



ADAMAS UNIVERSITY
SCHOOL OF HEALTH AND
MEDICAL SCIENCES

DEPARTMENT OF PSYCHOLOGY

B.A. (Hons.) in Psychology

B.Sc. (Hons.) in Psychology

Course Structure and Syllabus

Implementation- Academic Year 2025

VISION OF THE UNIVERSITY

To be an internationally recognized university through excellence in interdisciplinary education, research and innovation, preparing socially responsible, well-grounded individuals contributing to nation building.

MISSION OF THE UNIVERSITY

MS 01: Improve employability through futuristic curriculum and progressive pedagogy with cutting edge technology.

MS 02: Foster outcomes based education system for continuous improvement in education, research and all allied activities.

MS 03: Instil the notion of lifelong learning through culture of research and innovation.

MS 04: Collaborate with industries, research centres and professional bodies to stay relevant and up-to-date.

MS 05: Inculcate ethical principles and develop understanding of environmental and social realities.

VISION OF THE SCHOOL

To be recognized globally as a provider of best quality education in the fields of Pharmacy, Food and Nutrition, Optometry, Psychological sciences and Mental Health while providing firm footings for fundamental and interdisciplinary research

MISSION OF THE SCHOOL

MS 01: To develop solutions for the challenges in human life through value-based scientific education.

MS 02: To conduct research leading to innovation in sciences.

MS 03: To nurture students into scientifically competent professionals in the usage of modern tools.

MS 04: To foster in students, a spirit of inquiry and collaboration to make them ready for career in teaching, research and corporate world.

VISION OF DEPARTMENT

To be an internationally recognized department through excellence in Psychological research, teaching and innovation, thus preparing socially responsible and well-grounded individuals contributing to the welfare of the society.

MISSION OF DEPARTMENT

MS 01: Foster outcome-based education system for ongoing improvement in psychological education and research

MS 02: To instill community-based understanding and application of psychological principles

MS 03: Collaborate with hospitals, research institutes, and professional bodies to stay relevant and produce constructive outcomes

MS 04: Inculcate ethical principles and develop empathetic understanding of Psychological environment.

ADAMAS UNIVERSITY, KOLKATA
SCHOOL OF HEALTH AND MEDICAL SCIENCES
DEPARTMENT OF PSYCHOLOGY

Name of the Program: B.A/B.Sc (Hons.) in Psychology

Program Educational Objectives (PEO)

PEO 01: Foundational Knowledge in Psychology- Graduates will develop a solid understanding of core psychological principles, theories, and methods across various subfields, enabling them to analyse human behaviour scientifically and apply this knowledge in diverse contexts.

PEO 02: Practical Skills and Applications- Graduates will acquire essential practical skills, including psychological assessment, research methodologies, and data interpretation, preparing them for professional practice, further education, or interdisciplinary collaboration.

PEO 03: Ethical and Inclusive Practice- Graduates will cultivate ethical awareness and sensitivity toward diversity, equipping them to address psychological challenges responsibly and inclusively in multicultural and global contexts.

PEO 04: Lifelong Learning and Personal Growth- Graduates will demonstrate a commitment to lifelong learning, critical thinking, and self reflection, empowering them to adapt to evolving societal needs and contribute to the well-being of individuals and communities.

PROGRAM OUTCOMES- B.A./B.Sc. (HONS.) PSYCHOLOGY

PO1: Knowledge of Psychology: Demonstrate in-depth knowledge and understanding of Psychological theories and principles and able to integrate the knowledge in more constructive ways.

PO2: Application of Psychological Principles: Apply the knowledge of psychological principles in different areas of psychological research as well as in more applied areas of psychology.

PO3: Knowledge of Statistical Techniques: Understand and apply the knowledge of statistical techniques in different areas of psychological research.

PO4: Community Based Implementation of psychological Principles: Apply the principles and techniques of psychosocial theories in community-based programs for the welfare of the community at large.

PO5: Fundamentals of Psychological Research: Conceptualize, conduct, organize, integrate and execute independent forms of research by applying the principles of research methodology.

PO6: Psychological Testing and Interpretation: Able to administer, score, and interpret sufficiently different psychological tests following standardized methods and ethical considerations.

PO7: Application of Modern Statistical Tools: Knowledge and understanding of modern statistical tools like SPSS in data analysis of psychological research.

PO8: Ethics in psychology: Understand and follow the ethical considerations in dealing with clients and community at large.

PO9: Soft skills and effective communication: Demonstrate soft skills and effective communication skills while dealing with clients and professional bodies.

PO10: Team work and Professionalism: Able to work effectively in teams, socialize well and demonstrate professionalism on the job.

PO11: Empathetic understanding of Behaviour: Develops a sense of empathetic understanding of other's situation and behaviour especially in professional interactions.

PO12: Life-long learning: Demonstrates a curiosity to continue life-long learning of the theories, modern approaches and application of psychological principles and techniques.

ACADEMIC 2025- 2029

SCHOOL OF HEALTH AND MEDICAL SCIENCES								
UNDERGRAGUATE COURSE STRUCTURE								
B.A./B. Sc (Hons) PSYCHOLOGY								
BATCH 2025-2029								
SEMESTER I								
S. No	Type of Course	Code	Title of the Course	Contact Hours Per Week				Remarks
				L	T	P	C	
1	CC	PSY101	Introduction To Psychology	3	0	1	4	CC-1
2	CC	PSY102	Personality and Individual Differences	3	0	1	4	CC-2
3	MDC	Students select from a pool of subjects offered by other Departments.		2	0	1	3	
4	AEC	AEC101	Communicative English I	1	1	0	2	
5	CLL- AEC	Foreign Language I (Student chooses from French/Spanish/German)		1	1	0	2	
		AEC107	French I					
		AEC108	German I					
		AEC109	Spanish I					
6	Minor	Students select from a pool of subjects offered by other Departments.		3	1	0	4	
7	VAC	VAC105	Community Engagement and Social Responsibility	1	0	1	2	
8	CLL- Minor	GEN101	AI For Everyone	2	0	0	2	
Semester Credits							23	
SEMESTER II								
9	CC	PSY103	Bio-Psychology	3	1	0	4	CC-3
10	CC	PSY104	Developmental Psychology	3	1	0	4	CC-4
11	MDC	Students select from a pool of subjects offered by other Departments.		3	0	0	3	
12	SEC	Students select from a pool of subjects offered by other Departments. Has the option to opt from Parent Department as well.		2	0	0	2	
13	CLL103	Soft Skills and Aptitude I		1	0	0	1	

14	VAC	