20%</b>
	2.2	Advanced Keyframe Animation: Refine keyframe animation skills, focusing on timing, spacing, and character performance.		
	2.3	Lip Sync and Facial Animation: Explore techniques for syncing character dialogue with lip movements and expressive facial animations.		
	2.4	Camera and Cinematography: Understand the principles of camera movement and shot composition to enhance storytelling and visual interest.		
	2.5	Advanced Application of Animation Principles: Focus on refining skills in character movement, facial expressions, and complex timing using the 12 principles of animation.		
	2.6	Enhanced Technical Skills: Introduction to more sophisticated tools and techniques, including intermediate rigging, 3D animation basics, and integrating sound with animation.		
<b>Module III</b>	<b>Specialized Animation Skills</b>			
<b>3</b>	3.1	Creature Animation: Study the principles of creature animation, focusing on animalistic movement and behaviour.	<b>6</b>	<b>30%</b>
	3.2	Physics-based Animation: Learn to create realistic animations using physics simulations for objects like cloth, hair, and fluid.		
	3.3	Motion Capture Integration: Understand the basics of motion capture technology and its integration into animation pipelines.		
	3.4	Character Animation for Games: Explore the unique challenges and techniques involved in creating animations for interactive game environments.		
	3.5	Advanced Techniques and Styles: Exploration of niche animation styles and techniques, such as motion capture, effects animation, or advanced 3D modeling.		

	3.6	Industry Applications and Portfolio Development: Focus on creating high-quality, specialized animation projects for a professional portfolio, including client-based work and advanced production techniques.		
<b>Module IV</b>	<b>Advanced Character Animation and Dynamics</b>			
<b>4</b>	4.1	Complex Character Rigging: Advanced rigging techniques for creating detailed and flexible character rigs. Setup of facial rigs and body deformations for realistic movement.	<b>8</b>	<b>30%</b>
	4.2	Dynamic Motion and Simulation: Implementation of physics-based simulations for natural movement, including cloth and hair simulations. Techniques for simulating natural forces and interactions.		
	4.3	Dynamic Motion: Physics-based simulations for natural movement.		
	4.4	Complex Rigging: Advanced character rigging and facial deformation		
	4.5	Keyframe Animation: Refinement of keyframes and advanced interpolation		
	4.6	Optimization & Rendering: Enhancing performance and high-quality rendering techniques.		
<b>Total</b>			<b>26</b>	<b>100%</b>

<b>References</b>	
1	The Animator's Survival Kit" by Richard Williams - This book is a comprehensive guide to the principles of animation, covering everything from basic movements to advanced techniques.
2	Character Animation Crash Course!" by Eric Goldberg - This book provides practical advice and techniques for creating dynamic and engaging character animations.
3	Provides an in-depth exploration of sophisticated animation techniques, including advanced character animation, effects, and the use of contemporary animation tools.
4	Provides in-depth coverage of advanced character animation techniques, focusing on professional-level practices and methodologies.
5	Animation Mentor: Character Animation Fundamentals" by Animation Mentor
6	"Advanced Animation: An Illustrated Approach" by Steve Roberts



## Semester - III

Course Code	Course Name	Credits
PHT2317N	Camera Design & Types of Lenses	2

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
1	2	-	1	2	-	02

Theory						Term Work/ Practical/ Oral			Total
Internal Assessment				End Sem Exam	Duration of End Sem Exam	Term Work	Prac.	Oral	
Test	Continuous Evaluation	Attendance	Total Internal						
15	10	05	30	70	3 Hours	-	-	-	100

## Course Outcomes

1	Students will know Camera modes.
2	Student will know about lenses.
3	Students will know about different cameras & lenses.
4	Field visit Studios or art gallery, Outdoor Photography Practice.

## Course Objectives

1	Students will gain a basic knowledge of camera parts.
2	Gain knowledge about controlling light to get desired Results.
3	Technicalities to take photographs during nighttime & Day Time
4	The aim of the course is to train the mind in how to see the world through a camera.

## Detailed syllabus

<b>Module/ Unit</b>	<b>Course Module / Contents</b>		<b>Hours</b>	<b>Marks Weightage (%)</b>
<b>Module I</b>	<b>Camera and its Parts</b>		6	20
<b>1</b>	1.1	Introduction to Camera parts & Different Modes of Camera Dial		
	1.2	Shutter speed		
	1.3	Aperture, ISO		
	1.4	Exposure		
<b>Module II</b>	<b>Different types of cameras</b>		6	20
<b>2</b>	2.1	Pinhole camera		
	2.2	Compact camera		
	2.3	Mirrorless		
	2.4	SLR & DSLR		
<b>Module III</b>	<b>Different types of Lenses</b>		6	30
<b>3</b>	3.1	Wide Angle		
	3.2	Tele-photo lens		
	3.3	Macro Lens		
	3.4	Prime Lens		
<b>Module IV</b>	<b>Assignment: Use of Mirror Less cameras &amp; Large Format Cameras, Sensor Size</b>		8	30
<b>4</b>	4.1	Mirror less cameras		
	4.2	DSLR Crop Sensor		
	4.3	Full Frame Sensor		
	4.4	Large Format Cameras		
<b>Total</b>			<b>26</b>	<b>100%</b>

<b>References</b>	
1	Prescribed Textbooks: Mastering Shutter Speed by AI Judge
2.	Reference Material: The Photography Journal
3.	Name and Publication: Melanie Pullen
4.	Horenstein, H. (2012). Digital Photography: A Basic Manual. Little, Brown and Company.

## Semester - III

Course Code	Course Name	Credits
POL2317N	Political Science- II- Fundamentals of India's Foreign Policy	02

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
13	-	13	01	-	01	02

Internal Assessment				End Semester Evaluation	Total
Mid Term	Continuous Evaluation	Attendance	Total	End Semester Evaluation/ Project/ Report/ Presentation	Internal Assessment + End Semester Evaluation
15	30	5	50	50	100

## Course Outcomes

1	Recall the historical events and milestones that have shaped India's foreign policy.
2	Explain the underlying principles and ideologies guiding India's foreign policy decisions.
3	Apply theoretical frameworks to analyze contemporary challenges and opportunities in India's foreign relations.
4	Compare and contrast India's foreign policy approaches with those of other major powers, such as China and the United States.
5	Critically assess the successes and failures of India's foreign policy initiatives in promoting national interests and global stability.
6	Develop policy recommendations to enhance India's role in regional and global governance structures.

## Course Objectives

1	To comprehend the historical evolution and underlying principles of India's foreign policy.
2	To analyze contemporary challenges and opportunities in India's foreign relations.
3	To evaluate the effectiveness and impact of India's diplomatic strategies

## Detailed Syllabus

Module/ Unit	Course Module / Contents		Hours	Marks Weightage
	<b>Determinants of India's Foreign Policy</b>			
<b>1</b>	1.1	Domestic sources of India's Foreign Policy	5	20%
	1.2	International sources of India's Foreign Policy		
	<b>Objectives and Principles of India's Foreign Policy</b>			
<b>2</b>	2.1	Objectives of India's Foreign Policy	<b>6</b>	20%
	2.2	Principles of India's Foreign Policy		
	<b>Non-Alignment in Indian Foreign Policy</b>			
<b>3</b>	3.1	Conceptual Framework & Principles of Non-Alignment Policy	7	30%
	3.2	Relevance of Non-Alignment Policy		
	<b>India &amp; the World</b>			
<b>4</b>	4.1	India and the major powers- US, Russia, China	8	30%
	4.2	India and Global Institutions		
<b>Total</b>			<b>26</b>	<b>100%</b>

## References

1.	Bandhopadhyaya, The Making of India's Foreign Policy, Allied Publishers, New Delhi (1970).
2.	R. Basu, The United Nations: Structure and Functions of an International Organisation, Revised and Enlarged ed., Sterling, New Delhi (2004).
3.	A. Mattoo & H. Jacob (eds.), India and the Contemporary International System, Manohar Publications in collaboration with RCSS Colombo, New Delhi (2014).
4.	S. Cohen, India: Emerging Power, Brookings Institution Press (2002).

## Semester – III

Course Code	Course Name	Credits
TSM2317N	Tourism Product	02

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
13	-	13	01	-	01	02

Internal Assessment				End Sem Exam- End Semester Evaluation/ Project/ Report/ Presentation	Duration of End Sem Exam	Total
Mid Term	Continuous Evaluation	Attendance	Total Internal			Internal Assessment + End Semester Evaluation
15	30	5	50	50	2 Hours	100

## Course Outcomes

1	Students will be able to remember and identify the basic concepts and types of tourism products, including heritage, wildlife, religious, and cultural tourism.
2	Students will be able to describe the different types of heritage tourism, the role of heritage management organizations, and identify major wildlife sanctuaries, national parks, and biological reserves in India.
3	Students will apply their understanding of religious and cultural tourism concepts to identify key centers for various religions, as well as important cultural sites and events, such as classical and folk dances, handicrafts, and tourism fairs and festivals.
4	Students will critically evaluate the impact of different tourism products on the promotion and preservation of heritage, wildlife, religious, and cultural tourism in India.
5	Students will evaluate the contributions of organizations like UNESCO, ASI, and INTACH in preserving and promoting heritage sites and will assess the importance of these sites in the context of tourism.
6	Students will synthesize their learning by creating a comprehensive presentation or case study on a chosen tourism product, analyzing its significance, impact, and potential for tourism development.

## Course Objectives

1	To gain knowledge about the characteristics of tourist attractions in India.
2	To study the Cultural aspects, Fair & festivals of India.

3	To gain destination knowledge of India through different tangible and non-tangible aspects
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## Detailed syllabus

Module/ Unit	Course Module / Contents		Hours	Marks Weightage
<b>Module I</b>	<b>Tourism Products</b>		5	15%
1	1.1	Tourism Products: Definition, Concept and classification		
<b>Module II</b>	<b>Heritage &amp; Wildlife-based Tourism Products</b>		7	30%
2	2.1	Heritage – Meaning, Types of Heritage Tourism, Heritage Management Organizations- UNESCO, ASI, INTACH		
	2.2	Major places for heritage tourism, important monuments, circuits etc		
	2.3	Major wildlife sanctuaries, national parks and biological reserves		
<b>Module III</b>	<b>Religious and Cultural Tourism Products</b>		7	25%
3	3.1	Religious Tourism- concept and definition, two major centers of religious tourism of each religion.		
	3.2	Cultural Tourism – Concept		
	3.3	Classical and Folk dances of India, Handicrafts and textiles: important handicraft objects and centers, Tourism Fairs and festivals.		
<b>Module IV</b>	<b>Case Study</b>		7	30%
4	4.1	Prepare a presentation on any one of the above themes and explain in detail the tourism products		
<b>Total</b>			<b>26</b>	<b>100%</b>

## References

1	Cultural Tourism in India: A Case Study of Kerala by N. Jayaram and A. P. Krishna (2017)
2	Heritage Tourism: Theories and Practices by Dallen J. Timothy (2018)
3	Wildlife Tourism: Theory and Practice by David Newsome and Susan A. Moore (2017)
4	Religious Tourism in Asia: Tradition and Change through Case Studies and Narratives edited by Courtney Bruntz and Brooke Schedneck (2020)
5	Indian Classical Dance and Cultural Tourism: The Global Approach by Priyanka Verma (2019)

## Semester – III

Course Code	Course Name	Credits
SCW2317N	Introduction to Urban and Rural Development	02

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
13	13	-	01	01	-	02

Internal Assessment				End Semester Evaluation	Total
Mid Term	Continuous Evaluation	Attendance	Total	End Semester Evaluation/ Project/ Report/ Presentation	Internal Assessment + End Semester Evaluation
-	45	5	50	50	100

## Course Outcomes

The knowledge of this subject is essential to understand the concepts of rural, urban, and tribal communities.

It will be helpful to understand the issues of rural, urban, and tribal communities.

It will be helpful to gain a fundamental knowledge on policies and programmes of Urban and Rural Development and Panchayati Raj Institutions.

The insights from this subject will help the students to understand how to practice social work in different social work fields.

To understand how to practice social work in different social work fields.

## Course Objectives

1	To understand the concepts of rural, urban, and tribal communities.
2	To understand the issues of rural, urban, and tribal communities.
3	To understand policies and programmes of Urban and Rural Development and aspects of Panchayati Raj Institutions.
4	Field visit Studios or art gallery, Outdoor Photography Practice.

5	To understand how to practice social work in different social work fields.
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## Detailed Syllabus

Module/ Unit	Course Module / Contents		Hours	Marks Weightage
	<b>Introduction to Rural Society</b>			
<b>1</b>	1.1	Introduction to Rural Society. Characteristics of Rural society.	<b>13</b>	50%
	1.2	Problems – Issues faced by the rural poor such as indebtedness, Bonded labour, Low wages, Unemployment.		
	<b>Introduction to urban community</b>			
<b>2</b>	2.1	<b>Introduction to urban community.</b> Characteristics of urban community. for urban development.	<b>13</b>	50%
	2.2	Problems- issues faced by urban community.		
	2.3	Government programmes for urban development.		
<b>Total</b>			<b>26</b>	

References	
1	Alexander, K.C., Prasad R.R., Jahagirdar M.P. (1991) Tribals - Rehabilitation and Development, Jaipur: Rawat Publications
2	Ashok Narang (2006) Indian Rural Problems, New Delhi: Murari Lal & Sons
3	Baluchamy, S. (2004) Panchayat Raj Institutions, New Delhi: Mittal Publication
4	C.G.Pickvance, (Ed.) (1976) Urban Sociology: Critical Essays, UK : Methuen
5	Chahar, S.S. (Ed.) (2005) Governance of Grassroots Level in India, New Delhi: Kanishka



## Semester - III

Course Code	Course Name	Credits
CES2319N	Community Outreach	3

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
-	-	-	-	-	-	

Theory					Term Work / Practical/Oral			Total
Internal Assessment			End Sem Exam	Duration Of End Sem Exam	Term Work	Pract.	Oral	
Test	Continuous Evaluation	Attendance						
-	-	-	100	00	-	-	-	100

## Detailed Syllabus

Module/ Unit	Course Module		Days	Marks Weightage
	<b>Understanding the link between learned things and Professional Practice</b>		<b>15 days</b>	20%
<b>1</b>	1.1	Personality Competence of Psychologists		
	1.2	Counselling Skills		
	1.3	Diversity Study: Socioeconomic and culture		
	1.4	Areas to apply knowledge of Psychology		
	<b>Visiting Tribal Area</b>		20%	
<b>2</b>	2.1	Interactive session		
	2.2	Information/ Data collection for project plan		
	2.3	Plan a project based on collected data		
	2.4	Inculcation of a plan: Nukkad Natak for awareness or presentation		

<b>3</b>	<b>Visit to Rehabilitation center</b>			20%
	3.1	Introduction of place		
	3.2	Identifying areas of contribution		
	3.3	Planning interactive session		
	3.4	Session conduction		
<b>4</b>	<b>Visit to Psychiatric ward</b>			20%
	4.1	Introduction of place		
	4.2	Case discussion		
	4.3	Case Observation		
	4.4	Interaction with patients		
<b>5</b>	<b>Organization visits (Workplace)</b>			20%
	5.1	Introduction of organization		
	5.2	Interaction with HR department		
	5.3	Planning Program for employees		
	5.4	Conduction of program.		
<b>Total</b>			100%	

<b>Semester – IV</b>		
<b>Course Code</b>	<b>Course Name</b>	<b>Credits</b>
<b>PSY2401N</b>	<b>FOUNDATIONS OF PERSONALITY</b>	<b>3</b>

<b>Contact Hours</b>			<b>Credits Assigned</b>			
<b>Theory</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Theory</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Total</b>
03	-	-	03	-	-	03

		<b>Theory</b>				<b>Term Work / Practical/Oral</b>			<b>Total</b>
		<b>Internal Assessment</b>		<b>End Sem Exam</b>	<b>Duration Of End Sem Exam</b>	<b>Term Work</b>	<b>Pract.</b>	<b>Oral</b>	
<b>Test</b>	<b>Continuous Evaluation</b>	<b>Attendance</b>	<b>Total Internal</b>						
15	10	05	30	100	03	-	-	-	100

<b>Course Outcomes</b>	
1	Explain major theories of personality and their historical development.
2	Identify the biological, psychological, and social factors that influence personality.
3	Evaluate various methods and tools used for assessing personality.
4	Analyze the role of genetics and environment in shaping individual personality traits.
5	Discuss the impact of personality on behavior, cognition, and emotion.
6	Apply personality theories to understand individual differences in real-world scenarios.

<b>Course Objectives</b>	
1	To Understand the core concepts and theories of personality in psychology.
2	To Explore the historical and cultural contexts of personality theories.
3	To Examine the biological and environmental influences on personality development.
4	To Learn about different methods of personality assessment and their applications.
5	To Analyze how personality affects behavior, cognition, and emotion across various contexts.

6	To Apply personality theories to explain individual differences and predict behavior.
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## Detailed Syllabus

Module/ Unit	Course Module / Contents		Hours	Marks Weightage
	<b>Introduction</b>		08	20%
1	1.1	Concept and definitions of Personality		
	1.2	Determinants of personality: Biological determinants. Role of physical & socio-cultural environment, Role of parenting styles.		
	1.3	Trait and type theories: Hippocrates' classification, Kretschmar's classification, Sheldon's classification		
	1.4	Allport, Cattell, Eysenck, The Big Five personality traits, MBTI		
	<b>Introduction to Psychodynamic Approaches</b>		08	20%
2	2.1	Classic Psychoanalysis: Sigmund Freud		
	2.2	Basic Assumptions of individual psychology, analytical psychology		
	2.3	Erikson's Psychosocial stages of development		
	2.4	Karen Horney: View on anxiety, neurotic needs, Object relations theory by Melanie Klein		
3	<b>Introduction to Behavioral and social cognitive approaches</b>		08	20%
	3.1	Stimulus-Response theory by Dollard and Miller		
	3.2	Classical conditioning by Pavlov		
	3.3	Operant conditioning by Skinner		
	3.4	Observational learning by Bandura.		
4	<b>Introduction to Humanistic-Existential approaches</b>		08	20%
	4.1	Phenomenological theory: Concept of self and its development		

	4.2	Humanistic theory: B-Needs and D-needs, Characteristics of self-actualizers		
	4.3	Man's search for meaning, transcendence, existential vacuum by Viktor Frankl,		
		Need for existence and anxiety, love and its components by Rollo May		
5		<b>Introduction to Indian Approaches to Personality</b>	07	20%
	5.1	Indian Models of Personality: Models of Personality in Buddhism, Sri Aurobindo's model of Personality		
	5.2	The Advaita Vedantic model of personality		
	5.3	Prakriti and Personality according to Ayurveda		
	5.4	Classification of personality in Bhagavad-Gita		
<b>Total</b>			<b>39</b>	<b>100%</b>

## References

1	Burger, J. M. (2019). <i>Personality</i> (10 <sup>th</sup> ed.). Cengage Learning.
2	Funder, D. C. (2019). <i>The personality puzzle</i> (8 <sup>th</sup> ed.). W.W. Norton & Company.
3	Cervone, D., & Pervin, L. A. (2019). <i>Personality: Theory and research</i> (14 <sup>th</sup> ed.). Wiley.
4	Larsen, R. J., & Buss, D. M. (2021). <i>Personality psychology: Domains of knowledge about human nature</i> (7 <sup>th</sup> ed.). McGraw-Hill Education.
5	McAdams, D. P. (2021). <i>The art and science of personality development</i> . Guilford Press.
6	Cloninger, S. C. (2020). <i>Theories of personality: Understanding persons</i> (7 <sup>th</sup> ed.). Pearson.

## Semester – IV

Course Code	Course Name	Credits
PSY2401N	SOCIAL PSYCHOLOGY	3

Contact Hours			Credits Assigned						
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total			
03	-	-	03	-	-	03			
		Theory				Term Work / Practical/Oral			
Internal Assessment				End Sem Exam	Duration Of End Sem Exam	Term Work	Pract.	Oral	Total
Test	Continuou s Evaluation	Attendance	Total Internal						
15	10	05	30	70	3 Hours	-	-	-	100

## Course Outcomes

1	Demonstrate an understanding of advanced theories and concepts in social psychology.
2	Analyze the influence of social, cultural, and contextual factors on individual behavior.
3	Evaluate the role of social cognition in shaping attitudes, beliefs, and behaviors.
4	Apply social psychological theories to understand complex group dynamics and intergroup relations.
5	Critically assess research methodologies used in advanced social psychology studies.
6	Develop skills to apply social psychology principles to real-world social issues and interventions.

## Course Objectives

1	To Explore advanced theories and research in social psychology.
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2	To Understand the impact of social influence on individual and group behavior.
3	To Examine the processes of social cognition and perception in various social contexts.
4	To Analyze the role of cultural and situational factors in shaping social behavior.
5	To investigate the psychological mechanisms underlying prejudice, discrimination, and intergroup conflict.
6	To Develop critical thinking skills for evaluating social psychology research and its applications.

### Detailed Syllabus

Module/ Unit	Course Module / Contents		Hours	Marks Weightage
	<b>Introduction</b>		<b>08</b>	<b>20%</b>
<b>1</b>	1.1	Meaning and Nature of Social Psychology Scope and Development of Social Psychology		
	1.2	Methods and their Application: Experimental Method, Observation Method, Correlational Method, Interview and Questionnaire		
	1.3	Sociometry		
	1.4	Relationship of Social Psychology with other discipline		
	<b>Social Perception and Cognition</b>		<b>08</b>	<b>20%</b>
<b>2</b>	2.1	Perceiving ourselves: Self-Concept, Self-esteem, and Self-Presentation		
	2.2	Perceiving others: Forming impressions and role of verbal and non-verbal cues		
	2.3	Attribution: Understanding the causes of others,, behavior		
	2.4	Attribution Biases		
<b>3</b>	<b>Interpersonal Attraction</b>		<b>08</b>	<b>20%</b>
	3.1	Concept and meaning of interpersonal attraction.		

	3.2	Factors affecting interpersonal attraction		
	3.3	Theories of interpersonal attraction: Reinforcement Theory		
	3.4	Complementary Theory, Exchange Theory		
<b>4</b>	<b>Prosocial Behavior</b>			<b>20%</b>
	4.1	Meaning and Nature	<b>08</b>	
	4.2	Social exchange theory.		
	4.3	Bystander effect		
	4.4	Determinants of prosocial behavior		
<b>5</b>	<b>Aggression</b>		<b>07</b>	<b>20%</b>
	5.1	Meaning and Determinants of Aggression		
	5.2	Social, Cultural, Personal and Situational Prevention and Control of Aggression		
	5.3	Effect of Aggression on Mental Health		
	5.4	Aggression and its impact on relationships		
<b>Total</b>			<b>39</b>	<b>100%</b>

## References

1	Baumeister, R. F., & Finkel, E. J. (Eds.). (2010). <i>Advanced social psychology: The state of the science</i> . Oxford University Press.
2	Fiske, S. T., Gilbert, D. T., & Lindzey, G. (Eds.). (2010). <i>Handbook of social psychology</i> (5 <sup>th</sup> ed.). Wiley.
3	Brewer, M. B., & Hewstone, M. (Eds.). (2004). <i>Self and social identity</i> . Blackwell Publishing.
4	Hogg, M. A., & Tindale, R. S. (Eds.). (2008). <i>Blackwell handbook of social psychology: Group processes</i> . Wiley-Blackwell.
5	Moskowitz, G. B. (2005). <i>Social cognition: Understanding self and others</i> . Guilford Press.
6	Van Lange, P. A. M., Kruglanski, A. W., & Higgins, E. T. (Eds.). (2011). <i>Handbook of theories of social psychology</i> (Vols. 1-2). SAGE Publications.



## Semester – IV

Course Code	Course Name	Credits
PSY2403N	PSYCHOLOGICAL PRACTICAL- IV	02

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
-	4	-	-	4	-	04

Assessment				Journal Report Internal.	Duration Of End Sem Exam	Total
Components	Instruction & Conduction	Attendance	Viva			
Weightage	30	05	20	45	03	100

## Course Outcomes

1	Accurately document and analyze behavioral observations in different settings.
2	Apply ethical guidelines effectively while conducting psychological research.
3	Formulate and test hypotheses using appropriate experimental methods.
4	Collect, interpret, and present data clearly and accurately.
5	Understand and apply statistical analysis techniques to research findings.
6	Critically evaluate research designs and identify potential improvements.

## Course Objectives

1	Develop skills in observing and recording human behaviour in various settings, while understanding ethical considerations.
2	Gain hands-on experience in designing, executing, and analysing psychological experiments to reinforce understanding of research methods.
3	To develop self-awareness amongst the students before administering the psychological practical on other participants.
4	To acquaint the students with basic procedures of assessment before they learn conducting the practical's

5	To familiarize the students with basic psychological processes.
6	To Develop practical skills in the field of psychology.

### Detailed Syllabus

Module/ Unit	Course Module / Contents	Hours	Marks Weightage
<b>1</b>	<b>Any Five of the following Tests</b>	<b>40</b>	<b>100%</b>
	1.1 NEO-FFI		
	1.2 Developmental Screening Test		
	1.3 Word Association Test		
	1.4 Multidimensional Self Concept Scale		
	1.5 Authentic Leadership Scale		
	1.6 Student Stress Scale		
	1.7 Organizational Commitment Scale		
	1.8 Sentence Completion Test		
	1.9 Rockies Value Survey		
	1.10 Personality Assessment Through Ayurvedic Approach		
	1.11 Culture Fair Intelligence Test		
	1.12 Depression-Anxiety Stress Scale		
<b>Total</b>		<b>52</b>	<b>100%</b>

### References

1	Lachar, D., & Gruber, C. P. (2001). <i>Personality Inventory for Youth (PIY)</i> (2 <sup>nd</sup> ed.). Western Psychological Services.
2	Anton, W. D., & Reed, J. R. (2004). <i>College Adjustment Scales</i> (3 <sup>rd</sup> ed.). Psychological Assessment Resources.
3	Bennett, G. K., Seashore, H. G., & Wesman, A. G. (2005). <i>Differential Aptitude Tests for Personnel and Career Assessment</i> (6 <sup>th</sup> ed.). Pearson.
4	Schutte, N. S., Malouff, J. M., & Bhullar, N. (2009). <i>Emotional Intelligence Scale</i> (3 <sup>rd</sup> ed.). MHS Assessments.
5	Coopersmith, S. (2002). <i>Coopersmith Self-Esteem Inventory</i> (3 <sup>rd</sup> ed.). Mind Garden, Inc.

6	Jones, L. K., & Jones, R. D. (2005). <i>Career Preference Inventory</i> (3 <sup>rd</sup> ed.). Psychometrics Publishing.
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## Semester – IV

Course Code	Course Name	Credits
PSY2408N	Advanced Cognitive Psychology	02

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
02	-	-	02	-	-	03

Assessment						
Components	Assignment	Attendance	Mid Term	End Term Exam	Duration Of End Sem Exam	Total
Weightage	10	05	15	70	03	100

## Course Outcomes

1	Demonstrate an understanding of advanced theories and concepts in social psychology.
2	Analyze the influence of social, cultural, and contextual factors on individual behavior.
3	Evaluate the role of social cognition in shaping attitudes, beliefs, and behaviors.
4	Apply social psychological theories to understand complex group dynamics and intergroup relations.
5	Critically assess research methodologies used in advanced social psychology studies.
6	Develop skills to apply social psychology principles to real-world social issues and interventions.

## Course Objectives

1	Explore advanced theories and research in social psychology.
2	Understand the impact of social influence on individual and group behavior.

3	Examine the processes of social cognition and perception in various social contexts.
4	Analyze the role of cultural and situational factors in shaping social behavior.
5	Investigate the psychological mechanisms underlying prejudice, discrimination, and intergroup conflict.
6	Develop critical thinking skills for evaluating social psychology research and its applications.

## Detailed Syllabus

Module/ Unit	Course Module / Contents		Hours	Marks Weightage
	<b>Concept Formation</b>			
<b>1</b>	1.1	Definition and Nature of concepts; prototype & Schema/script view	<b>06</b>	25%
	1.2	Principle of association		
	1.4	Deductive reasoning and inductive reasoning		
	<b>Consciousness</b>			
<b>2</b>	2.1	Levels of consciousness	<b>07</b>	25%
	2.2	Sleep and dreaming; stages of sleep, circadian rhythm, sleep disorders; Dreaming; activation-synthesis hypothesis.		
	2.3	Hypnosis and Meditation; theory of hypnosis and its uses; Meditation; methods and effects		
<b>3</b>	<b>Thinking</b>		<b>07</b>	25%
	3.1	Problem solving and Cognitive maps.		
	3.2	Decision making; Heuristics, framing effect, Hindsight Bias		
	3.3	Metacognitive thinking		
<b>4</b>	<b>Language</b>		<b>08</b>	25%

	4.1	Meaning, definition, and Elements of language: Phonology, Syntax, Morphology, Pragmatics		25%
	4.2	Structure of language and Language comprehension		
	4.3	Psycholinguistic; history, Chomsky theory		
	4.4	Speech perception, Bilingualism, and Individuals with Aphasia		
<b>Total</b>			<b>26</b>	<b>100%</b>

<b>References</b>	
1	Baumeister, R. F., & Finkel, E. J. (Eds.). (2010). <i>Advanced social psychology: The state of the science</i> . Oxford University Press.
2	Fiske, S. T., Gilbert, D. T., & Lindzey, G. (Eds.). (2010). <i>Handbook of social psychology</i> (5 <sup>th</sup> ed.). Wiley.
3	Brewer, M. B., & Hewstone, M. (Eds.). (2004). <i>Self and social identity</i> . Blackwell Publishing.
4	Hogg, M. A., & Tindale, R. S. (Eds.). (2008). <i>Blackwell handbook of social psychology: Group processes</i> . Wiley-Blackwell.
5	Moskowitz, G. B. (2005). <i>Social cognition: Understanding self and others</i> . Guilford Press.
6	Van Lange, P. A. M., Kruglanski, A. W., & Higgins, E. T. (Eds.). (2011). <i>Handbook of theories of social psychology</i> (Vols. 1-2). SAGE Publications.

## Semester – IV

Course Code	Course Name	Credits
PSY2409N	Physiological Psychology	2

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
02	-	-	02	-	-	03

Components				End Term	End Term exam duration	Total
Weightage	Assignment	Attendance	Mid Term			
Components	10	05	15	70	03	100

## Course Outcomes

1	Understand the relationship between brain structure and function in regulating behavior.
2	Analyze how physiological processes influence cognitive functions such as perception and memory.
3	Examine the role of neurotransmitters and hormones in behavior and mental states.
4	Explore the effects of brain injuries and neurological disorders on psychological functioning.
5	Evaluate research methods and techniques used in physiological psychology.
6	Apply knowledge of physiological psychology to understand and address mental health issues.

## Course Objectives

1	Explore the foundational concepts of physiological psychology and their relevance to behavior.
2	To Understand the structure and function of the nervous system and its impact on psychological processes.
3	To Investigate the role of neurotransmitters and hormones in regulating mood and behavior.

4	To Examine how brain function is linked to cognitive and emotional processes.
5	To Analyze the effects of physiological disruptions, such as brain injury or disease, on psychological functioning.
6	To Apply research methods and techniques to study the relationship between physiological processes and behavior.

### Detailed Syllabus

Module/ Unit	Course Module / Contents		Hours	Marks Weightage		
<b>1</b>	<b>Module I</b>		<b>06</b>	25%		
	1.1	Physiological Psychology: Definition, History				
	1.2	Psychology and behavior				
	1.3	Techniques used				
	2.1	Neural Conduction Mechanism				
	2.2	Structure of Neuron				
	2.3	Nerve Impulse Transmission				
<b>3</b>	<b>Module III</b>				<b>07</b>	25%
	3.1	Central Nervous System				
	3.2	Brain and Spinal Cord				
	3.3	Peripheral Nervous System				
<b>4</b>	<b>Module IV</b>		<b>07</b>	25%		
	4.1	Influence of Nervous System on Behavior				
	4.2	Their location and function				
	4.3	Functioning and impact of Endocrine Gland, Genes and Behavior.				
<b>Total</b>			<b>26</b>	<b>100%</b>		

## References

1	Gazzaniga, M. S., Ivry, R., & Mangun, G. R. (2018). <i>Cognitive neuroscience: The biology of the mind</i> (4 <sup>th</sup> ed.). W.W. Norton & Company.
2	Carlson, N. R. (2020). <i>Physiology of behavior</i> (12 <sup>th</sup> ed.). Pearson.
3	Kandel, E. R., Schwartz, J. H., & Jessell, T. M. (2013). <i>Principles of neural science</i> (5 <sup>th</sup> ed.). McGraw-Hill Education.
4	Kolb, B., & Whishaw, I. Q. (2015). <i>An introduction to brain and behavior</i> (4 <sup>th</sup> ed.). Worth Publishers.
5	Bear, M. F., Connors, B. W., & Paradiso, M. A. (2020). <i>Neuroscience: Exploring the brain</i> (4 <sup>th</sup> ed.). Lippincott Williams & Wilkins.
6	Pinel, J. P. J. (2017). <i>Biopsychology</i> (10 <sup>th</sup> ed.). Pearson.



## Semester – IV

Course Code	Course Name	Credits
PSY2410N	FORENSIC PSYCHOLOGY	02

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
02	-	-	02	-	-	03

Components	Assignment	Attendance	Mid term	End Term	End Term exam duration	Total
Weightage	10	05	15	70	03	100

## Course Outcomes

1	Understand the key concepts and theories in forensic psychology and their application in legal contexts.
2	Analyze the role of psychological assessment in legal settings, including competency and risk evaluations.
3	Examine the intersection of psychology and criminal behavior, including the psychological profiles of offenders.
4	Evaluate the effectiveness of psychological interventions and treatments within the criminal justice system.
5	Understand the ethical and legal considerations involved in forensic psychological practice.
6	Apply forensic psychology principles to real-world cases and legal scenarios to inform criminal investigations and court proceedings.

## Course Objectives

1	Explore the fundamental principles and theories of forensic psychology.
2	Understand the role of psychological assessments in criminal justice processes.
3	Investigate the psychological factors influencing criminal behavior and offender profiles.

4	Examine the application of psychological knowledge to legal and correctional settings.
5	Analyze ethical and legal issues relevant to forensic psychology practice.
6	Develop skills to apply forensic psychological principles to real-world legal cases and scenarios.

## Detailed Syllabus

Module/ Unit	Course Module / Contents	Hours	Marks Weightage
1	<b>Introduction to Forensic Psychology</b>		05  20%
	1.1	Nature, scope, and history of Forensic Psychology	
	1.2	The roles of the Forensic Psychologist: Clinical and Experimental	
	1.3	Forensic cyber psychology & ethical hacking	
<b>2</b>	<b>Psychologists in Court</b>		05  20%
	2.1	Expert evidence & forensic reports	
	2.2	Trial Process (Pre-During & Post)	
	2.3	Jury Selection, Issues with Jury System	
<b>3</b>	<b>Eyewitness Testimony and False Confession</b>		05  20%
	3.1	The accuracy of witness evidence	
	3.2	Eyewitness evidence in court, Increasing accuracy in Eyewitness	
	3.3	Work of Elizabeth Loftus & False Confessions	
<b>4</b>	<b>Profile Analysis &amp; Serial Killing</b>		05  20%
	4.1	Criminal Profiling; Inductive & Deductive Approaches	
	4.2	FBI 6 Stage Profiling process	

	4.3	Serial killer Typologies & Mass murders		
5	<b>Forensic Investigation Technique</b>		06	20%
	5.1	Introduction to Investigative Techniques		
	5.2	Polygraph & Narcoanalysis		
	5.3	Brain Electrical Oscillation Signature Profiling		
<b>Total</b>			<b>26</b>	<b>100%</b>

<b>References</b>	
1	Bartol, C. R., & Bartol, A. M. (2020). <i>Introduction to forensic psychology: Research and application</i> (4th ed.). SAGE Publications.
2	Heilbrun, K. (2019). <i>Forensic psychology: Current controversies</i> (2nd ed.). Oxford University Press.
3	Ogloff, J. R. P., & Derrick, A. (Eds.). (2018). <i>The Cambridge handbook of forensic psychology</i> . Cambridge University Press.
4	Nellis, M. (2017). <i>Forensic psychology</i> (3rd ed.). Routledge
5	Weiner, I. B., & Otto, R. K. (2018). <i>The handbook of forensic psychology</i> (5th ed.). Wiley.
6	Melton, G. B., Petrila, J., Poythress, N. G., & Slobogin, C. (2017). <i>Psychological evaluations for the courts: A handbook for mental health professionals and lawyers</i> (4th ed.). Guilford Press.

## Semester - IV

Course Code	Course Name	Credits
FLF2411N	FRENCH IV	2

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
02	-	-	02	-	-	02

Theory					Term Work / Practical/Oral			Total		
Internal Assessment					End Sem Exam	Duratio n Of End Sem Exam	Ter m Wor k		Prac t.	Ora l
Mid Ter m	Viva	Continu ous Evaluati on	Attendan ce	Total Intern al						
15	20	10	05	50	50	75 mins	-	-	-	100

## Course Outcomes

1	Enhance students' language skills in both spoken and written forms.
2	Apply and the communicate tasks related to topics covered already.
3	Acquire the current social communication skills, oral (dialogue, telephone conversations, etc.) and written and perform simple communication tasks.
4	To speak with near-native pronunciation and intonation, effectively conveying meaning and emotion.
5	To differentiate positively or negatively.

## Course Objectives

1	To strengthen the language of the students in both oral and written
2	To revise the grammar in application and the communication tasks related to topics covered already.
3	Acquire the current social communication skills, oral (dialogue, telephone

	conversations, etc.) and written and perform simple communication tasks.
4	To get acquainted with the current social communication skills, oral (dialogue, telephone conversations, etc.) and written and perform simple communication tasks.
5	To engage the students to speak with near-native pronunciation and intonation, effectively conveying meaning and emotion.
6	To differentiate positively or negatively.

## Detailed Syllabus

Module/ Unit	Course Module / Contents	Hours	Marks Weightage
	DOSSIER 6 – Nous rêvons d’aller dans un pays francophone		
1	Leçon 1 <b><u>100% photo</u></b>	13	50%
	Leçon 2     Voyager autrement		
	Leçon 3     Tour de France		
	Leçon 4     Séjour au Maroc		
	Leçon 5     Quand partir ?		
	Leçon 6 <b><u>Carnets de voyages</u></b>		
	DOSSIER 7 – Nous allons vivre « à la française »		
2	Leçon 1 <b><u>Manger français à Bogota</u></b>	13	50%
	Leçon 2     La France à Budapest		
	Leçon 3     Les français et les livres		
	Leçon 4     Retour aux sources		
	Leçon 5     S’habiller « à la française »		
	Leçon 6     Petits coins de France		
<b>Total</b>		<b>26</b>	<b>100%</b>

## References

1	Berthet, Hugot et al. Alter Ego - Méthode de Français, A1: Hachette,2012.
2	Bruno Girardeau et Nelly Mous. Réussir le DELF A1. Paris : Didier, 2011.
3	Loiseau Y.,Mérieux R. Connexions 1, cahier d'exercices. Didier, Paris, 2017.
4	Loiseau Y. & Mérieux R. Connexions 1, Guide pédagogique. Didier, Paris, 2017.
5	Connexions 1, livre de l'élève – Loiseau Y. & Mérieux R., éd. Didier, Paris,2017.
6	Latitudes 1, cahier d'exercices – Loiseau Y. & Mérieux R., éd. Didier, Paris,2018.

## Semester – IV

Course Code	Course Name	Credits
FLG2411N	UG FL GERMAN IV	2

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
2	-	-	2	-	-	2

					Theory		Term Work / Practical/Oral			Total
Internal Assessment			Oral	Total Internal	End Sem Exam	Duration Of End Sem Exam	Term Work	Pract.	Oral	
Mid Term	Continuou s Evaluation	Attendance								
15	10	05	20	50	50	75 mins	-	-	-	100

## Course Outcomes

1	Communicate in every-day situations in writing.
2	Talk about their daily routine.
3	Communicate verbally with a dialogue-partner with respect to basic topics, provided the partner speaks slowly, clearly and is willing to help.
4	Frame and understand simple sentences in past tense.
5	Have a basic conversation using the vocabulary related to clothes and apparels.

## Course Objectives

1	To communicate in every-day situations in writing.
2	To talk about their daily routine.
3	To communicate verbally with a dialogue-partner with respect to basic topics, provided the partner speaks slowly, clearly and is willing to help.
4	To frame and understand simple sentences in past tense.

5	To have a basic conversation using the vocabulary related to clothes and apparels.
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<b>Detailed Syllabus</b>				
<b>Module/ Unit</b>	<b>Course Module / Contents</b>		<b>Hours</b>	<b>Marks Weightage</b>
	<b>Kapitel 9</b>			
1	<b>Grammatischer Aspekt</b>	<ul style="list-style-type: none"> <li>- Perfekt</li> <li>- Partizip II</li> <li>- Konnektoren und Konjunktionen (und,oder, aber)</li> </ul>	<b>06</b>	<b>25%</b>
	<b>Kapitel 9</b>			
2	<b>Thematischer Aspekt</b>	<ul style="list-style-type: none"> <li>- einen Tagesablauf beschreiben</li> <li>- über Vergangenes sprechen</li> <li>- Stellenanzeigen verstehen</li> <li>- Meinung über Jobs äußern, Blogs über Jobs verstehen</li> <li>- ein Telefongespräch vorbereiten, telefonieren und nachfragen</li> <li>- über Jobs sprechen</li> </ul>	<b>07</b>	<b>25%</b>
	<b>Kapitel 10</b>			
3	<b>Grammatischer Aspekt</b>	<ul style="list-style-type: none"> <li>- Interrogativartikel: <i>welch</i> im Nom. U. Akku.</li> <li>- Demonstrativartikel: <i>dies</i> im Nom. U. Akku.</li> <li>- Partizip II: Trennbare u. nicht trennbare Verben</li> <li>- Personalpronomen im Dativ</li> <li>- Verben im Dativ</li> </ul>	<b>06</b>	<b>25%</b>
	<b>Kapitel 10</b>			
4	<b>Thematischer Aspekt</b>	<ul style="list-style-type: none"> <li>- über Kleidung sprechen</li> <li>- Farben</li> <li>- Chat über einen Einkauf verstehen</li> <li>- über Vergangenes berichten</li> <li>- Gespräche beim Kleiderkauf führen</li> </ul>	<b>07</b>	<b>25%</b>



		- sich im Kaufhaus orientieren - Informationen über Berlin verstehen und recherchieren		
<b>Total</b>			<b>26</b>	<b>100%</b>

<b>References</b>	
1	Aufderstraße, Hartmut. <i>Lagune 1. Deutsch als Fremdsprache: Kursbuch und Arbeitsbuch</i> . Ismaning: Max Hueber Verlag 2012.
2	Braun, Anna, and Daniela Wimmer. <i>Schritte Plus A1/1: Arbeitsbuch</i> . Hueber Verlag, 2020.
3	Dengler, Stefanie. <i>Netzwerk A1. Teil2. Kurs- Und Arbeitsbuch: Deutsch Als Fremdsprache</i> . Langenscheidt, 2012.
4	Funk, Hermann, et al. <i>studio d A1: Deutsch als Fremdsprache</i> . Cornelsen Verlag, 2015.
5	Langenscheidt. <i>Langenscheidt Pocket Dictionary German: German-English, English-German</i> . Langenscheidt Publishing Group, 2022.
6	Niebisch, Daniela, et al. <i>Lagune A1: Kursbuch</i> . Hueber Verlag, 2016.

## Semester – IV

Course Code	Course Name	Credits
FLS2411N	SPANISH IV	2

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
2	-	-	2	-	-	2

		Theory					Term Work / Practical/Oral			Total
Internal Assessment		Oral	Total Internal	End Sem Exam	Duration Of End Sem Exam	Term Work	Pract.	Oral		
Mid Term	Continuou s Evaluatio n								Attendan ce	
15	10	05	20	50	50	75 mins	-	-	-	100

## Course Outcomes

1	Write and speak about geography, food, culture and themselves effectively.
2	Demonstrate effective use of interrogatives in Spanish and use them appropriately to form questions and answer them.
3	Get a deep knowledge about the future tense, and they will be able to frame sentences using simple future.
4	Use past perfect tense to talk about activities and events that happened in the past.
5	Understand how to write a formal or business E-mail.

## Course Objectives

1	To strengthen the language of the students in both oral and written form.
2	To enable the students to use interrogatives in Spanish.

3	To enable the students to use simple future tense to frame and speak sentences about future.
4	To enable students to write and speak about past tense.
5	To teach how to write a formal E-mail.

### Detailed Syllabus

Module/ Unit	Course Module / Contents		Hours	Marks Weightage (%)
	<b>María tiene suerte</b>			
<b>1</b>	1.1	El verbo TENER	<b>8</b>	<b>31%</b>
	1.2	Las expresiones con el verbo TENER		
	1.3	Acuerdo y desacuerdo		
	<b>¿Sabes conducir?</b>			
<b>2</b>	2.1	El verbo Saber y Conocer	<b>7</b>	<b>27%</b>
	2.2	Las diferencias entre Saber y Conocer		
	2.3	El futuro simple en español		
	2.4	Un ensayo basado en el futuro simple		
	<b>¿Quién quiere aprender español?</b>			
<b>3</b>	3.1	Los interrogativos y las preguntas usando el interrogativo	<b>5</b>	<b>19%</b>
	3.2	La cultura de España		
	<b>¿Dónde has estado?</b>			
<b>4</b>	4.1	El pretérito perfecto en español	<b>6</b>	<b>23%</b>
	4.2	Escribir correo electrónico usando el pretérito perfecto.		
<b>Total</b>			<b>26</b>	<b>100%</b>

### References

1	Balea, Amalia, and Pilar Ramos Vicent. <i>Cultura en España, B1-B2</i> . 2015.
2	Cantarino, Vicente. <i>Civilización y cultura de España</i> . Prentice Hall, 2006.
3	Gambluch, Carina. <i>Diverso 1</i> . 2015.
4	Melero, Pilar, and Enrique Sacristán. <i>Protagonistas B1. Libro del alumno + CD [Internacional]</i> . 2010.

5	Ortega, María Luisa Hortelano, et al. <i>Colega</i> . 2009.
6	Pereira-Muro, Carmen. <i>Culturas de España</i> . Cengage Learning, 2014.

## Semester - IV

Course Code	Course Name	Credits
CSE2412N	Effective Writing Skills	1

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
01	-	-	01	-	-	01

Internal				External		Total
Mid-Sem Exam	Continuous Evaluation	Attendance	Total Internal	End Sem Exam	Duration Of End Sem Exam	
15	30	05	50	50	2 Hours	100

## Course Outcomes

1	Articulate and apply guidelines for effective writing, avoiding common errors in various contexts.
2	Demonstrate proficiency in crafting well-structured paragraphs, assignments, and letters, adhering to prescribed formats and guidelines.
3	Compose official documents, including memos, notices, circulars, agendas, and minutes, following established formats and guidelines.
4	Understand the principles of report writing, distinguish between types of reports, and effectively create project reports.
5	Recognize the advantages and opportunities of social networking for professional growth, and they will be able to make meaningful contacts.

## Course Objectives

1	To demonstrate understanding of effective writing fundamentals
2	To master various forms of writing.

3	To develop proficiency in official correspondence.
4	To acquire report writing skills.
5	To explore the professional aspects of writing.

### Detailed Syllabus

Module/ Unit	Course Module / Contents		Hours	Marks Weightage
	<b>Introduction to Writing Skills</b>			
1	1.1	Guidelines to Effective Writing Skills, Avoiding Common Errors	03	23%
	1.2	Paragraph Writing Assignment Writing		
	1.3	Plagiarism		
	<b>Letter Writing</b>			
2	2.1	Types of letters	03	23%
	2.2	Formats & Guidelines		
	<b>Official Correspondence</b>			
3	3.1	Memo & Notice	04	31%
	3.2	Circulars, Agenda and Minutes		
	<b>Report Writing</b>			
4	4.1	Principles of Report Writing,	03	23%
	4.2	Types of Report Writing		
	4.3	Project Report Writing		
	4.4	Social Networking: Advantages, Opportunities, Making Contacts		
<b>Total</b>			<b>13</b>	<b>100</b>

### References

1	Adair, John. <i>Effective Communication: The most important management skill of all</i> . Rev. ed. Pan Macmillan, 2011.
2	Crystal, D. <i>The Cambridge Encyclopaedia of the English Language</i> . Cambridge: Cambridge University Press.1997
3	Jones, Leo. <i>Working in English</i> , Cambridge University Press, 2001
4	Krishnaswamy N & T Sriraman. <i>Creative English for Communication</i> , Macmillan India Limited, 2000.

5	Lesikar, Raymond V., & John D. Pettit, Jr. <i>Report Writing for Business</i> : Tenth Edition. Delhi: McGraw-Hill, 1998.
6	Mascull, Bill. <i>Business Vocabulary in Use Advanced</i> , Cambridge University Press, 2004.

## Semester - IV

Course Code	Course Name	Credits
PSY2413N	Psychological workshop-III	1

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
01	-	-	01	-	-	01

Internal				External		Total
Pretest and post test	Attendance	Active participation	Report	End Sem Exam	Duration Of End Sem Exam	
30	05	15	50	-	-	100

## Course Outcomes

1	Participants will develop effective communication skills to enhance interpersonal relationships.
2	Attendees will learn techniques for managing stress and anxiety in everyday situations.
3	Participants will gain an understanding of emotional intelligence and how to apply it in their lives.
4	Attendees will explore strategies for building self-awareness and fostering personal growth.
5	Participants will acquire tools for setting and achieving personal and professional goals
6	Attendees will learn how to cultivate resilience and adapt to change more effectively.

## Course Objectives

1	To introduce participants to key concepts in psychological well-being and mental health.
2	To teach practical strategies for managing stress and enhancing emotional regulation.



3	To help attendees identify and challenge negative thought patterns.
4	To provide tools for improving self-esteem and building self-confidence.
5	To encourage the development of positive coping mechanisms for life challenges.
6	To foster a supportive environment for sharing experiences and building community connections.

### Detailed Syllabus

Type	TOPICS FOR WORKSHOP CONDUCTION	Hours	Marks Weightage
	<b>Any one of them</b>	5	100%
1	Clinical Psychology		
2	Research And Statistical Methods		
3	Social Psychology And Issues		
4	Environmental Psychology		
5	Organizational Psychology		
6	Counselling Psychology		
7	Forensic Psychology		
8	Multicultural Psychology		
9	Educational Psychology		
10	Happiness, Well-Being, Mindfulness And Gratitude		
11	Geriatric Psychology		
12	Any Other Topic Based On Psychology		

<b>Total</b>	<b>5</b>	<b>100%</b>
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Note: ANY 1 TOPIC CAN BE CHOSED BY THE FACULTY AND CAN BE CONDUCTED WORKSHOP THE ALLOTED STUDENTS

<b>For Completion of the Workshop</b>	
1	It is mandatory for all undergraduate students to the workshop arranged by school on decided dates
2	Date and time and the topic of the workshop must be communicated to students at least 15 days ago
3	5 hours workshop must be taken by faculty member, and it should be preapproved psychological topic
4	There will be a pretest and posttest of 15-15 marks for workshop.
5	Active participation is compulsory. Student must carry the asked material for active participation in workshop.
6	All students must report to the Faculty Supervisor with their workshop report according to shared format. The final report format must share by faculty mentor.

## Semester - IV

Course Code	Course Name	Credits
PSY2414N	Consumer Psychology	03

Contact Hours			Credits Assigned						
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total			
03	-	-	03	-	-	03			
	Theory				Term Work / Practical/Oral				
Internal Assessment				End Sem Exam	Duration Of End Sem Exam	Term Work	Pract.	Oral	Total
Test	Continuous Evaluation	Attendance	Total Internal						
15	10	05	30	70	3 Hours	-	-	-	100

## Course Outcomes

1	Understand key theories and principles of consumer psychology and their application to marketing.
2	Analyze the psychological factors that influence consumer decision-making and behavior.
3	Examine the role of perception, attitudes, and motivation in shaping consumer preferences.
4	Evaluate the effectiveness of different marketing strategies and techniques based on psychological principles.
5	Explore the impact of social, cultural, and environmental factors on consumer behavior.
6	Apply consumer psychology insights to design and implement effective marketing and advertising campaigns.

## Course Objectives

1	Explore foundational theories and concepts in consumer psychology.
2	To Understand the psychological processes that drive consumer behavior and decision-making.
3	To Investigate the influence of perception, attitudes, and emotions on consumer choices.

4	To Analyze the impact of social and cultural factors on consumer preferences and buying patterns.
5	To Evaluate the effectiveness of marketing strategies through the lens of consumer psychology.
6	To Apply consumer psychology principles to develop and optimize marketing and advertising strategies.

## Detailed Syllabus

Module/ Unit	Course Module / Contents	Hours	Marks Weightage
<b>Module-1</b>	<b>Consumer Behavior</b>		20%
	1.1 Consumer Behaviour: Nature and Scope		
	1.2 Factors affecting Consumer Behaviour: Internal and External		
	1.3 Consumer Awareness, Consumer Rights, Consumer Protection Act.		20%
	1.4 Research Methods: Survey, Focus Groups, Interviews, Experiments, Purchase Panels, Database Marketing	08	
<b>Module-2</b>	<b>Consumer Motivation</b>		
	2.1 Types of Motivation: Intrinsic and Extrinsic		
	2.2 Factors affecting motivation: Personal Relevance	08	
	2.3 Consistency with Self-Concept, Values, Needs, Goals, Perceived Risk, Attitudes.		20%
	2.4 Theories of Motivation: Need Theory, Expectancy Theory, Balance Theory		
<b>Module-3</b>	<b>Attention and Perception</b>		
	3.1 Attention: Focal and Non-Focal Attention; Characteristics of Attention: Selective, Divided, Limited		
	3.2 Factors affecting attention: Colour, Novelty, Preference, Brand Identity.	08	
	3.3 Perception: Gestalt Laws of Perception; Use of senses: Vision, Hearing, Taste, Smell, Touch; Subliminal Perception		20%

	3.4	Marketing Implications		
<b>Module-4</b>	<b>Marketing Communication</b>			
	4.1	Attitudes: Characteristics, Cognitive and Affective Foundations.	08	
	4.2	Changing attitudes: Factors, Overcoming Resistance to Change.		
	4.3	Persuasion: Factors: Source, Message, Audience; Use of Humour, Fear and Shock appeals.		
	4.4	Socially Responsible Communication.		
<b>Module-5</b>	<b>Decision Making and Buying Behavior</b>		07	20%
	5.1	Cognitive and Affective Factors and Use of Heuristics in Decision Making		
	5.2	Decision Making Process, Buying Behaviour: Factors(Cultural, Social, Personality)		
	5.3	Role of Technology and Social Media		
	5.4	Current Trends and Ethical considerations		
<b>Total</b>			<b>39</b>	<b>100%</b>

<b>References</b>	
1	Solomon, M. R. (2023). <i>Consumer behavior: Buying, having, and being</i> (13th ed.). Pearson.
2	Schiffman, L. G., & Wisenblit, J. (2022). <i>Consumer behavior</i> (12th ed.). Pearson.
3	Blackwell, R. D., Miniard, P. W., & Engel, J. F. (2006). <i>Consumer behavior</i> (10th ed.). Cengage Learning.
4	Hawkins, D. I., Mothersbaugh, D. L., & Best, R. J. (2019). <i>Consumer behavior: Building marketing strategy</i> (13th ed.). McGraw-Hill Education.
5	Belch, G. E., & Belch, M. A. (2021). <i>Advertising and promotion: An integrated marketing communications perspective</i> (11th ed.). McGraw-Hill Education.
6	Aronson, E., Wilson, T. D., & Akert, R. M. (2019). <i>Social psychology</i> (10th ed.). Pearson.

## Semester – IV

Course Code	Course Name	Credits
PSY2417N	<b>An Introduction to Psychopharmacology</b>	<b>2</b>

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
02	-	-	02	-	-	02

Theory					Term Work/ Practical/ Oral			Total		
Internal Assessment				End Sem Exam	Duration of End Sem Exam	Active participation	Prac.		Oral	
Test	Assignment	Viva	Attendance							Total Internal
30	40	15	05	100	0	-	10	-	-	100

## Course Outcomes

1	Students can demonstrate knowledge of pharmacokinetics and pharmacodynamics principles.
2	Student can identify various psychotropic drug classes and their therapeutic applications.
3	Students can explain the neurobiological mechanisms of drug action on the brain.
4	Students can recognize common side effects and risks associated with psychotropic drugs.
5	Students can assess the role of psychopharmacology in developing mental health treatment plans.
6	Students can understand ethical considerations and regulations in prescribing psychotropic medications.

## Course Objectives

1	To Understand the basic principles of pharmacokinetics and pharmacodynamics.
2	To Identify the major classes of psychotropic drugs and their therapeutic uses.

3	To Explore the neurobiological mechanisms underlying drug actions in the brain.
4	To understand the side effects and potential risks associated with psychotropic medications.
5	To Analyze the impact of psychopharmacology on mental health treatment strategies.
6	To Review ethical considerations and regulations in the prescribing of psychotropic medications.

## Detailed syllabus

Module/ Unit	Course Module / Contents		Hours	Marks Weightage (%)
	<b>Psychopharmacology and Nervous system</b>			
<b>1</b>	1.1	The Nervous system	03	15%
	1.2	Neurotransmitters and Hormones		
	1.3	History of Psychopharmacology		
	1.4	Principles of Psychopharmacology		
	<b>Basics of Pharmacology</b>			
<b>2</b>	2.1	Basics of Metabolic Pathways	02	15%
	2.2	Pharmacokinetics		
	2.3	Pharmacodynamics		
	2.4	Absorption and Elimination		
	<b>Types of Drugs</b>			
<b>3</b>	3.1	Mood disorders and Antidepressants	02	16%
	3.2	Anxiety Disorders and Anxiolytics		
	3.3	Psychosis and Antipsychotics		
		Substance Abuse Disorders		
	<b>Research in Psychopharmacology</b>			
<b>4</b>	4.1	Current treatment strategies	03	18%
	4.2	RCTs and meta-analysis		
	4.3	Ethical and legal considerations		
	4.4	New drugs in development		
<b>Total</b>			<b>10</b>	<b>100%</b>

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## References

1	American Psychological Association (2013). <i>Publication Manual of the American Psychological Association</i> , 6 <sup>th</sup> Edition. Washington, D.C.: APA. ISBN: 1557988102
2	<i>An introduction to behavioral, cognitive, and clinical neuroscience, 5th Edition</i> . Sinauer Associates, Inc., Sunderland, Massachusetts. Brody, H. (2007). <i>Hooked</i>
3	Breedlove, S. M., Rosenzweig, M. R., & Watson, N. V. (2007) <i>Biological Psychology:</i>
4	Kandel E. R., Schwartz J. H., and Jessell T. M. (2000). <i>Principles of Neural Science</i> , 4 <sup>th</sup> edition, McGraw-Hill Inc.
5	Kandel E. R., Schwartz J. H. and Jessell T. M. (2000). <i>Principles of Neural Science</i> , 4 <sup>th</sup> edition, McGraw-Hill Inc.
6	Meyer, J. S. & Quenzer, L. F. (2009). <i>Psychopharmacology: Drugs, The Brain, and Behavior</i> .

## Semester - IV

Course Code	Course Name	Credits
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ANM2417N	<b>Animation (Advanced Animation Studio)</b>	<b>2</b>
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Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
1	2	-	1	2	-	02

Theory					Term Work/ Practical/ Oral			Total	
Internal Assessment				End Sem Exam	Duration of End Sem Exam	Term Work	Prac.		Oral
Test	Continuous Evaluation	Attendance	Total Internal						
15	30	05	50	50	2 Hours	-	2	-	100

<b>Course Outcomes</b>	
1	Advanced Animation Skills: Students will demonstrate proficiency in advanced animation techniques, including character animation, rigging, and effects.
2	Creative Storytelling: Students will develop the ability to create compelling narratives and visual stories through animation.
3	Technical Proficiency: Students will gain advanced technical skills in animation software and tools.
4	Professional Portfolio: Students will create a professional animation portfolio showcasing their skills and creativity.
5	Proficiency in Advanced Techniques: Students will achieve mastery in complex animation processes, including advanced rigging and character animation.
6	Creation of Innovative Projects: Students will produce original, high-quality animations using advanced tools and techniques.

<b>Course Objectives</b>	
1	To enhance students' proficiency in advanced animation software and techniques.
2	To develop a deep understanding of character animation, storytelling, and visual communication.

3	To cultivate critical thinking and problem-solving skills in animation production.
4	To prepare students for careers in animation through the creation of a professional animation portfolio.
5	Master Advanced Animation Techniques: Enhance expertise in complex character animation, rigging, and motion dynamics.
6	Foster Creative Innovation: Encourage the use of cutting-edge techniques in producing high-quality, original animations.

## Detailed syllabus

Module/ Unit	Course Module / Contents	Hour s	Marks Weightage (%)
	<b>Advanced Character Animation</b>		
<b>1</b>	1.1 Character Acting and Emotion: Explore advanced techniques for character acting, conveying emotions, and creating believable performances.	<b>6</b>	<b>20%</b>
	1.2 Advanced Rigging and Controls: Learn advanced rigging techniques to create flexible and expressive character rigs.		
	1.3 Lip Sync and Facial Animation: Master the art of lip syncing and facial animation to bring characters to life.		
	1.4 Advanced Animation Exercises: Practice advanced animation exercises to refine animation skills and techniques.		
	1.5 Detailed Animation: Techniques for animating complex movements, expressions, and interactions.		
	1.6 Motion Capture Integration: Using and refining motion capture data to enhance character animation realism.		
	<b>Visual Storytelling and Cinematography</b>		
<b>2</b>	2.1 Storyboarding for Animation: Develop storyboarding skills for animation, focusing on shot composition, pacing, and visual storytelling.	<b>6</b>	<b>20%</b>
	2.2 Cinematic Techniques in Animation: Explore advanced cinematic techniques, such as camera angles, lighting, and mood, to enhance storytelling.		
	2.3 Editing and Timing: Animating to Audio: Sync animation with audio tracks, including dialogue, music, and sound effects, to create cohesive storytelling.		

	2.4	Animating to Audio: Sync animation with audio tracks, including dialogue, music, and sound effects, to create cohesive storytelling.		
	2.5	Principles of Visual Storytelling: Storytelling Techniques: Techniques for conveying narratives through visual elements, including composition, color, and framing.		
	2.6	Cinematography Fundamentals: Camera Techniques: Study of camera angles, movements, and shot composition to enhance storytelling.		
	<b>Advanced Animation Production</b>			
<b>3</b>	3.1	Short Film Production: Collaborate with peers to produce a short, animated film, applying advanced animation techniques and principles.	<b>6</b>	<b>30%</b>
	3.2	Visual Effects and Dynamics: Learn to create visual effects and dynamics, such as particle systems, cloth simulations, and fluid dynamics, in animation.		
	3.3	Motion Capture and Performance Capture: Explore the use of motion capture and performance capture technologies in animation production.		
	3.4	Interactive Animation: Learn about interactive animation techniques for games and other interactive media.		
	3.5	High-Level Production Techniques: Complex Animation Sequences: Creation and integration of intricate animation sequences, including advanced character interactions and effects.		
	3.6	Advanced Rendering: Techniques for achieving high-quality visual output, including advanced rendering settings and optimizations.		
	<b>Advanced Rigging Techniques:</b>			
<b>4</b>	4.1	Character and Object Rigging: Development of complex rigs for characters and objects with advanced controls and deformations.	<b>8</b>	<b>30%</b>
	4.2	Sophisticated Animation Methods: Character Animation: Techniques for animating detailed character interactions and nuanced movements.		
	4.3	Motion Capture Integration: Data Utilization: Importing and refining motion capture data for enhanced realism in character animations.		
	4.4	Advanced Visual Effects: Effects Creation: Techniques for creating and integrating complex visual effects, including particle systems and fluid dynamics.		

	4.5	Rendering and Optimization: Rendering Techniques: Advanced methods for high-quality rendering, including lighting, shading, and texture mapping.		
	4.6	Final Project Development: Project Execution: Creation of a comprehensive animation project incorporating advanced techniques and industry standards.		
<b>Total</b>			<b>26</b>	<b>100%</b>

<b>References</b>	
1	"The Animator's Survival Kit" by Richard Williams - A comprehensive guide to the principles of animation, covering everything from basic movements to advanced techniques.
2.	"Character Animation Crash Course!" by Eric Goldberg - Provides practical advice and techniques for creating dynamic and engaging character animations.
3.	"Stop Staring: Facial Modeling and Animation Done Right" by Jason Osipa A deep dive into facial animation techniques, essential for creating realistic and expressive character performances.
4.	"The Art of 3D Computer Animation and Effects" by Isaac V. Kerlow Provides insights into advanced 3D animation and visual effects, covering both technical and creative aspects of production.
5.	"Digital Animation: The Visible Human" by William Vaughan Explores advanced digital animation techniques, including modeling, rigging, and rendering, with an emphasis on creating lifelike characters.
6.	"Acting for Animators" by Ed Hooks Focuses on incorporating acting principles into animation, crucial for creating believable and expressive characters.

## Semester - IV

Course Code	Course Name	Credits
PHT2417N	<b>Different Genres of Photography</b>	<b>2</b>

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
1	2	-	1	2	-	02

Theory						Term Work/ Practical/ Oral			Total
Internal Assessment				End Sem Exam	Duration of End Sem Exam	Term Work	Prac.	Oral	
Test	Continuous Evaluation	Attendance	Total Internal						
15	10	05	30	70	3 Hours	-	-	-	100

Course Outcomes	
1	Students will know about Product Photography
2	Student will learn about Glamour Studio Photography
3	How to control exposure during event photography
4	How to use camera in wildlife photography

Course Objectives	
1	Students will get an overview on different genres of photography.
2	Analyzing the difference of the photography culture
3	Analyzing the difference of the photography, composition and technical aspects used in shooting related subjects.
4	The aim of the course is to train the mind in how to see the world through a camera.

### Detailed syllabus

Module/ Unit	Course Module / Contents		Hours	Marks Weightage (%)
	<b>Photojournalism</b>		6	20%
<b>1</b>	1.1	What is Photojournalism		

	1.2	How to deal with people		
	1.3	How to get information		
	1.4	How to find perfect frame		
	<b>Table-top Photography</b>			
<b>2</b>	2.1	Product Selection	6	20%
	2.2	Props Selection		
	2.3	Gear-Camera selection		
	2.4	How to use light		
	<b>Glamour Photography</b>			
<b>3</b>	3.1	How to use Artificial light	6	30%
	3.2	One point – Two point – Three Point lighting		
	3.3	Makeup		
	3.4	Retouching		
	<b>Assignment: Assignment: Shooting Travel Photography, Portrait Photography</b>			
<b>4</b>	4.1	Framing	8	30%
	4.2	Composition		
	4.3	Color Palette		
	4.4	Techniques		
<b>Total</b>			<b>26</b>	<b>100%</b>

<b>References</b>	
1	Prescribed Textbooks: World of DSLR
2.	Reference Material: The British Journal of Photography
3.	Name and Publication: online Journal Ang, T., & Studd, R. (2013). Digital Photography Step by Step. DK.
4.	Frost, L. (2019). Creative Photography Ideas Using Adobe Photoshop: 75 Workshops to Enhance Your Photographs. Ilex Press.

## Semester - IV

Course Code	Course Name	Credits
POL2417N	Political Science- III- (Indian Govt & Politics)	02

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
13	-	13	01	-	01	02

Internal Assessment				End Semester Evaluation	Total
Mid Term	Continuous Evaluation	Attendance	Total	End Semester Evaluation/ Project/ Report/ Presentation	Internal Assessment + End Semester Evaluation
15	30	5	50	50	100

Course Outcomes	
1	Memorize the structure and functions of different branches of the Indian government, including the legislature, executive, and judiciary.
2	Explain the principles of Indian democracy and the features of its political system, including federalism, secularism, and parliamentary democracy.
3	Apply theoretical concepts and frameworks to analyze current political issues and trends in Indian society.
4	Compare and contrast different political ideologies and movements influencing Indian politics, such as socialism, liberalism, and nationalism.
5	Critically assess the strengths and weaknesses of India's democratic institutions and governance structures.
6	Develop strategies for enhancing political participation, accountability, and representation in the Indian political system.

Course Objectives	
	To Memorize the structure and functions of different branches of the Indian government, including the legislature, executive, and judiciary.
2	To understand the structure and functioning of the Indian political system: This objective aims to provide students with a comprehensive understanding of the institutions, processes, and principles that govern the Indian political system.
3	To analyze the dynamics of Indian democracy and governance: This objective focuses on examining the various dimensions of Indian democracy, including electoral politics, political parties, federalism, and governance challenges.

4	To evaluate the impact of socio-economic and cultural factors on Indian politics: This objective aims to explore the interplay between socio-economic, cultural, and political factors in shaping the Indian polity.
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## Detailed Syllabus

Module/ Unit	Course Module / Contents		Hours	Marks Weightage
	<b>Introduction to Indian Political System</b>			
<b>1</b>	1.1	Introduction to key concepts: democracy, federalism, secularism	5	20%
	1.2	Historical background of Indian political system		
	<b>Institutions of Indian Democracy</b>			
<b>2</b>	2.1	Parliament and Legislative Process	6	20%
	2.2	Executive Branch		
	2.3	Judiciary and Legal System		
	<b>Political Dynamics in India</b>			
<b>3</b>	3.1	Evolution of party system in India	7	30%
	3.2	Electoral process, party competition, and electoral reforms		
	<b>Contemporary Issues and Challenges</b>			
<b>4</b>	4.1	Regionalism in Indian Politics	8	30%
	4.2	New Social Movements since the 1970s, Environmental Movements, Women's Movements, Human Rights Movements		
<b>Total</b>			<b>26</b>	<b>100%</b>

## References

1	B. Chandra, Essays on Colonialism, Orient Longman, Delhi, (1999).
2	S. Sarkar, Modern India, Macmillan, Delhi (1983).
3	B. Chandra et. al. (eds.), India's Struggle for Independence, Penguin UK, 2016.
4	P. Brass, The Politics of India since Independence, Cambridge University Press, Cambridge (1994).
5	B.Chakrabarty & R.K.Pandey, Indian government and Politics. SAGE Publications India, New Delhi (2008).



## Semester – IV

Course Code	Course Name	Credits
TSM2417N	Tourism Trends	02

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
13	-	13	01	-	01	02

Internal Assessment				End Sem Exam- End Semester Evaluation/ Project/ Report/ Presentation	Duration of End Sem Exam	Total
Mid Term	Continuous Evaluation	Attendance	Total Internal			Internal Assessment + End Semester Evaluation
15	30	5	50	50	2 Hours	100

## Course Outcome

1	Students will be able to remember and identify significant patterns and factors that have influenced the growth and development of tourism in India.
2	Students will be able to interpret and describe the factors contributing to the growth of Indian tourism and explain the patterns in foreign tourist arrivals.
3	Students will be able to map and analyze tourism trends in states like Tamil Nadu, Uttar Pradesh, Karnataka, Madhya Pradesh, Delhi, and Maharashtra, and understand the impact of these trends on state tourism organizations.
4	Students will critically evaluate and analyze emerging tourism trends, products, and technologies that are shaping the future of the industry.
5	Students will evaluate the implications of the latest trends and emerging tourism products, considering their potential impact on the industry
6	Students will create comprehensive presentations or case studies on the latest tourism trends, synthesizing information from various sources to provide detailed explanations and insights.

## Course Objectives

1	To obtain knowledge on new emerging trends of Tourism in India.
2	To study the effect of the emerging trends on Indian Economy.

## Detailed Syllabus

<b>Module/ Unit</b>	<b>Course Module / Contents</b>		<b>Hours</b>	<b>Marks Weightage</b>
	<b>Mapping Trends in Tourism</b>			
1	1.1	Domestic and International Trends and Patterns in Indian Tourism Travel.	7	25%
	1.2	Factors responsible for growth and development of Indian tourism		
	1.3	Foreign Tourist Arrivals accounting.		
	<b>Current Tourism Scenario in India</b>			
2	2.1	State Tourism Organizations: - Changing pattern observed on the arrival of tourists.	7	30%
	2.2	Mapping and analyzing of tourism trends of the following states: - Tamil Nadu, Uttar Pradesh, Karnataka, Madhya Pradesh, Delhi, Maharashtra.		
	<b>Emerging Tourism Trends</b>			
3	3.1	Emerging trends within tourists and travelers	7	30%
	3.2	Emerging tourism products of India		
	3.3	Emerging technologies, change in scope of tourism		
	<b>Case Study</b>			
4	4.1	Presentation on any latest/emerging tourism trend in the country and explain in detail.	5	15%
<b>Total</b>			<b>26</b>	<b>100%</b>

<b>References</b>	
1	Tourism: Principles and Practice by John Fletcher, Alan Fyall, David Gilbert, and Stephen Wanhill (2017)
2	Emerging Trends in Tourism and Hospitality by B. I. Mahajan and S. R. Vyas (2018)
3	Indian Tourism: Past, Present, and Future by Patrick M. Casabona (2020)
4	Tourism in India: New Trends and Opportunities by Ratandeep Singh (2016)
5	Sustainable Tourism Practices in the Tourism Industry by James E. S. Higham and Michael Lück (2016)

## Semester – IV

Course Code	Course Name	Credits
SCW2417N	Understanding Social Problems in India	02

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
13	13	-	01	01	-	02

Internal Assessment				End Semester Evaluation	Total
Mid Term	Continuous Evaluation	Attendance	Total	End Semester Evaluation/ Project/ Report/ Presentation	Internal Assessment + End Semester Evaluation
-	45	5	50	50	100

## Course Outcomes

1	Students will understand conceptual and theoretical aspects of social problems in India.
2	Student will be aware about the problems and crimes of society.
3	Students will be able to understand the problems and effects individual, family & society.
4	Students should be able to handle social problems and treatment. In future, they would contribute to social policy making as a social work professional.

## Course Objectives

1	To study the basic concepts of social problem and social work approaches.
2	To understand various social problems and its management and legislative measures.
3	To understand role of social work and social worker in management of social problems.
4	To study social development and social change process to deal with social problems.

## Detailed Syllabus

Module/ Unit	Course Module / Contents		Hours	Marks Weightage
	<b>Social Problems</b>			
1	1.1	Social problems: Meaning, Concept and Definitions,	7	25%
	1.2	Classification of social problems.		
2	1.3	Causes and consequences of social problems.	7	30%
	1.4	Social work approach in the prevention, control, and management of social problems.		
	<b>Various Social Problems in India</b>			
3	2.1	Extent, causes, management and legislative measures	7	30%
	2.2	Youth Unrest, Human Trafficking, Substance Abuse, Beggary, Commercial Sex Work, Corruption, Terrorism, Child labour, Role of social worker in identifying social problems and developing strategies for help		
4	2.3	Case-studies	5	15%
<b>Total</b>			26	<b>100%</b>

## References

1	Ahuja, Ram (1992), Social Problems in India, Rawat Publications, Jaipur.
2	Keneth, Henry (1978), Social Problems: Institutional and Interpersonal Perspectives, Scott, Foresman and Company, Illinois, London.
3	Merton, Robert K, and Robert Nisbet (1971), Contemporary Social Problems, Fourth Edition, Harcourt Brace and Co., New York.

## Semester - V

Course Code	Course Name	Credits
PSY2501N	CLINICAL PSYCHOLOGY	3

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
03	-	-	03	-	-	03

Theory				Term Work / Practical/Oral			Total		
Internal Assessment			End Sem Exam	Duration Of End Sem Exam	Term Work	Pract.		Oral	
Test	Continuous Evaluation	Attendance							Total Internal
15	10	05	30	70	3 Hours	-	-	-	100

Course Outcomes	
1	Develop foundational knowledge of psychological theories and concepts.
2	Apply psychological principles to assess and address mental health issues.
3	Demonstrate effective communication and interpersonal skills in clinical settings.
4	Understand ethical and professional standards in clinical psychology practice.
5	Conduct basic psychological research and interpret data findings.
6	Recognize and address the diverse needs and cultural considerations of clients.

Course Objectives	
1	To understand and explain core theories and models of clinical psychology.
2	To develop skills for conducting psychological assessments and diagnostics.
3	To apply therapeutic techniques and interventions in various clinical scenarios.
4	To adhere to ethical guidelines and professional standards in psychological practice.
5	To analyze and conduct research relevant to clinical psychology.
6	To appreciate and integrate cultural and individual diversity in psychological practice.

## Detailed Syllabus

Module/ Unit	Course Module / Contents		Hours	Marks Weightage
<b>1</b>	<b>Foundation of Clinical Psychology</b>		08	20%
	1.1	Introduction to Clinical Psychology		
	1.2	Meaning and nature of discipline		
	1.3	Historical Development of Clinical Psychology		
	<b>Contemporary Issues</b>		08	20%
	2.1	Professional Activities of Clinical Psychologist		
	2.2	Subspecialties of Clinical Psychology		
2	2.3	Organizations in Clinical Psychology		
	2.4	Ethical and Legal Issues in Clinical Psychology		
	<b>Diagnosis and Assessment</b>		08	20%
3	3.1	Nature and Purpose of Clinical Diagnosis and Assessment		
	3.2	Stages in the Assessment Process		
	3.3	Clinical Assessment Techniques		
	<b>Psychotherapy</b>		08	20%
	4.1	Definition, Goals and Stages of Psychotherapy		
4	4.2	Essential Process in Psychotherapy		
	4.3	Models of Psychotherapy: Individual Therapy, Group Therapy, Couples Therapy, Family Therapy		
	<b>Approaches to Psychotherapy</b>		07	20%
	5.1	Psychodynamic Psychotherapy		
	5.2	Behavioral Psychotherapy		

5	5.3	Cognitive Psychotherapy		
	5.4	Humanistic Psychotherapy		
<b>Total</b>			<b>39</b>	<b>100%</b>

<b>References</b>	
1	Barlow, D. H. (2014). <i>Abnormal psychology: An integrative approach</i> (7th ed.). Cengage Learning.
2	Comer, R. J. (2019). <i>Abnormal psychology</i> (10th ed.). Worth Publishers.
3	Hersen, M., & Gross, A. M. (Eds.). (2017). <i>Handbook of clinical psychology</i> (4th ed.). Wiley.
4	Kazdin, A. E. (2017). <i>Principles of psychological assessment</i> (3rd ed.). Oxford University Press.
5	Norcross, J. C., & Wampold, B. E. (Eds.). (2018). <i>The handbook of psychotherapy</i> (2nd ed.). Guilford Press.
6	Stricker, G., & Gold, J. R. (Eds.). (2021). <i>Comprehensive handbook of psychotherapy: Cognitive-behavioral approaches</i> (2nd ed.). Wiley.

<b>Semester - V</b>
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Course Code	Course Name	Credits
PSY2502N	Psychometrics	3

Contact Hours			Credits Assigned						
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total			
03	-	-	03	-	-	03			
	Theory				Term Work / Practical/Oral				
Internal Assessment				End Sem Exam	Duration Of End Sem Exam	Term Work	Pract.	Oral	Total
Test	Continuous Evaluation	Attendance	Total Internal						
15	10	05	30	70	3 Hours	-	-	-	100

Course Outcomes	
1	Develop an understanding of the theoretical foundations of psychometrics.
2	Demonstrate the ability to administer, score, and interpret psychological tests.
3	Apply statistical methods to evaluate the reliability and validity of assessment tools.
4	Analyze and interpret data from psychometric assessments to make informed decisions.
5	Critically evaluate the ethical implications of using psychological assessments in various contexts.
6	Design and implement psychometric research studies to advance the field.

Course Objectives	
1	To explain the principles and theories underlying psychometric assessment.
2	To accurately administer and score a range of psychological tests.
3	To apply statistical techniques to assess the reliability and validity of test instruments.
4	To interpret and analyze test results to provide meaningful insights.
5	To evaluate the ethical considerations in the application of psychometric tests.
6	To design and conduct research using psychometric methods to explore psychological constructs.



## Detailed Syllabus

Module/ Unit	Course Module / Contents	Hours	Marks Weightage
<b>1</b>	<b>A History and Overview of Psychometrics</b>	08	20%
	1.1 The origins of psychometrics		
	1.2 Psychological scaling		
	1.3 Psychological measurement (test theory)		
	1.4 Psychological statistics		
<b>2</b>	<b>Foundations of Psychometrics</b>	08	20%
	2.1 Classical Test Theory (CTT)		
	2.2 Item Response Theory (IRT)		
	2.3 Reliability and Validity		
	2.4 Scaling and Norming		
<b>3</b>	<b>Contemporary Issues in Psychometrics</b>	08	20%
	3.1 Differential Item Functioning (DIF)		
	3.2 Computerized Adaptive Testing (CAT) applications		
	3.3 Fairness in Assessment		
	3.4 AI and Machine Learning in Psychometrics		
<b>4</b>	<b>Research Methodology and Applications</b>	08	20%
	4.1 Research Design in Psychometrics		
	4.2 Data Analysis and Interpretation		
	4.3 Psychometric Software Applications (SPSS, R, Mplus)		
	4.4 Case Studies and Applications		
<b>5</b>	<b>Test Construction</b>	07	20%
	5.1 Basic principles of test construction		
	5.2 Characteristics of good test items , Different types of test items, Guidelines for constructing effective test items		

	5.3	Test length and time limits, Test administration procedures, Scoring and grading methods		
	5.4	Establishment of Reliability and Validity.		
<b>Total</b>			<b>39</b>	<b>100%</b>

<b>References</b>	
1	Anastasi, A., & Urbina, S. (1997). <i>Psychological testing</i> (7th ed.). Macmillan.
2	Cohen, R. J., & Swerdlik, M. E. (2018). <i>Psychological testing and assessment: An introduction to tests and measurement</i> (9th ed.). McGraw-Hill Education.
3	Groth-Marnat, G. (2009). <i>Handbook of psychological assessment</i> (5th ed.). Wiley.
4	Kaplan, R. M., & Saccuzzo, D. P. (2017). <i>Psychological testing: Principles, applications, and issues</i> (9th ed.). Cengage Learning.
5	Murphy, K. R., & Davidshofer, C. O. (2014). <i>Psychological testing: Principles and applications</i> (7th ed.). Pearson.
6	Rust, J., & Golombok, S. (2014). <i>Modern psychometrics: The science of psychological assessment</i> (3rd ed.). Routledge.

## Semester – V

Course Code	Course Name	Credits
PSY2503N	PSYCHOLOGICAL PRACTICAL- V	03

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
-	6	-	-	6	-	06

Assessment			Viva	Journal Report Internal.	Duration Of End Sem Exam	Total
Components	Instruction & Conduction	Attendance				
Weightage	30	05	20	45	03	100

## Course Outcomes

1	Accurately document and analyze behavioral observations in different settings.
2	Apply ethical guidelines effectively while conducting psychological research.
3	Formulate and test hypotheses using appropriate experimental methods.
4	Collect, interpret, and present data clearly and accurately.
5	Understand and apply statistical analysis techniques to research findings.
6	Critically evaluate research designs and identify potential improvements.

## Course Objectives

1	Develop skills in observing and recording human behaviour in various settings, while understanding ethical considerations.
2	Gain hands-on experience in designing, executing, and analysing psychological experiments to reinforce understanding of research methods.
3	To develop self-awareness amongst the students before administering the psychological practical on other participants.
4	To acquaint the students with basic procedures of assessment before they learn conducting the practical's
5	To familiarize the students with basic psychological processes.

6	To Develop practical skills in the field of psychology.
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### Detailed Syllabus

Module/ Unit	Course Module / Contents	Hours	Marks Weightage
	<b>Any 5 of the following tests:</b>		
1	Passi Test of Creativity		
2	Malin's Intelligence Test for Children		
3	Non-Verbal Test of Intelligence		
4	Multidimensional Aptitude Battery		
5	Creativity Assessment Packet		
6	Torrence test Of Creativity	78	100%
7	Career Attitudes and Strategies Inventories		
8	Social Intelligence Test		
9	Eysenck Personality Questionnaire -Revised		
10	Seguine Form Board Test		
11	Learned Optimism Scale		
12	Motivated Strategies for Learning Questionnaire		
<b>Total</b>		<b>78</b>	<b>100%</b>

Note: Total 5 Practical's will be conducted in the second semester from following list of tests/experiments, based on each of the above modules.

## References

1	Lachar, D., & Gruber, C. P. (2001). <i>Personality Inventory for Youth (PIY)</i> (2nd ed.). Western Psychological Services.
2	Anton, W. D., & Reed, J. R. (2004). <i>College Adjustment Scales</i> (3rd ed.). Psychological Assessment Resources.
3	Bennett, G. K., Seashore, H. G., & Wesman, A. G. (2005). <i>Differential Aptitude Tests for Personnel and Career Assessment</i> (6th ed.). Pearson.
4	Schutte, N. S., Malouff, J. M., & Bhullar, N. (2009). <i>Emotional Intelligence Scale</i> (3rd ed.). MHS Assessments.
5	Coopersmith, S. (2002). <i>Coopersmith Self-Esteem Inventory</i> (3rd ed.). Mind Garden, Inc.
6	Jones, L. K., & Jones, R. D. (2005). <i>Career Preference Inventory</i> (3rd ed.). Psychometrics Publishing.

## Semester-V

Course Code	Course Name	Credits
<b>PSY2504N</b>	<b>Rehabilitation Psychology</b>	<b>03</b>

Contact Hours			Credits Assigned						
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total			
03	-	-	03	-	-	03			
	Theory				Term Work / Practical/Oral				
	Internal Assessment			End Sem Exam	Duration Of End Sem Exam	Term Work	Pract.	Oral	Total
Test	Continuous Evaluation	Attendance	Total Internal						
15	10	05	30	70	3 Hours	-	-	-	100

## Course Outcomes

1	Explain the key principles and theories underlying rehabilitation psychology.
2	Analyze the impact of psychological disorders on rehabilitation processes.
3	Develop assessment strategies for evaluating rehabilitation needs in various populations.
4	Design effective intervention plans to support individuals in their recovery and adjustment.
5	Evaluate the efficacy of rehabilitation techniques and modify approaches as needed.
6	Demonstrate ethical considerations and professional standards in rehabilitation psychology practice.

## Course Objectives

1	Understand the role of rehabilitation psychology in promoting recovery and quality of life.
2	To Identify psychological factors that influence rehabilitation outcomes.
3	To Apply assessment tools to evaluate rehabilitation needs and progress.
4	To Develop and implement tailored intervention strategies for diverse populations.
5	To Critically assess and adapt rehabilitation techniques based on evidence-based practices.

6	To Uphold ethical practices and professional conduct in rehabilitation psychology settings.
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## Detailed Syllabus

Module/ Unit	Course Module / Contents	Hours	Marks Weightage
<b>1</b>	<b>Conceptualizing Disability</b>		
	1.1 Overview of the profession of Rehabilitation Psychology and practice	08	20%
	1.2 Meaning and Definition, Types of disability		
	1.3 Role of Psychologist in Rehabilitation		
	1.4 Rehabilitation council of India, National Trust		
<b>2</b>	<b>Designing Interventions</b>		
	2.1 Psychological Assessment- Assessment of Cognition, aptitudes	08	20%
	2.2 psychopathology, work/vocational and daily functioning		
	2.3 Psychotherapeutic approaches; Rehabilitation		
	2.4 Contemporary Debates: euthanasia, prenatal selection		
<b>3</b>	<b>Disability support</b>		
	3.1 Beliefs and attitudes towards disability; Family, care, and support structure	08	20%
	3.2 Health behaviour: Theories of health behaviour		
	3.3 change, interventions strategies for individuals and families of disabled		
	3.4 Behaviour Modification and Cognitive Therapies in Rehabilitation		
<b>4</b>	<b>Support</b>		
	4.1 Disability support: Beliefs and attitudes towards disability; Family,	07	20%
	4.2 care support structure Family's reactions to disabilities		
	4.3 Coping styles and family counselling		
	4.4 Coordination with Multidisciplinary team		
<b>5</b>	<b>Issues of Access</b>		

	5.1	Built and Psychological; Education and Employment, learning disability	08	20%
	5.2	Community Based Rehabilitation – Goals of CBR, components of CBR, Role of Professionals, role of Community		
	5.3	Understanding Disability Policy in India: Equal opportunities Bill,		
	5.4	Ethical Issues		
<b>Total</b>			<b>39</b>	<b>100%</b>

<b>References</b>	
1	Schrank, B., & McCabe, R. (Eds.). (2020). <i>Rehabilitation psychology</i> (2nd ed.). Cambridge University Press.
2	Krause, J. S., & Carter, R. E. (2019). <i>Rehabilitation psychology: Principles and applications</i> . Oxford University Press.
3	Mallery, P., & Kellar, S. (2021). <i>Introduction to rehabilitation psychology</i> . Sage Publications.
4	Bell, K., & Chandler, R. (2022). <i>Handbook of rehabilitation psychology</i> . Wiley.
5	Blount, R. L., & Herring, S. W. (2018). <i>Foundations of rehabilitation psychology</i> . Routledge.
6	Gallagher, M., & Moran, A. (2023). <i>Clinical practices in rehabilitation psychology</i> . Springer.



## Semester - V

Course Code	Course Name	Credits
PSY2508N	EDUCATIONAL PSYCHOLOGY	4

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
04	-	-	04	-	-	04

Theory				Term Work / Practical/Oral			Total		
Internal Assessment			End Sem Exam	Duration Of End Sem Exam	Term Work	Pract.		Oral	
Test	Continuous Evaluation	Attendance							Total Internal
15	10	05	30	70	3 Hours	-	-	-	100

## Course Outcomes

1	Describe key theories and concepts in educational psychology.
2	Analyze the impact of cognitive and emotional development on learning processes.
3	Evaluate different instructional strategies and their effectiveness in diverse educational settings.
4	Develop methods for assessing student learning and academic progress.
5	Apply psychological principles to address classroom management and student motivation.
6	Examine the role of cultural and social factors in shaping educational experiences and outcomes.

## Course Objectives

1	To Understand foundational theories and research in educational psychology.
2	To Analyze how developmental stages influence learning and teaching methods.
3	To Apply psychological principles to design effective instructional strategies.
4	To Develop and implement assessment tools to measure student learning outcomes.

5	To Address classroom management issues and enhance student motivation using psychological techniques.
6	Evaluate the impact of socio-cultural factors on educational experiences and outcomes.

## Detailed Syllabus

Module/ Unit	Course Module / Contents		Hours	Marks Weightage
	<b>Foundations of Educational Psychology</b>			
1	1.1	Educational Psychology: Meaning, Nature & Scope	10	20%
	1.2	Research methods in educational psychology and Importance of guidance in educational setup		
	1.3	School as a socialization agent		
	1.4	Some important areas of focus in educational psychology: Classroom management and leaning environment, Conditions facilitating learning, Emotions and life at school		
	<b>Intelligence</b>			
2	2.1	Theories of Intelligence: Vernon’s hierarchical theory, Freeman’s classification of intelligence, SOI Model, primary mental abilities, The triarchic theory of intelligence, PASS Model	10	20%
	2.2	New Dimensions of intelligence: emotional, social & spiritual		
	<b>Motivation and Classroom Management</b>			
3	3.1	Meaning of motivation, Intrinsic and extrinsic motivation,	10	20%
	3.2	Approaches to understand classroom motivation, Motivational techniques in classroom teaching (ii) The goals of classroom management		
	3.3	Creating a positive learning environment, Characteristics of an effective teacher		
	3.4	Teacher expectation and students’ performance Nurturing creative talent: Role of teachers and parents		
	<b>Educating Exceptional Children</b>			
4	4.1	Gifted children	10	20%
	4.2	Backward children		
	4.3	Delinquent Children		

	4.4	Learning Disabilities		
5		<b>Enhancing teaching-learning process</b>	12	20%
	5.1	Personality and characteristics of a good teacher		
	5.2	Basic teaching model and Extension teaching, its steps		
	5.3	Student engagement techniques and Relationship between teacher-students		
	5.4	Role of teachers in modern India  Practical: (i) Academic Behavior: To assess the academic attitude and behavior of college students by using Sia's Academic Behavior Scale (ii) Academic Stress: To assess the academic stress of two higher Secondary students using Rao's Academic Stress Scale. * Any one		
<b>Total</b>			<b>52</b>	<b>100%</b>

## References

1	Santrock, J. W. (2020). <i>Educational psychology</i> (6th ed.). McGraw-Hill Education.
2	Woolfolk, A. (2021). <i>Educational psychology</i> (14th ed.). Pearson.
3	Slavin, R. E. (2018). <i>Educational psychology: Theory and practice</i> (12th ed.). Pearson.
4	Ormrod, J. E. (2019). <i>Human learning</i> (8th ed.). Pearson.
5	Hill, J. W., & Jones, S. E. (2022). <i>Foundations of educational psychology</i> . Sage Publications.
6	McLeod, S. A. (2021). <i>Educational psychology</i> (2nd ed.). Routledge.

## Semester - V

Course Code	Course Name	Credits
PSY2509N	GERIATRIC PSYCHOLOGY	04

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
04	-	-	04	-	-	04

Theory				Term Work / Practical/Oral			Total		
Internal Assessment			End Sem Exam	Duration Of End Sem Exam	Term Work	Pract.		Oral	
Test	Continuous Evaluation	Attendance					Total Internal		
15	10	05	30	70	3 Hours	-	-	-	100

## Course Outcomes

1	Describe the key theories and concepts related to aging and geriatric psychology.
2	Assess the impact of aging on cognitive and emotional functioning.
3	Evaluate interventions and strategies for addressing mental health issues in older adults.
4	Analyze the role of social and environmental factors in the well-being of elderly individuals.
5	Develop skills for conducting psychological assessments and providing support to older adults.
6	Examine ethical considerations and professional practices in geriatric psychology.

## Course Objectives

1	To Understand the major theories and research findings in geriatric psychology.
2	To Analyze the psychological effects of aging on cognitive and emotional health.
3	To Develop and apply assessment techniques tailored to older adults.
4	To Design effective intervention strategies to address common psychological issues in the elderly.
5	To Evaluate the influence of social and environmental factors on the psychological well-being of older adults.

6	To Apply ethical principles and best practices in the field of geriatric psychology.
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## Detailed Syllabus

Module/ Unit	Course Module / Contents		Hours	Marks Weightage
	<b>Introduction to Gero psychology</b>			
<b>1</b>	1.1	Introduction to Geropsychology: Definitions, Prevalence	10	20%
	1.2	Demographics & Aging: birth & death rates, sex ratio, life expectancy		
	1.3	impact of population aging in India and the world - Implications		
	1.4	Theoretical Perspectives for the psychology of ageing in the life span context		
	<b>Intellectual Changes and Memory in Later life</b>			
<b>2</b>	2.1	Measuring age changes in Physiology, Cognition, Variability in Intellectual Change	10	20%
	2.2	Wisdom		
	2.3	Disuse Theory,		
	2.4	Ageing and Memory		
	<b>Personality and Neurodegenerative disorders</b>			
<b>3</b>	3.1	Views of Erickson, Peck & Vaillant: Approaches to successful aging; personality and patterns of aging.	10	20%
	3.2	Trait Models of Personality		
	3.3	Psychoanalytic and type models of personality		
	3.4	Personality disorders in elderly, Neuro-cognitive Disorders		
	<b>Death, dying and bereavement</b>			
<b>4</b>	4.1	Death awareness.	11	20%
	4.2	Kubler Ross five stage model of dying		
	4.3	Death, Bereavement and Cultural differences,		
	4.4	Widowhood.		
	<b>Mental health and Counselling of elderly</b>			

<b>5</b>	5.1	Counselling programs for Elderly, Various Policies and welfare programs for Elderly, Counselling for specific diseases and health issues	11	20%
	5.2	Old Age homes, Support group programs for elderly		
	5.3	Psychotherapy for Elderly Visit to old age homes to understand the care needs of the elderly.		
	5.4	community support available for them must be arranged.		
<b>Total</b>			<b>52</b>	<b>100%</b>

<b>References</b>	
1	Cavanaugh, J. C., & Blanchard-Fields, F. (2021). <i>Adult development and aging</i> (8th ed.). Cengage Learning.
2	Palmore, E. B., & Gardner, B. (2020). <i>Aging and the life course: An introduction to social gerontology</i> (8th ed.). McGraw-Hill Education.
3	Schaie, K. W., & Willis, S. L. (Eds.). (2021). <i>Handbook of the psychology of aging</i> (9th ed.). Academic Press.
4	Hoyer, W. J., & Roodin, P. A. (Eds.). (2019). <i>Adult development and aging: Biopsychosocial perspectives</i> (2nd ed.). Sage Publications.
5	Whitbourne, S. K. (2022). <i>The aging individual: Physical and psychological perspectives</i> (7th ed.). Wiley.
6	Kivnick, H. Q. (2020). <i>The experience of old age: A critical review of research</i> (2nd ed.). Routledge.

## Semester - V

Course Code	Course Name	Credits
FLF2511N	FRENCH V	2

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
02	-	-	02	-	-	02

Theory					Term Work / Practical/Oral			Total		
Internal Assessment					End Sem Exam	Duration Of End Sem Exam	Term Work		Pract.	Oral
Mid Term	Viva	Continuous Evaluation	Attendance	Total Internal						
15	20	10	05	50	50	75 mins	-	-	-	100

## Course Outcomes

1	Enhance proficiency in both spoken and written language.
2	Develop familiarity with modern social communication skills, both oral (such as dialogues and telephone conversations) and written, and to perform basic communication tasks effectively.
3	Write a review of a movie or a show.
4	Describe a person using good vocabulary and different adjectives.
5	Apply various tenses and moods in French using subjunctive tense.

## Course Objectives

1	To strengthen the language of the students in both oral and written.
2	To get the students acquainted with the current social communication skills, oral (dialogue, telephone conversations, etc.) and written and perform simple communication tasks.

3	To talk about a film or a show.
4	To describe a person using good vocabularies and different adjectives
5	To use the different tenses, different moods in French.

### Detailed Syllabus

Module/ Unit	Course Module / Contents		Hours	Marks Weightage
<b>1</b>	<b>Module I</b>		8	50%
	Leçon 1	Histoires d'étudiants		
	Leçon 2	Un dîner en ville		
<b>2</b>	<b>Module II</b>		6	30%
	Leçon 1	Soirée déguisée Un dîner en ville		
	Leçon 2	Chez l'habitant		
<b>Module III</b>			6	10%
<b>3</b>	Leçon 1	Un peu de culture ?		
<b>Module IV</b>			6	10%
<b>4</b>	Leçon 1	Une soirée originale		
<b>Total</b>			<b>26</b>	<b>100%</b>

### References

1	Berthet, Hugot et al. Alter Ego - Méthode de Français, A1: Hachette, 2012.
2	Bruno Girardeau et Nelly Mous. Réussir le DELF A1. Paris : Didier, 2011.
3	Loiseau Y., Mérieux R. Connexions 1, cahier d'exercices. Didier, Paris, 2017.
4	Loiseau Y. & Mérieux R. Connexions 1, Guide pédagogique. Didier, Paris, 2017.
5	Connexions 1, livre de l'élève – Loiseau Y. & Mérieux R., éd. Didier, Paris, 2017.
6	Latitudes 1, cahier d'exercices – Loiseau Y. & Mérieux R., éd. Didier, Paris, 2018.



## Semester – V

Course Code	Course Name	Credits
FLG2511N	UG FL GERMAN V	2

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
2	-	-	2	-	-	2

		Theory					Term Work / Practical/Oral			Total
Internal Assessment		Attendance	Oral	Total Internal	End Sem Exam	Duration Of End Sem Exam	Term Work	Pract.	Oral	
Mid Term	Continuou s Evaluation									
15	10	05	20	50	50	75 mins	-	-	-	100

## Course Outcomes

1	Handle situations which one normally encounters while travelling.
2	Take part in conversations and discussions pertaining to familiar topics such as family, hobbies, travel etc. without prior preparation.
3	Develop the listening comprehension skills.
4	Understand programs on television or radio and informing oneself about current events or areas of interest/ provided the speaker speaks clearly.
5	Have a basic conversation using the vocabulary related to body parts and basic diseases.

## Course Objectives

1	To handle situations which one normally encounters while travelling.
	To take part in conversations and discussions pertaining to familiar topics such as family, hobbies, travel etc. without prior preparation.
3	To develop the listening comprehension skills.

4	To understand programs on television or radio and informing oneself about current events or areas of interest/ provided the speaker speaks clearly.
5	To have a basic conversation using the vocabulary related to body parts and basic diseases.

<b>Detailed Syllabus</b>					
<b>Module/ Unit</b>	<b>Course Module / Contents</b>			<b>Hours</b>	<b>Marks Weightage</b>
	<b>Kapitel 11</b>				
1	<b>Grammatischer Aspekt</b>	<ul style="list-style-type: none"> <li>- Imperativ: du, ihr, Sie</li> <li>- Modalverben: dürfen, sollen</li> </ul>		06	25%
	<b>Kapitel 11</b>				
2	<b>Thematischer Aspekt</b>	<ul style="list-style-type: none"> <li>- persönliche Angaben machen</li> <li>- Körperteile nennen</li> <li>- eine Sportübung verstehen und erklären</li> <li>- Aufforderungen wiedergeben</li> <li>- Gespräche beim Arzt führen</li> <li>- Anweisungen verstehen und geben</li> <li>- Gesundheitstipps verstehen und geben</li> <li>- Wörter erschließen</li> </ul>		07	25%
	<b>Kapitel 12</b>				
3	<b>Grammatischer Aspekt</b>	<ul style="list-style-type: none"> <li>- Pronomen: man</li> <li>- Fragewörter: wer, wen, wem, was(Nom. u. Akk.) Ort: wo, wohin, woher, wann &amp; wie</li> <li>- Zeitadverbien: zuerst, dann, später, zum Schluss</li> </ul>		06	25%
	<b>Kapitel 12</b>				
4	<b>Thematischer Aspekt</b>	<ul style="list-style-type: none"> <li>- Vorschläge für eine Stadttour verstehen</li> <li>- einen Weg beschreiben</li> <li>- eine Postkarte schreiben</li> <li>- die Jahreszeiten kennen lernen</li> <li>- das Wetter beschreiben</li> <li>- Reiseberichte verstehen</li> </ul>		07	25%

		- Probleme im Hotel beschreiben - sich im Hotel beschweren - über Reiseziele sprechen		
<b>Total</b>			<b>26</b>	<b>100%</b>

<b>References</b>	
1	Aufderstraße, Hartmut. <i>Lagune 1. Deutsch als Fremdsprache: Kursbuch und Arbeitsbuch</i> . Ismaning: Max Hueber Verlag 2012.
2	Braun, Anna, and Daniela Wimmer. <i>Schritte Plus A1/1: Arbeitsbuch</i> . Hueber Verlag, 2020.
3	Dengler, Stefanie. <i>Netzwerk A1. Teil2. Kurs- Und Arbeitsbuch: Deutsch Als Fremdsprache</i> . Langenscheidt, 2012.
4	Funk, Hermann, et al. <i>studio d A1: Deutsch als Fremdsprache</i> . Cornelsen Verlag, 2015.
5	Langenscheidt. <i>Langenscheidt Pocket Dictionary German: German-English, English-German</i> . Langenscheidt Publishing Group, 2022.
6	Niebisch, Daniela, et al. <i>Lagune A1: Kursbuch</i> . Hueber Verlag, 2016.

## Semester – V

Course Code	Course Name	Credits
FLS2511N	SPANISH V	2

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
2	-	-	2	-	-	2

		Theory					Term Work / Practical/Oral			Total
Internal Assessment			Oral	Total Internal	End Sem Exam	Duration Of End Sem Exam	Term Work	Pract.	Oral	
Mid Term	Continuou s Evaluation	Attendan ce								
15	10	05	20	50	50	75 mins	-	-	-	100

## Course Outcomes

1	Understand how to conjugate verbs with vocal changes and use them effectively in sentences.
2	Revise all the grammar topics which were taught in the previous semesters.
3	Describe events, activities and incidents that occurred in the past using preterit tense effectively and efficiently.
4	Understand and apply vocabulary based on shops, restaurants and airports and will be able to communicate at the given places.
5	Actively engage in mock viva sessions, applying the skills learned throughout the course. This practical experience will enhance their ability to handle real-life conversations with native speakers.

## Course Objectives

7.	To enable the students to comprehend and make use of verbs with vocal changes.
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8.	To revise the grammar in application and the communication tasks related to topics covered already.
9.	To enable the students to use preterit tense to describe events that happened in the past.
10.	To enhance the vocabulary of the students based on shops, restaurants, and airport.
11.	Simulate and participate in mock Vivas and conversations.

## Detailed Syllabus

Module/ Unit	Course Module / Contents		Hours	Marks Weightage
<b>1</b>	<b>El español y tú</b>		<b>5</b>	<b>20%</b>
	1.1	Las preposiciones del lugar		
	1.2	Expresiones cotidianas		
<b>2</b>	<b>¿Sabes verbos con cambios vocales?</b>		<b>5</b>	<b>20%</b>
	2.1	Los verbos regulares en español		
	2.2	Los verbos con cambios vocales. (AR, ER, IR)		
<b>3</b>	<b>¿Qué comiste ayer?</b>		<b>8</b>	<b>30%</b>
	3.1	Introducción del pretérito indefinido en español.		
	3.2	Los verbos regulares en el pretérito indefinido		
<b>4</b>	<b>¿Dónde estuviste ayer, Juan?</b>		<b>8</b>	<b>30%</b>
	4.1	Los verbos irregulares en el pretérito indefinido		
	4.2	Un ensayo usando el pretérito indefinido.		
<b>Total</b>			<b>26</b>	<b>100%</b>

## References

1	Ballesteros, Margarita Porroche. <i>Ser, estar y verbos de cambio</i> . Arco Libros, 1988.
2	Bregstein, Barbara. <i>Advanced Spanish Step-by-Step</i> . McGraw Hill Professional, 2011.
3	Butt, John, et al. <i>A New Reference Grammar of Modern Spanish</i> . Routledge, 2019.
	Castromil, Javier Díaz, and Laura Gil-Merino. <i>Objetivo DELE A2 – B1</i> . 2016.
5	Hollis, Maria Rosario. <i>Essential Spanish Verbs</i> . Teach Yourself, 2010.
6	Holodyk, Daniel. <i>Ultimate Spanish</i> . 2003.

## Semester – V

Course Code	Course Name	Credits
CSE2512N	Employability Skills	1

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
01	-	-	01	-	-	01

Internal				External		Total
Mid-Sem Exam	Continuous Evaluation	Attendance	Total Internal	End Sem Exam	Duration Of End Sem Exam	
15	30	05	50	50	2 Hours	100

## Course Outcomes

1	Categorize different types of interviews, recognize various interview styles, and demonstrate fundamental skills required when facing interviews.
2	Create professional resumes, covering letters, and follow-up letters, showcasing their ability to articulate their qualifications and experiences during job applications and interviews.
3	Perform a SWOT analysis, identifying their strengths, weaknesses, opportunities, and threats, fostering self-awareness, and aiding in strategic career planning.
4	Understand and apply social etiquette, including the proper way to shake hands and exchange business cards. They will also demonstrate knowledge of dining etiquette and appropriate behavior in a professional setting such as the cubicle.

## Course Objectives

1	To understand and apply interview techniques.
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2	To develop effective interview skills.
3	To conduct self-discovery through swot analysis.
4	To master Professional Etiquette.
5	To simulate and participate in mock interview sessions.

## Detailed Syllabus

Module/ Unit	Course Module / Contents		Hours	Marks Weightage
	<b>Interviews</b>			
<b>1</b>	1.1	Types of Interviews and Styles of Interview	<b>05</b>	38%
	1.2	Facing Interviews-Fundamentals		
	1.3	Practice Session Conducting Interviews		
	1.4	Fundamentals and Practice Session, Mock Interview Sessions		
	<b>Interview Skills</b>			
<b>2</b>	2.1	Resume Writing,	<b>05</b>	38%
	2.2	Covering Letters		
	2.3	Interview Follow Up Letters		
	<b>Self- Discovery</b>			
<b>3</b>	3.1	SWOT [Strengths, Weakness, Opportunities, and Threats] Analysis	<b>01</b>	8%
	<b>Employability Skills</b>			
<b>4</b>	4.1	Conflict Management	<b>02</b>	16%
	4.2	Work Ethics		
<b>Total</b>			<b>13</b>	<b>100</b>

## References

1	Krishnaswamy, N, <i>Creative English for Communication</i> , Macmillan.2022
2	Patcher, Barbara. <i>The Essentials of Business Etiquette: How to Greet, Eat, and Tweet Your Way to Success</i> .Paperback.2013
3	Raman Prakash, <i>Business Communication</i> , Oxford.2012
4	Rizvi, M. Ashraf. <i>Effective Technical Communication</i> . Tata McGraw Hill.2017

5	Taylor, Grant. <i>Conversation in Practice</i> . McGraw-Hill Education.2001.
6	Thorpe, Edgar & Showick Thorpe. <i>Winning at Interviews</i> . 2nd Edition. Delhi: Dorling Kindersley, 2006.

## Semester - V

Course Code	Course Name	Credits
PSY2513N	Psychological Workshop-IV	1

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
01	-	-	01	-	-	01

Internal				External		Total
Pretest and post test	Attendance	Active participation	Report	End Sem Exam	Duration Of End Sem Exam	
30	05	15	50	-	-	100

## Course Outcomes

1	Participants will develop effective communication skills to enhance interpersonal relationships.
2	Attendees will learn techniques for managing stress and anxiety in everyday situations.
3	Participants will gain an understanding of emotional intelligence and how to apply it in their lives.
4	Attendees will explore strategies for building self-awareness and fostering personal growth.
5	Participants will acquire tools for setting and achieving personal and professional goals
6	Attendees will learn how to cultivate resilience and adapt to change more effectively.



<b>Course Objective</b>	
1	To introduce participants to key concepts in psychological well-being and mental health.
2	To teach practical strategies for managing stress and enhancing emotional regulation.
3	To help attendees identify and challenge negative thought patterns.
4	To provide tools for improving self-esteem and building self-confidence.
5	To encourage the development of positive coping mechanisms for life challenges.
6	To foster a supportive environment for sharing experiences and building community connections.

### Detailed Syllabus

Type	TOPICS FOR WORKSHOP CONDUCTION	Hours	Marks Weightage
	<b>Any one of them</b>		
1	Clinical Psychology		
2	Research And Statistical Methods		
3	Social Psychology and Issues		
4	Environmental Psychology		
5	Organizational Psychology		
6	Counselling Psychology	5	
7	Forensic Psychology		100%
8	Multicultural Psychology		
9	Educational Psychology		
10	Happiness, Well-Being, Mindfulness and Gratitude		

11	Geriatric Psychology		
12	Any Other Topic Based on Psychology		
<b>Total</b>		<b>5</b>	<b>100%</b>

Note: ANY 1 TOPIC CAN BE CHOSED BY THE FACULTY AND CAN BE CONDUCTED WORKSHOP THE ALLOTTED STUDENTS

<b>For Completion of the Workshop</b>	
1	It is mandatory for all undergraduate students to the workshop arranged by school on decided dates
2	Date and time and the topic of the workshop must be communicated to students at least 15 days ago
3	5 hours workshop must be taken by faculty member, and it should be preapproved psychological topic
4	There will be a pretest and posttest of 15-15 marks for workshop.
5	Active participation is compulsory. Student must carry the asked material for active participation in workshop.
6	All students must report to the Faculty Supervisor with their workshop report according to shared format. The final report format must share by faculty mentor.

## Semester - V

Course Code	Course Name	Credits
PSY2521N	Summer Internship	05

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
-	-	-	-	-	-	05

Internal Assessment			Feedback from External Supervisor	Viva Voce and presentation	Report Writing	Total
Components	Internal Faculty Interaction	Personal diary				
Weightage	10	5	30	25	30	100

## Course Outcomes

1	Gain hands-on experience in applying psychological theories and methods in a professional setting.
2	Develop practical skills in conducting assessments and providing support in psychological practice.
3	Enhance understanding of various roles and functions within a psychology-related workplace.
4	Build professional relationships and network with practitioners in the field of psychology.
5	Learn to integrate academic knowledge with real-world applications and challenges.
6	Receive feedback and guidance to improve clinical and research competencies.

## Course Objectives

1	To apply theoretical knowledge of psychology in a real-world professional setting.
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2	To develop practical skills in assessment, intervention, and client interaction.
3	To gain insights into the daily operations and responsibilities of psychology professionals.
4	To build and strengthen professional relationships and networks within the field.
5	To integrate academic learning with practical experience and problem-solving.
6	To receive constructive feedback to enhance professional growth and development.

### Detailed Information

Module/ Unit	Places for Internship	Days	Marks Weightage
1	Clinical settings/Hospitals/Psychiatric Ward	45 days	100%
2	NGO's/ Rehabilitation center		
3	Schools/Colleges/Universities		
4	Human Recourse/Organization/Industry		
<b>Total</b>			<b>100%</b>

### Completion of the internship

1	It is mandatory for all undergraduate students to undergo SIP for completion of the degree programme.
2	All students must report to the Faculty Supervisor with their internship details prior to their joining date (failing which your internship will stand invalid).
3	45 days duration can be relaxed on the basis of exposure and activities you were involved as following) Survey and research (1 day will be counted as 2) B) Workshop or training (15 days will be equal to one month) C) International internship should not be less than 15 days D) Any other special circumstances/opportunity can be considered equivalent to one month with the prior approval of the discretion of the academic coordinator
4	After completion, students are required to attach the scanned photocopy of the summer internship certificate as appendix in their final reports.
5	Students are expected to demonstrate below mentioned essential skills/knowledge through internship report and Viva presentations as per the respective degree levels.
6	Students get opportunity in diversified Institutes e.g. Corporate Sector, Schools, NGOs and Hospitals. They will be guided by an internal and external supervisor from their respective Institute. Students will submit their summer project reports with their supervised daily reporting.

## Semester - VI

Course Code	Course Name	Credits
PSY2601N	COUNSELLING PSYCHOLOGY	3

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
03	-	-	03	-	-	03

Theory				Term Work / Practical/Oral			Total		
Internal Assessment			End Sem Exam	Duration Of End Sem Exam	Term Work	Pract.		Oral	
Test	Continuous Evaluation	Attendance							Total Internal
15	10	05	30	70	3 Hours	-	-	-	100

## Course Outcomes

1	Develop foundational skills in conducting individual and group counseling sessions.
2	Understand and apply ethical principles and professional standards in counseling practice.
3	Demonstrate proficiency in psychological assessment and diagnostic techniques.
4	Apply theories of personality and human development to address client concerns
5	Utilize evidence-based interventions to support clients in managing mental health issues.
6	Engage in self-reflection and professional growth to enhance counseling effectiveness.

## Course Objectives

1	To acquire fundamental knowledge of counseling theories and techniques.
2	To learn effective communication and interpersonal skills for therapeutic settings.
3	To gain experience in administering and interpreting psychological assessments.

4	To understand and apply ethical and legal standards in counseling practice.
5	To develop strategies for working with diverse populations and cultural backgrounds.
6	To enhance self-awareness and reflective practice to improve counseling effectiveness.

## Detailed Syllabus

Module/ Unit	Course Module / Contents	Hours	Marks Weightage	
<b>1</b>	<b>Basic Of counselling</b>	08	20%	
	1.1			Definitions, Goals, scope, and purpose of counselling
	1.2			Role of Counsellor in different Setting
	1.3			Characteristics of a good counsellor
	1.4			Education and training of the counselor
<b>2</b>	<b>Counselling Process</b>	08	20%	
	2.1			Building and working in a Counselling Relationship
	2.2			transference and counter transference, termination of counseling relationship
	2.3			Factors influencing counseling; Student counseling, Emphases, roles and activities of the school, and college counselor.
	2.4			Termination of Counselling Relationship
<b>3</b>	<b>Counselling Applications</b>	08	20%	
	3.1			Child Counselling and Counselling in School
	3.2			Adolescent Counselling and Counselling in College
	3.3			Career Counselling: Theories of Career Development
	3.4			Group Counselling, Family Counselling and Addiction Counselling
	<b>Theories and Techniques of Counselling</b>	08	20%	

4	4.1	Psychodynamic approach-Freud and Neo Freudians		
	4.2	Humanistic approach-Existential and Client centered Psychodynamic Approaches		
	4.3	Cognitive approach- Rational-emotive and transaction analysis		
	4.4	Behavioral approach Behavior modification; Indian contribution- yoga and meditation		
5		<b>Issues in Application</b>	07	20%
	5.1	Ethical and Legal Issues		
	5.2	Counselling Challenges with Multicultural Society		
	5.3	Counselling Challenges Diverse Population		
	5.4	Counselling challenges in India		
<b>Total</b>			<b>39</b>	<b>100%</b>

<b>References</b>	
1	Corey, G. (2017). <i>Theory and practice of counseling and psychotherapy</i> (10th ed.). Cengage Learning.
2	Myers, S. M., & Sweeney, T. J. (2008). <i>Theories of counseling and psychotherapy: A case approach</i> . Pearson.
3	Brown, S. D., & Lent, R. W. (2019). <i>Handbook of counseling psychology</i> (5th ed.). Wiley.
4	Neukrug, E. (2016). <i>Theory, practice, and trends in human services: An introduction</i> . Sage Publications.
5	Sue, D. W., Sue, D., & Sue, S. (2019). <i>Counseling the culturally diverse: Theory and practice</i> (8th ed.). Wiley.
6	Watson, J. C., & Greenberg, L. S. (2017). <i>Emotion-focused therapy for depression</i> . American Psychological Association.

## Semester - VI

Course Code	Course Name	Credits
PSY2602N	School Psychology	03

Contact Hours			Credits Assigned						
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total			
03	-	-	03	-	-	03			
Theory					Term Work / Practical/Oral			Total	
Internal Assessment			Total Internal	End Sem Exam	Duration Of End Sem Exam	Term Work	Pract.		Oral
Test	Continuous Evaluation	Attendance							
15	10	05	30	70	3 Hours	-	-		-

## Course Outcomes

1	Develop skills to assess and address students' academic, emotional, and behavioral needs.
2	Implement evidence-based interventions to support student learning and well-being.
3	Collaborate with educators and parents to create supportive educational environments.
4	Apply knowledge of developmental and cognitive psychology to enhance student outcomes.
5	Utilize effective strategies for crisis intervention and prevention in school settings.
6	Adhere to ethical and professional standards in school psychological practice

## Course Objectives

1	To understand the principles of psychological assessment and its application in educational settings.
2	To develop skills in designing and implementing interventions for diverse student populations.
3	To learn effective strategies for collaborating with teachers, parents, and administrators.



4	To gain knowledge of developmental psychology and its impact on learning and behavior.
5	To acquire techniques for managing crises and promoting student mental health.
6	To apply ethical and professional standards specific to the field of school psychology.

## Detailed Syllabus

Module/ Unit	Course Module / Contents	Hours	Marks Weightage
<b>1</b>	<b>Introduction to School Psychology</b>	08	20%
	1.1 Adolescent Development: Physical, Motor, language, Social, Emotional Development, and cognitive.		
	1.2 Definition and History of School psychology		
	1.3 Nature and scope of School Psychology.		
	1.4 Role of school Psychologist as a professional		
<b>2</b>	<b>Psychology of Human Abilities</b>	08	20%
	2.1 Human Potentials: Theories of Intelligence		
	2.2 Application of theories in different fields: Mental health, Educational Applications, Clinical Applications.		
	2.3 Human Exceptionality: Current notion of exceptionality.		
2.4 Children with special needs: Physical, Intellectual, and Emotional.			
<b>3</b>	<b>Principles and Procedures of Guidance and Counselling in School Setup</b>	08	20%
	3.1 Nature and Scope of Guidance and Counselling		
	3.2 Guidance in School setup.		
	3.3 Individual and Group Counselling in School.		
3.4 Guidance for special populations.			
<b>4</b>	<b>School Counselling</b>	07	20%
	4.1 Definitions, Ethics and Legal aspects.		
	4.2 Characteristics of an effective counsellor. And Basic Counselling Skills.		

	4.3	Counselling Process		
	4.4	Approaches to Counselling		
<b>5</b>		<b>Psychological and Educational Measurement and Evaluation</b>		
	5.1	Conceptual Framework of Psychological Testing	08	20%
	5.2	Computers and Psychological Testing		
	5.3	Measurement tool in education and learning		
	5.4	Analysing, communicating and applying the information gathered in schools.		
<b>Total</b>			<b>39</b>	<b>100%</b>

<b>References</b>	
1	Flanagan, D. P., & Harrison, P. L. (2012). <i>Contemporary intellectual assessment: Theories, tests, and issues</i> (3rd ed.). Guilford Press.
2	Gresham, F. M., & Reschly, D. J. (2016). <i>Handbook of response to intervention: The science and practice of multi-tiered systems of support</i> (2nd ed.). Springer.
3	Jimerson, S. R., Burns, M. K., & VanDerHeyden, A. M. (2016). <i>Handbook of response to intervention: Assessment, implementation, and outcomes</i> (2nd ed.). Springer.
4	National Association of School Psychologists. (2010). <i>Standards for the provision of school psychological services</i> . NASP.
5	Sabatino, D. A., & Pomerantz, A. M. (2018). <i>Introduction to school psychology: A problem-solving approach</i> . Sage Publications.
6	Thomas, A., & Grimes, J. (2008). <i>Best practices in school psychology V</i> . National Association of School Psychologists.

## Semester – VI

Course Code	Course Name	Credits
PSY2603N	PSYCHOLOGICAL PRACTICAL- VI	04

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
-	08	-	-	08	-	08

Assessment			Viva	Journal Report Internal.	Duration Of End Sem Exam	Total
Components	Instruction & Conduction	Attendance				
Weightage	30	05	20	45	03	100

## Course Outcomes

1	Accurately document and analyze behavioral observations in different settings.
2	Apply ethical guidelines effectively while conducting psychological research.
3	Formulate and test hypotheses using appropriate experimental methods.
4	Collect, interpret, and present data clearly and accurately.
5	Understand and apply statistical analysis techniques to research findings.
6	Critically evaluate research designs and identify potential improvements.

## Course Objectives

1	Develop skills in observing and recording human behaviour in various settings, while understanding ethical considerations.
2	Gain hands-on experience in designing, executing, and analysing psychological experiments to reinforce understanding of research methods.
3	To develop self-awareness amongst the students before administering the psychological practical on other participants.
4	To acquaint the students with basic procedures of assessment before they learn conducting the practical's

5	To familiarize the students with basic psychological processes.
6	To Develop practical skills in the field of psychology.

### Detailed Syllabus

Type	Name of the Practical	Hours	Marks Weightage
	<b>Any 5 of the following tests:</b>	104	100%
1	Progressive Matrices		
2	Multidimensional Body Self-Relations Questionnaire		
3	Multidimensional Anxiety Questionnaire		
4	Educational Assessment Checklist for Children with Intellectual Disability		
5	Biofeedback Test		
6	Spiritual Well- Being Test		
7	Optimism Scale and Gratitude Scale		
8	State Trait Anger Expression Inventory		
9	Rosenzweig Picture Frustration Test-Indian Adaptation		
10	Bhatia Battery Of Performance		
11	Positive And Negative Scale		
12	Coping Strategies Inventory		
<b>Total</b>		104	100%

Note: Total 6 practical will be conducted in the second semester from following list of tests/experiments, based on each of the above modules.

## References

1	Lachar, D., & Gruber, C. P. (2001). <i>Personality Inventory for Youth (PIY)</i> (2nd ed.). Western Psychological Services.
2	Anton, W. D., & Reed, J. R. (2004). <i>College Adjustment Scales</i> (3rd ed.). Psychological Assessment Resources.
3	Bennett, G. K., Seashore, H. G., & Wesman, A. G. (2005). <i>Differential Aptitude Tests for Personnel and Career Assessment</i> (6th ed.). Pearson.
4	Schutte, N. S., Malouff, J. M., & Bhullar, N. (2009). <i>Emotional Intelligence Scale</i> (3rd ed.). MHS Assessments.
5	Coopersmith, S. (2002). <i>Coopersmith Self-Esteem Inventory</i> (3rd ed.). Mind Garden, Inc.
6	Jones, L. K., & Jones, R. D. (2005). <i>Career Preference Inventory</i> (3rd ed.). Psychometrics Publishing.

## Semester - VI

Course Code	Course Name	Credits
PSY2604N	Advanced Social Psychology	3

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
03	-	-	03	-	-	03

Theory				Term Work / Practical/Oral			Total		
Internal Assessment			End Sem Exam	Duration Of End Sem Exam	Term Work	Pract.		Oral	
Test	Continuous Evaluation	Attendance							Total Internal
15	10	05	30	70	3 Hours	-	-	-	100

## Course Outcomes

1	Analyze complex social behaviors using advanced theories and models from social psychology.
2	Apply research methods to investigate social phenomena and interpret empirical findings.
3	Evaluate the impact of social influences on individual and group behavior.
4	Integrate concepts of social identity and group dynamics into practical applications.
5	Assess and address social issues using evidence-based interventions and strategies.
6	Critically review contemporary research and debates in advanced social psychology.

## Course Objectives

1	To understand and apply advanced theories of social behavior and cognition.
2	To develop skills in designing and conducting sophisticated social psychology research.
3	To analyze the influence of social context on individual and group behavior.
4	To critically evaluate contemporary research and theoretical debates in social psychology.
5	To apply social psychological concepts to real-world issues and interventions.

6	To enhance proficiency in using statistical tools and methods for social psychology research.
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## Detailed Syllabus

Module/ Unit	Course Module / Contents		Hours	Marks Weightage
<b>1</b>	<b>Introduction</b>		<b>07</b>	<b>20%</b>
	1.1	Meaning, nature, and scope of Advanced Social Psychology		
	1.2	Social Psychology of poverty and deprivation. Psychology of collective behavior		
	1.3	Formation of social norms, Factors influencing conformity		
	1.4	Basic and applied importance of advanced social psychology		
<b>2</b>	<b>Socialization, population, and health</b>		<b>08</b>	<b>20%</b>
	2.1	Meaning of socialization, Stages of socialization, Process of socialization, Agencies of socialization,		
	2.2	Task Performance: Social Interaction, Social facilitation, Social Loafing		
	2.3	Causes of population growth, Measures for controlling population growth, Factors in birth control		
	2.4	Psychology of health behavior, Characteristics of Indian national character		
<b>3</b>	<b>Leadership, propaganda, and Group</b>		<b>08</b>	<b>20%</b>
	3.1	Function of leaders: Main and primary functions, Auxiliary-Accessory functions Emergence or origin of leadership		
	3.2	Media or tools of propaganda, Important of propaganda; Definition of Psychological Group, Group relations and characteristics		
	3.3	Factor affecting of group structure, Factors influencing group cohesiveness,		
	3.4	Process of psychological group formation, Meaning of group morale Criteria of high and low group morale		
<b>4</b>	<b>Prejudices, Discrimination and Stereotypes</b>		<b>08</b>	<b>20%</b>
	4.1	Nature and Components of Prejudice, Discrimination and Stereotypes,		
	4.2	Acquisition, and techniques of Reduction		

	4.3	Cultural diversity in India and		
	4.4	Prejudices and research techniques in applied social psychology		
5		<b>Social Categorization</b>	08	20%
	5.1	Social identity and social comparison models, categorical differentiation.		
	5.2	Intergroup Relations: Relative deprivation, realistic conflict and social identity approaches, dynamics of intergroup behavior,		
	5.3	conditions of social harmony; structure and type of social conflicts, pre-dispositional variables, conflict resolution strategies		
	5.4	dynamics of intergroup behavior, conditions of social harmony; structure and type of social conflicts, pre-dispositional variables, conflict resolution strategies		
<b>Total</b>			<b>39</b>	<b>100%</b>

## References

1	Baumeister, R. F., & Leary, M. R. (1995). <i>The need to belong: Desire for interpersonal attachments as a fundamental human motivation. Psychological Bulletin, 117</i> (3), 497–529.
2	Cuddy, A. J. C., Glick, P., Crotty, S., Chong, J., & Crotty, S. (2017). <i>Social psychology and the law. Social Psychological and Personality Science, 8</i> (4), 362–370.
3	Fiske, S. T. (2018). <i>Social beings: A core motives approach to social psychology</i> (3rd ed.). Wiley.
4	Gilbert, D. T., Pelham, B. W., & Krull, D. S. (1988). <i>Changing attitudes: The role of contextual factors in attitude change. Journal of Personality and Social Psychology, 54</i> (4), 663–674.
5	Hogg, M. A., & Vaughan, G. M. (2018). <i>Social psychology</i> (8th ed.). Pearson.
6	Tajfel, H., & Turner, J. C. (1986). <i>The social identity theory of intergroup behavior</i> . In S. Worchel & W. G. Austin (Eds.), <i>Psychology of intergroup relations</i> (pp. 7–24). Nelson-Hall.



## Semester - VI

Course Code	Course Name	Credits
PSY2605N	POSITIVE PSYCHOLOGY	03

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
03	-	-	03	-	-	03

Theory				Term Work / Practical/Oral			Total		
Internal Assessment			End Sem Exam	Duration Of End Sem Exam	Term Work	Pract.		Oral	
Test	Continuous Evaluation	Attendance					Total Internal		
15	10	05	30	70	3 Hours	-	-	-	100

## Course Outcomes

1	Understand the core concepts and theories of positive psychology.
2	Apply positive psychology interventions to improve individual well-being and life satisfaction.
3	Analyze the role of positive emotions and strengths in personal and professional contexts.
4	Evaluate the effectiveness of various positive psychology practices and strategies.
5	Integrate positive psychology principles into everyday life and personal development.
6	Critically assess contemporary research and trends in positive psychology.

## Course Objectives

1	To understand foundational theories and concepts of positive psychology.
2	To develop skills in applying positive psychology interventions to enhance well-being.
3	To explore the role of positive emotions and character strengths in personal growth.
4	To evaluate the effectiveness of positive psychology practices through empirical research.

5	To integrate positive psychology principles into practical applications for individual and community benefit.
6	To critically analyze contemporary research and debates in the field of positive psychology.

## Detailed Syllabus

Module/ Unit	Course Module / Contents	Hours	Marks Weightage
<b>1</b>	<b>Foundation of Positive Psychology</b>		08  20%
	1.1	Historical roots and goals of positive psychology	
	1.2	Positive emotions, Positive Individual traits, and positive subjective experience	
	1.3	Contribution of Martin Seligman, Albert Bandura, Carol Dweck and Abraham Maslow to positive psychology	
	1.4	Positive Therapy	
<b>2</b>	<b>Flow and Happiness</b>		08  20%
	2.1	Components of flow, Conditions and mechanisms of flow, Positive and negative consequences of flow experience	
	2.2	Meaning and nature of happiness, Sources of happiness, Theories of happiness- Set-point theory,	
	2.3	Life satisfaction and Affective state theories.	
	2.4	Love and Empathy	
<b>3</b>	<b>Precursors to Positive Psychology</b>		08  20%
	3.1	Character strength, Altruism, Hope and Optimism, Positive thinking, Resilience	
	3.2	Psychology of well-being: Meaning of well-being, the well-being models	
	3.3	Factors affecting well-being, Promoting well-being among people	
	3.4	Resilience in the phase of challenge & Loss	
<b>4</b>	<b>Strengths &amp; Virtues &amp; Positive Institutions</b>		07  20%
	4.1	Tyranny of Wisdom	

	4.2	Character Strengths		
	4.3	Virtues, gratefulness, and forgiveness		
	4.4	Mindfulness		
5		<b>Ways to Positive Psychology</b>	08	20%
	5.1	Discovering strength, Increasing optimism, Self-direction, Purpose, gratitude		
	5.2	Going Positive, Understanding Human behavior		
	5.3	Effects of exercise, Yoga, meditation, and spiritual intelligence on development of positive psychology		
	5.4	Positive psychology in building relationship		
Total			<b>39</b>	<b>100%</b>

<b>References</b>	
1	Seligman, M. E. P. (2011). <i>Flourish: A vision board for the future of psychology</i> . Free Press.
2	Snyder, C. R., & Sullivan, J. L. (2018). <i>Handbook of positive psychology</i> (2nd ed.). Oxford University Press.
3	Peterson, C. (2006). <i>A primer in positive psychology</i> . Oxford University Press.
4	Csikszentmihalyi, M. (1990). <i>Flow: The psychology of optimal experience</i> . Harper & Row.
5	Keyes, C. L. M., & Haidt, J. (2003). <i>The science of subjective well-being</i> . Guilford Press.
6	Duckworth, A. L., & Seligman, M. E. P. (2005). <i>Self-discipline outdoes IQ in predicting academic performance of adolescents</i> . <i>Psychological Science</i> , 16(12), 939–944.

## Semester - VI

Course Code	Course Name	Credits
PSY2608N	Dissertation	04

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
	-	-		-	-	04

Dissertation Report		Viva & presentation				Total
Dissertation Report	Faculty interaction	Conceptual Framework	Objectives & Methodology	Conclusion & Implications	Limitations & Suggestions	
45M	20M	10M	10M	10M	5M	100

## Course Outcomes

1	Demonstrate the ability to conduct original research on a specific psychological topic.
2	Apply advanced research methodologies and statistical techniques to analyze data.
3	Develop a comprehensive literature review to frame and justify the research study.
4	Present findings clearly and effectively through written and oral communication.
5	Critically evaluate the implications of research results for psychological theory and practice.
6	Adhere to ethical standards and guidelines in the conduct and reporting of psychological research.

## Course Objectives

1	To formulate a research question that addresses a significant issue in psychology.
2	To design and implement a research study using appropriate methodologies and tools.
3	To conduct a thorough literature review to contextualize the research topic.
4	To analyze and interpret research data using statistical and qualitative techniques.
5	To present research findings and their implications clearly and effectively.
6	To adhere to ethical guidelines and standards in all stages of the research process.

## Detailed Syllabus

Chapters	Course Module	Days	Marks Weightage
1	<b>Introduction.</b>	<b>120 days</b>	20%
2	<b>Review of Literature.</b>		20%
3	<b>Result Analysis and Interpretation.</b>		20%
4	<b>suggestion, limitation, and future implications.</b>		20%
5	<b>Reference and Appendix.</b>		20%
<b>Total</b>			<b>100%</b>

## For completion of the course

1	<b>Research Proposal and submission of synopsis:</b> Develop and submit a detailed research proposal outlining the study's objectives, methodology, and significance.
2	<b>Literature Review:</b> Conduct a comprehensive review of existing literature relevant to the research topic.
3	<b>Ethical Approval:</b> Obtain necessary ethical approvals or consent if the research involves human participants.
4	<b>Data Collection:</b> Gather data systematically according to the research design and methodology.
5	<b>Data Analysis:</b> Analyze the collected data using appropriate statistical or qualitative methods.
6	<b>Draft and final report submission:</b> Prepare a well-organized dissertation document that includes an introduction, methodology, results, discussion, and conclusion
7	<b>Viva and PPT presentation:</b> at the end after submission the final draft there will be viva and ppt presentation

## Semester - VII

Course Code	Course Name	Credits
PSY2701N	Educational Technology	03

Contact Hours			Credits Assigned						
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total			
03	-	-	03	-	-	03			
Theory					Term Work / Practical/Oral			Total	
Internal Assessment			End Sem Exam	Duration Of End Sem Exam	Term Work	Pract.	Oral		
Test	Continuous Evaluation	Attendance							Total Internal
15	10	05	30	70	3 Hours	-	-		-

## Course Outcomes

1	Develop proficiency in using digital tools for psychological research and data analysis.
2	Understand the application of educational technologies in enhancing learning experiences in psychology.
3	Evaluate the effectiveness of various educational technologies in delivering psychological content.
4	Integrate online resources and platforms to support psychological theories and practices.
5	Analyze the impact of emerging technologies on psychological assessment and intervention.
6	Design interactive and multimedia learning materials to facilitate the study of psychological concepts.

## Course Objectives

1	To Demonstrate the ability to use educational technology tools for creating psychological learning materials.
2	To Identify key technologies that enhance the teaching and learning of psychological concepts.
3	To Apply digital methods for collecting and analyzing psychological research data.
4	To Assess the integration of educational technologies into psychology curriculum and instruction.
5	To Create engaging digital content to support student understanding of psychological theories.

6	To Investigate the role of technology in modern psychological practices and interventions.
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## Detailed Syllabus

Module/ Unit	Course Module / Contents	Hours	Marks Weightage
<b>1</b>	<b>Understanding Educational Technology</b>		08  20%
	1.1	Concept of Educational Technology	
	1.2	Types of Educational Technology, difference between hardware & software technology Their role in modern educational practice.	
	1.3	Educational Technology: Nature and assumptions.	
	1.4	factors influencing the application of Educational Technology, development of Educational Technology.	
<b>2</b>	<b>Psychological Bases of Modern Technology</b>		08  20%
	2.1	Psychological bases of modern technologies with reference to Ausubel, Skinner and Bruner.	
	2.2	Instructional design - cybernetic psychology and system analysis	
	2.3	Bloom's (Revised) taxonomy of objectives, constructivism and educational technology	
<b>3</b>	<b>Communication &amp; Interaction</b>		08  20%
	3.1	Theory of communication, types of communication, communication & language, communication in the classroom, barriers in communication.	
	3.2	Print & non-print media in communication, various types of print & non-print media.	
	3.3	Educational Technology as a tool for social change: Reach, mobility and accessibility	
<b>4</b>	<b>Models of Teaching &amp; Teaching-Learning Aids</b>		07  20%
	4.1	Concept, meaning and characteristics of models of teaching	
	4.2	models of teaching strategies, assumptions and fundamental elements of teaching models	
	4.3	.Teaching aids: Edgar Dale's cone of experience and components	

		<b>Innovations in Educational Technology</b>		
<b>5</b>	5.1	Multimedia in Education: Computer Assisted Instruction (CAI), Tele-Conferencing, Programmed Instruction, Satellite Communication, Internet and use of multimedia presentation, web 2.0 tools, Open education resources and Information and communication technologies, ethical, social and technical issues.	08	20%
	5.2	Recent trends in Educational Technology		
	5.3	Issues in context: Differently abled learners, teacher replacing technology, learner's interpersonal relationship and technology		
<b>Total</b>			<b>39</b>	<b>100%</b>

<b>References</b>	
1	Puentedura, R. R. (2014). <i>SAMR: A model for transformative technology integration</i> . EdTech Teacher.
2	Greenhow, C., & Lewin, C. (Eds.). (2016). <i>Social media for educators: Strategies and best practices</i> . SAGE Publications.
3	Reeves, T. C., & Hedberg, J. G. (2003). <i>Interactive learning systems evaluation</i> . Educational Technology Publications.
4	Mayer, R. E. (2009). <i>Multimedia learning</i> (2nd ed.). Cambridge University Press.
5	Selwyn, N. (2016). <i>Education and technology: Key issues and debates</i> . Bloomsbury Academic.
6	Siemens, G. (2014). <i>Theoretical framework for technology-enhanced learning</i> . University of Georgia.



## Semester - VII

Course Code	Course Name	Credits
PSY2702N	Social Issues and problems: Skills and Psychological Interventions	04

Contact Hours			Credits Assigned						
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total			
03	-	01	03	-	-	04			
Theory					Term Work / Practical/Oral		Total		
Internal Assessment			End Sem Exam	Duration Of End Sem Exam	Term Work	Pract.		Oral	
Test	Continuous Evaluation	Attendance							Total Internal
15	10	05	30	70	3 Hours	-		-	-

## Course Outcomes

1	Identify key social issues and their impact on mental health and well-being.
2	Analyze psychological theories and models related to social problems and interventions.
3	Apply psychological skills to assess and address individual and group social issues.
4	Evaluate the effectiveness of various psychological interventions for social problems.
5	Develop strategies for implementing community-based psychological support programs.
6	Critique case studies and research on social issues and their psychological interventions.

## Course Objectives

1	To Understand the relationship between social issues and psychological distress.
2	To Explore psychological techniques for assessing social problems and their impact on individuals.
3	To Apply intervention strategies to address social issues in clinical and community settings.
4	To Evaluate the outcomes of psychological interventions for specific social problems.
5	To Develop skills for designing and implementing support programs for affected populations.

6	To Analyze research findings related to social issues and the efficacy of psychological interventions.
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## Detailed Syllabus

Module/ Unit	Course Module / Contents	Hours	Marks Weightage
<b>1</b>	<b>Introduction to Social Issues and Problems</b>	10	20%
	1.1 Historical perspectives on social problems		
	1.2 Major global and local social problems (e.g., poverty, inequality, casteism and racism , sexism, environmental degradation, people with disability, equity and equality, prolong deprivation)		
	1.3 The role of government, NGOs, and international organizations in addressing social issues		
<b>2</b>	1.4 Media and public perception: The role of media in shaping public understanding and response to social issues.	10	20%
	<b>Understanding Psychosocial Factors in Social Issues</b>		
	2.1 impact of social issues on mental health		
	2.2 Stigma and discrimination		
	2.3 Social identity and its influence on behaviour		
2.4 Resilience and coping mechanisms			
<b>3</b>	<b>Skills for Addressing Social Issues</b>	10	20%
	3.1 Communication and negotiation skills		
	3.2 Advocacy and lobbying techniques		
	3.3 Community organizing and mobilization		
	3.4 Program design and evaluation		
	<b>Psychosocial Interventions</b>	10	20%
	4.1 Psychotherapy and counselling approaches		

4				
	4.2	Group therapy and support groups		
	4.3	Community-based interventions		
	4.4	Crisis intervention and trauma-informed care		
5		<b>Ethical and Cultural Considerations in Psychosocial Interventions</b>	12	20%
	5.1	Ethical principles in social work and psychology		
	5.2	Cultural competence and humility		
	5.3	Ethical dilemmas in social interventions		
	5.4	The role of culture in shaping psychosocial interventions		
<b>Total</b>			<b>52</b>	<b>100%</b>

<b>References</b>	
1	Kimmel, M. S., & Ferber, A. L. (2016). <i>Privilege: A reader</i> (3rd ed.). Routledge.
2	Davis, M. H. (2018). <i>Empathy: A social psychological approach</i> . Routledge.
3	Levine, D. N. (2017). <i>The social construction of the human being: Psychology, politics, and social issues</i> . Cambridge University Press.
4	Hetherington, E. M., & Parke, R. D. (2013). <i>Child psychology: A contemporary viewpoint</i> (8th ed.). McGraw-Hill Education.
5	Reisch, M. (2013). <i>Social policy and social justice: Theories and practice</i> . SAGE Publications.
6	Morrow, V., & Richards, M. (2017). <i>The ethics of research with children and young people: A practical handbook</i> . SAGE Publications.

## Semester – VII

Course Code	Course Name	Credits
PSY2703N	PSYCHOLOGICAL PRACTICAL- VII	03

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
-	06	-	-	06	-	06

Assessment				Journal Report Internal.	Duration Of End Sem Exam	Total
Components	Instruction & Conduction	Attendance	Viva			
Weightage	30	05	20	45	03	100

## Course Outcomes

1	Accurately document and analyze behavioral observations in different settings.
2	Apply ethical guidelines effectively while conducting psychological research.
3	Formulate and test hypotheses using appropriate experimental methods.
4	Collect, interpret, and present data clearly and accurately.
5	Understand and apply statistical analysis techniques to research findings.
6	Critically evaluate research designs and identify potential improvements.

## Course Objectives

1	Develop skills in observing and recording human behaviour in various settings, while understanding ethical considerations.
2	Gain hands-on experience in designing, executing, and analysing psychological experiments to reinforce understanding of research methods.
3	To develop self-awareness amongst the students before administering the psychological practical on other participants.
4	To acquaint the students with basic procedures of assessment before they learn conducting the practical's

5	To familiarize the students with basic psychological processes.
6	To Develop practical skills in the field of psychology.

### Detailed Syllabus

Type	Name of the Practical	Hours	Marks Weightage
	<b>Any 4 of the following tests:</b>	104	100%
1	Social Intelligence		
2	Problem Solving Ability		
3	Differential Abilities		
4	Thinking Strategies		
5	Social Maturity		
6	Achievement Test		
7	Emotional Intelligence		
	<b>Any 2 of the following tests:</b>		
8	Family Relations Test		
9	Stress Test		
10	Test for Personality		
11	Marital Coping		
<b>Total</b>		<b>52</b>	<b>100%</b>

Note: Total 4 practical and 2 experiments will be conducted in the second semester from following list of tests/experiments, based on each of the above modules.

## References

1	The Social Intelligence Hypothesis: Ecological Imperatives, Social Adaptation, and the Development of Intelligence" by Robin Dunbar
2	Problem-Solving Skills and Strategies in Youth" by Jacqueline V. Lerner
3	Differential Aptitude Testing in Educational Contexts" by Joseph A. Kahl
4	Thinking Strategies and Cognitive Development" by Ann L. Brown
5	Factors Influencing Social Maturity in Adolescents" by Judith L. Meece
6	<i>Educational Measurement</i> (4th Edition) edited by Robert L. Brennan
7	Emotional Intelligence: Theory, Findings, and Implications" by Peter Salovey and John D. Mayer
8	Assessing Family Relations: The Family Adaptability and Cohesion Evaluation Scales" by David H. Olson
9	Stress Testing in Psychology: A Critical Review" by Charles S. Carver
10	History, Measurement, and Relevance" by Oliver P. John and Sanjay Srivastava
11	Personality Assessment: A Comprehensive Review" by Robert R. McCrae and Paul T. Costa Jr.
12	Marital Coping Strategies and Their Impact on Relationship Satisfaction" by David H. Olson and Amy K. Olson

## Semester – VII

Course Code	Course Name	Credits
PSY2702N	Guidance and Counselling	3

Contact Hours			Credits Assigned						
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total			
03	-	-	03	-	-	03			
Theory					Term Work/ Practical/Oral				
Internal Assessment				End Sem Exam	Duration Of End Sem Exam	Term Work	Pract.	Oral	Total
Test	Continuous Evaluation	Attendance	Total Internal						
15	10	05	30	70	3 Hours	-	-	-	100

## Course Outcomes

1	Develop skills to assess and address diverse psychological needs in clients.
2	Gain expertise in various counseling techniques and approaches.
3	Enhance ability to provide effective guidance for personal and career development.
4	Learn to create a supportive environment for individuals seeking counseling.
5	Understand ethical and legal considerations in guidance and counseling.
6	Build competencies in crisis intervention and conflict resolution

## Course Objectives

1	To understand the foundational theories and models of guidance and counseling.
2	To develop skills for effective communication and rapport-building with clients.
3	To learn techniques for assessing and addressing clients' mental health needs.
4	To enhance the ability to provide career counseling and educational guidance.

5	To explore ethical practices and responsibilities in the counseling profession.
6	To build competence in crisis management and intervention strategies

### Detailed Syllabus

Module/ Unit	Course Module / Contents	Hours	Marks Weightage
<b>1</b>	<b>Introduction to Guidance and Counselling</b>	08	20%
	1.1 Historical Development of Guidance and Counselling		
	1.2 Definitions, goals, and differences between guidance, counselling, and psychotherapy.		
	1.3 Theoretical Foundations of Counselling- ( Psychoanalytic, Humanistic, Cognitive-Behavioural).		
	1.4 The Counselling Process- Stages of Counselling, Building Rapport & Client-Centered Approach		
<b>2</b>	<b>Counselling Skills and Techniques</b>	08	20%
	2.1 Introduction to Counselling Skills - Active Listening, Empathy, Unconditional Positive Regard & Congruence.		
	2.2 Advanced Techniques: Cognitive restructuring, solution-focused techniques, and behavioural interventions.		
	2.3 The Role of the Counsellor		
	2.4 Cultural and Social Considerations in Counselling		
<b>3</b>	<b>Assessment and Diagnosis in Counselling</b>	08	20%
	3.1 Psychological Assessment Tools		
	3.2 Types of Assessments, Assessment Process		
	3.3 Effective Interviewing Techniques		
	3.4 Psychological Testing and Measurement		
<b>4</b>	<b>Counselling Special Populations</b>	08	20%
	4.1 Children and Adolescents		
	4.2 Family and Couples Counselling		



	4.3	Counselling in Schools and Colleges		
	4.4	Career Counselling		
<b>5</b>		<b>Emerging Trends and Challenges in Counselling</b>	07	20%
	5.1	Technological Advancements in Counselling		
	5.2	Cultural Competence in Counselling		
	5.3	Use of AI and Digital Tools		
	5.4	Social Media and Counselling		
<b>Total</b>			<b>39</b>	<b>100%</b>

<b>References</b>	
1	Corey, G. (2017). <i>Theory and practice of counseling and psychotherapy</i> (10th ed.). Cengage Learning.
2	Gladding, S. T. (2018). <i>Counseling: A comprehensive profession</i> (8th ed.). Pearson.
3	Rogers, C. R. (1951). <i>Client-centered therapy: Its current practice, implications, and theory</i> . Houghton Mifflin.
4	Egan, G. (2018). <i>The skilled helper: A problem-management and opportunity-development approach to helping</i> (11th ed.). Cengage Learning.
5	Sharf, R. S. (2016). <i>Theories of psychotherapy and counseling: Concepts and cases</i> (6th ed.). Cengage Learning.
6	Corey, M. S., & Corey, G. (2016). <i>Groups: Process and practice</i> (10th ed.). Cengage Learning.

## Semester – VII

Course Code	Course Name	Credits
PSY2708N	<b>Advanced Research Methods in psychology</b>	<b>4</b>

Contact Hours			Credits Assigned						
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total			
04	-	-	04	-	-	04			
	<b>Theory</b>				<b>Term Work Practical/Oral</b>				
<b>Internal Assessment</b>				<b>End Sem Exam</b>	<b>Duration Of End Sem Exam</b>	<b>Term Work</b>	<b>Pract. Oral</b>	<b>Total</b>	
<b>Test</b>	<b>Continuous Evaluation</b>	<b>Attendance</b>	<b>Total Internal</b>						
15	10	05	30	70	3 Hours	-	-	-	100

## Course Outcomes

1	Develop a strong understanding of various advanced research methodologies in psychology.
2	Gain skills in designing and conducting psychological experiments and surveys.
3	Enhance the ability to analyze complex data using statistical software.
4	Learn to critically evaluate research literature and identify methodological strengths and weaknesses.
5	Understand ethical considerations and best practices in psychological research.
6	Build proficiency in writing and presenting research findings in academic formats.

## Course Objectives

1	To understand advanced statistical techniques and their application in psychological research.
2	To develop skills for designing robust experimental and non-experimental studies.
3	To learn advanced methods of data collection, analysis, and interpretation.
4	To enhance the ability to critically evaluate psychological research literature.
5	To explore ethical issues and guidelines in conducting psychological research.

6	To build competence in writing research proposals and academic papers.
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<b>Detailed Syllabus</b>
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Module/ Unit	Course Module / Contents	Hours	Marks Weightage
	<b>Introduction to Experimental Designs and methods</b>		
1	1.1 Advanced Experimental Designs (e.g., factorial, repeated measures)	10	20%
	1.2 Quasi-Experimental Designs		
	1.3 Longitudinal and Cross-Sectional Designs		
	1.4 Ethical Considerations in Experimental Research		
	<b>Qualitative Research Methods</b>		
2	2.1 In-depth Interviews and Focus Groups	10	20%
	2.2 Thematic Analysis and Grounded Theory		
	2.3 Narrative and Discourse Analysis		
	2.4 Mixed Methods Research		
	<b>Psychometrics an Development of Scale</b>		
3	3.1 Theory of Psychological Testing	10	20%
	3.2 Test Theory (CTT & IRT)		
	3.3 Reliability and Validity Assessment		
	3.4 Development and Validation of Psychological Scales		
	<b>Advanced Statistical Techniques in Research</b>		
4	4.1 Multivariate Analysis (MANOVA, MANCOVA)	10	20%
	4.2 Structural Equation Modelling (SEM)		
	4.3 Hierarchical Linear Modelling (HLM)		
	4.4 Meta-Analysis Techniques		

		<b>Ethics, online software and Presenting Research Findings</b>	12	20%
<b>5</b>	5.1	Report writing in APA Style		
	5.2	Ethical Dilemmas for Participant, researcher, and organization		
	5.3	SPSS/R for quantitative Research		
	5.4	Software for Qualitative Data Analysis (e.g., NVivo)		
<b>Total</b>			<b>52</b>	<b>100%</b>

<b>References</b>	
1	Gravetter, F. J., & Forzano, L.-A. B. (2018). <i>Research methods for the behavioral sciences</i> (6th ed.). Cengage Learning.
2	Field, A. (2018). <i>Discovering statistics using IBM SPSS Statistics</i> (5th ed.). Sage Publications.
3	Creswell, J. W., & Creswell, J. D. (2018). <i>Research design: Qualitative, quantitative, and mixed methods approach</i> (5th ed.). Sage Publications.
4	Trochim, W. M., Donnelly, J. P., & Arora, K. (2016). <i>Research methods: The essential knowledge base</i> (2nd ed.). Cengage Learning.
5	Cohen, J., Cohen, P., West, S. G., & Aiken, L. S. (2013). <i>Applied multiple regression/correlation analysis for the behavioral sciences</i> (3rd ed.). Routledge.
6	Babbie, E. (2020). <i>The practice of social research</i> (15th ed.). Cengage Learning.

## Semester - VII

Course Code	Course Name	Credits
CES2719N	Community Engagement	6

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
-	-	-	-	-	-	6

Theory				Term Work / Practical/Oral			Total	
Internal Assessment			End Sem Exam	Duration Of End Sem Exam	Term Work	Pract.		Oral
Test	Continuous Evaluation	Attendance						
-	-	-	100	00	-	-	-	100

### Detailed Syllabus

Module/ Unit	Course Module		Days	Marks Weightage
	<b>Understanding the link between learned things and Professional Practice</b>			
<b>1</b>	1.1	Personality Competence of Psychologists		20%
	1.2	Counselling Skills		
	1.3	Diversity Study: Socioeconomic and culture		
	1.4	Areas to apply knowledge of Psychology		
<b>2</b>	<b>Visiting Tribal Area</b>			20%
	2.1	Interactive session		
	2.2	Information/ Data collection for project plan		
	2.3	Plan a project based on collected data		

	2.4	Inculcation of a plan: Nukkad Natak for awareness or presentation	45 days	
3	<b>Visit to Rehabilitation center</b>			20%
	3.1	Introduction of place		
	3.2	Identifying areas of contribution		
	3.3	Planning interactive session		
	3.4	Session conduction		
4	<b>Visit to Psychiatric ward</b>			20%
	4.1	Introduction of place		
	4.2	Case discussion		
	4.3	Case Observation		
	4.4	Interaction with patients		
5	<b>Organization visits (Workplace)</b>			20%
	5.1	Introduction of organization		
	5.2	Interaction with HR department		
	5.3	Planning Program for employees		
	5.4	Conduction of program.		
<b>Total</b>			100%	

## Semester – VIII

Course Code	Course Name	Credits
PSY2801N	Advanced Psychological Perspectives in life skills training and education (Certification Program)	8

Contact Hours			Credits Assigned						
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total			
-	-	08	-	-	-	08			
Theory					Term Work / Practical/Oral		Total		
Internal Assessment			End Sem Exam	Duration Of End Sem Exam	Term Work	Pract.		Oral	
Test	Continuous Evaluation	Attendance							Total Internal
15	10	05	30	70	3 Hours	-		-	-

## Course Outcomes

1	Develop a comprehensive understanding of advanced psychological theories relevant to life skills training.
2	Gain practical skills for applying psychological principles in educational settings.
3	Enhance ability to design and implement effective life skills training programs.
4	Learn techniques for fostering personal growth and resilience in diverse populations.
5	Build competencies in assessing psychological needs and tailoring interventions.
6	Understand ethical considerations in the application of psychology to life skills education

## Course Objectives

1	To explore advanced psychological theories and their application in life skills education.
2	To develop skills for designing life skills training programs using psychological principles.
3	To understand the role of psychology in enhancing personal and social competencies.
4	To learn methods for assessing life skills needs and outcomes in educational settings.
5	To gain insights into the ethical implications of applying psychology in life skills training.

6	To enhance students' ability to foster resilience and adaptability through life skills education.
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## Detailed Syllabus

Module/ Unit	Course Module / Contents	Hours	Marks Weightage
<b>1</b>	<b>Self-awareness</b>	10	20%
	1.1 Stress management		
	1.2 Emotional regulation		
	1.3 Positive thinking		
	1.4 Self-esteem		
<b>2</b>	<b>Interpersonal Skills</b>	10	20%
	2.1 Empathy		
	2.2 Listening skills		
	2.3 Interpersonal effectiveness		
	2.4 Managing relationships		
<b>3</b>	<b>Thinking Skills</b>	10	20%
	3.1 Goal setting		
	3.2 Problem-Solving & Decision making		
	3.3 Critical and creative thinking		
	3.4 Resilience		
<b>4</b>	<b>Coping Strategies and Stress Management</b>	10	20%
	4.1 Stress Management and Self-care		
	4.2 Boundaries and Professional Ethics		
	4.3 Assertiveness and Advocacy		
	4.4 Time Management and Organizational Skills		
<b>5</b>	<b>Applying Life Skills in Real-Life Contexts</b>	12	20%
	5.1 Conflict Intervention and Safety Protocols		



	5.2	Lifestyle and Wellness Promotion		
	5.3	Goal Setting and Action Planning		
	5.4	Group Facilitation and Motivational Interviewing		
<b>Total</b>			<b>52</b>	<b>100%</b>

<b>References</b>	
1	Goleman, D. (1995). <i>Emotional intelligence: Why it can matter more than IQ</i> . Bantam Books.
2	Bandura, A. (1997). <i>Self-efficacy: The exercise of control</i> . W.H. Freeman and Company.
3	Gardner, H. (1983). <i>Frames of mind: The theory of multiple intelligences</i> . Basic Books.
4	Rogers, C. R. (1961). <i>On becoming a person: A therapist's view of psychotherapy</i> . Houghton Mifflin.
5	Seligman, M. E. P. (2011). <i>Flourish: A visionary new understanding of happiness and well-being</i> . Free Press.
6	Csikszentmihalyi, M. (1990). <i>Flow: The psychology of optimal experience</i> . Harper & Row.

## Semester – VIII

Course Code	Course Name	Credits
PSY2802N	Child Psychology	3

Contact Hours			Credits Assigned						
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total			
03	-	-	03	-	-	03			
Theory					Term Work / Practical/Oral			Total	
Internal Assessment			End Sem Exam	Duration Of End Sem Exam	Term Work	Pract.	Oral		
Test	Continuous Evaluation	Attendance							Total Internal
15	10	05	30	70	3 Hours	-	-	-	100

## Course Outcomes

1	Understand key developmental stages and milestones in child psychology.
2	Analyze major theories and models of cognitive, emotional, and social development in children.
3	Assess the impact of parenting styles and environmental factors on child development.
4	Apply developmental psychology principles to identify and address common behavioral and emotional issues in children.
5	Evaluate research methods and findings in child psychology to understand developmental processes.
6	Develop intervention strategies to support healthy psychological development in children.

## Course Objectives

1	To Describe key developmental theories and their application to child psychology.
2	To Examine the impact of genetic and environmental factors on child development.
3	To Apply psychological assessment tools to evaluate developmental progress and issues in children.
4	To Identify common developmental milestones and their implications for psychological growth.
5	To Analyze the effects of parenting practices and social influences on child behavior and development.

## Detailed Syllabus

Module/ Unit	Course Module / Contents	Hours	Marks Weightage
<b>1</b>	Concept of Childhood	08	20%
	1.1 Early history and beginnings of child psychology		
	1.2 Biological factors in Child Psychology (Prenatal, Natal and New-Natal Development, Nature vs Nurture: Genetics and Social atmosphere		
	1.3 Methods- Self Reports: Parental reports, Children's reports. Case Study, Experimental method,		
	1.4 Design- Longitudinal, Cross Sectional Sequential and Correlation		
<b>2</b>	<b>Biological Foundation</b>	08	20%
	2.1 Biology and Heredity: Cell Division, The genetic code- Chromosome, DNA, Sex cells, Multiple offspring; Patterns of genetic inheritance: Dominant and Recessive,		
	2.2 Stages in Prenatal Development: The germinal period; the period of embryo, the period of foetus Influences on Prenatal Development		
	2.3 Child Birth: The states of normal labour: Birth complication- Anoxia, Preterm and Low Birth weight infants		
	2.4 New Born: Sleeping- Sudden Infant Death Syndrome (SIDS); Crying; Feeding; All the reflexes		
<b>3</b>	<b>Major Schools of Child Psychology</b>		
	3.1 Psychoanalytic perspective (Freud and Erickson)		
	3.2 Behaviourist perspective- Social Learning Theory		

	3.3	Piaget's Theory of Cognitive Development Vygotsky's Theory of Socio-cognitive Development	08	20%
	3.4	Erikson's Eight Stages of Development		
	<b>Motor, Sensory and Cognitive Development</b>			
4	4.1	Motor Development: contributions of Motor Development, Principles of Motor Development, Sequence of Motor Development and Motor Skills	08	20%
	4.2	Environmental influences on motor development		
	4.3	Sensory Development: Vision, hearing, taste and smell, cutaneous senses, early deprivation and enrichment of senses.		
	4.4	Cognitive development- Structure and processes, stages, Evaluation		
	<b>Emotional, Social ,Moral and language Development</b>			
5	5.1	Early emotional development- Smiling, laughter, attachment, fear, jealousy, aggression, Izzard's Theory of Differential Emotions	07	20%
	5.2	Social Development- Agents of socialization: Family-Parental control, sibling relationship; School; Peer group; Media- TV, books/journals, computers		
	5.3	Meaning of moral behaviour, Patterns of moral development, Kohlberg's Theory Meaning of discipline, essentials and techniques of discipline, evaluation of discipline		
	5.4	Language Development- What is Language, Components of language and its development Pre-linguistic development- receptivity to language, first speech sound Bilingual vs Multilingualism		
<b>Total</b>			<b>39</b>	<b>100%</b>

## References

1	Berk, L. E. (2020). <i>Child development</i> (10th ed.). Pearson.
2	Santrock, J. W. (2019). <i>Child development</i> (16th ed.). McGraw-Hill Education.
3	Siegler, R. S., DeLoache, J. S., & Eisenberg, N. (2011). <i>How children develop</i> (4th ed.). Worth Publishers.
4	Papalia, D. E., Olds, S. W., & Feldman, R. D. (2018). <i>Human development</i> (14th ed.). McGraw-Hill Education.
5	Mischel, W., Shoda, Y., & Rodriguez, M. I. (2015). <i>The development of self-regulation: A social cognitive perspective</i> . Psychology Press.
6	Grolnick, W. S., & Farkas, M. (2017). <i>The role of parenting in child development: A focus on self-regulation</i> . Guilford Press.

## Semester – VIII

Course Code	Course Name	Credits
PSY2803N	PSYCHOLOGICAL PRACTICAL- VIII	03

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
-	06	-	-	06	-	06

Assessment				Journal Report Internal.	Duration Of End Sem Exam	Total
Components	Instruction & Conduction	Attendance	Viva			
Weightage	30	05	20	45	03	100

## Course Outcomes

1	Accurately document and analyze behavioral observations in different settings.
2	Apply ethical guidelines effectively while conducting psychological research.
3	Formulate and test hypotheses using appropriate experimental methods.
4	Collect, interpret, and present data clearly and accurately.
5	Understand and apply statistical analysis techniques to research findings.
6	Critically evaluate research designs and identify potential improvements.

## Course Objectives

1	Develop skills in observing and recording human behaviour in various settings, while understanding ethical considerations.
2	Gain hands-on experience in designing, executing, and analysing psychological experiments to reinforce understanding of research methods.
3	To develop self-awareness amongst the students before administering the psychological practical on other participants.
4	To acquaint the students with basic procedures of assessment before they learn conducting the practical's

5	To familiarize the students with basic psychological processes.
6	To Develop practical skills in the field of psychology.

### Detailed Syllabus

Type	Name of the Practical	Hours	Marks Weightage
	<b>Any 4 of the following tests:</b>	104	100%
1	Emotional Expression		
2	Anxiety Test		
3	Attention Test		
4	Visual Perception		
5	Auditory and Verbal Learning Test		
6	Marriage Compatibility		
7	Transfer of training		
	<b>Any 2 of the following tests:</b>		
8	Thematic Apperception Test		
9	Test of Intelligence		
10	Test for Visual-motor skills		
11	Test of Leadership styles		
<b>Total</b>		<b>52</b>	<b>100%</b>

Note: Total 4 practical and 2 experiment will be conducted in the second semester from following list of tests/experiments, based on each of the above modules.

## References

1	<i>The Expression of the Emotions in Man and Animals</i> by Charles Darwin
2	<i>The Anxiety and Phobia Workbook</i> by Edmund J. Bourne
3	<i>Assessment of Anxiety Disorders: Methods and Tools</i> " by Michael W. Otto and Mark H. Pollack
4	<i>The Development of Attention and Executive Functioning</i> " by Adele Diamond
5	<i>Theories of Visual Perception: Past, Present, and Future</i> " by Robert W. Proctor and Kim-Phuong L. Vu
6	<i>The California Verbal Learning Test: Overview and Clinical Applications</i> " by Dean C. Delis, Edith Kaplan, and Joel H. Kramer
7	<i>Marriage Compatibility and Relationship Satisfaction: Key Predictors</i> " by Howard J. Markman
8	<i>The Science of Training Transfer: What Really Matters</i> " by Eduardo Salas and Sharon Ford
9	<i>Using the TAT in Psychological Assessment: Contemporary Approaches</i> " by Phillip L. Shaver and Mario Mikulincer.
10	<i>The Measurement of Intelligence: A Historical Review</i> " by Alan S. Kaufman and Elizabeth O. Lichtenberger
11	<i>Assessment of Visual-Motor Integration: Tools and Techniques</i> " by Beery and Buktenica
12	<i>The Impact of Leadership Styles on Organizational Performance</i> " by Kurt Lewin



## Semester - VIII

Course Code	Course Name	Credits
<b>CES2819N</b>	<b>Internship</b>	<b>8</b>

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
-	-	-	-	-	-	<b>08</b>

Internal Assessment			Feedback from External Supervisor	Viva Voce and presentation	Report Writing	Total
Components	Internal Faculty Interaction	Personal diary				
<b>Weightage</b>	10	5	30	25	30	100

## Course Outcomes

1	Gain hands-on experience in applying psychological theories and methods in a professional setting.
2	Develop practical skills in conducting assessments and providing support in psychological practice.
3	Enhance understanding of various roles and functions within a psychology-related workplace.
4	Build professional relationships and network with practitioners in the field of psychology.
5	Learn to integrate academic knowledge with real-world applications and challenges.
6	Receive feedback and guidance to improve clinical and research competencies.

## Course Objectives

1	To apply theoretical knowledge of psychology in a real-world professional setting.
2	To develop practical skills in assessment, intervention, and client interaction.
3	To gain insights into the daily operations and responsibilities of psychology professionals.
4	To build and strengthen professional relationships and networks within the field.

5	To integrate academic learning with practical experience and problem-solving.
6	To receive constructive feedback to enhance professional growth and development.

### Detailed Information

Module/ Unit	Places for Internship	Days	Marks Weightage
1	Clinical settings/Hospitals/Psychiatric Ward	120 days	100%
2	NGO's/ Rehabilitation center		
3	Schools/Colleges/Universities		
4	Human Recourse/Organization/Industry		
<b>Total</b>			<b>100%</b>

### Completion of the internship

1	It is mandatory for all undergraduate students to undergo SIP for completion of the degree programme.
2	All students must report to the Faculty Supervisor with their internship details prior to their joining date (failing which your internship will stand invalid).
3	120 days duration can be relaxed on the basis of exposure and activities you were involved as following) Survey and research (1 day will be counted as 2) B) Workshop or training (15 days will be equal to one month) C) International internship should not be less than 15 days D) Any other special circumstances/opportunity can be considered equivalent to one month with the prior approval of the discretion of the academic coordinator
4	After completion, students are required to attach the scanned photocopy of the summer internship certificate as appendix in their final reports.
5	Students are expected to demonstrate below mentioned essential skills/knowledge through internship report and Viva presentations as per the respective degree levels.
6	Students get opportunity in diversified Institutes e.g. Corporate Sector, Schools, NGOs and Hospitals. They will be guided by an internal and external supervisor from their respective Institute. Students will submit their summer project reports with their supervised daily reporting.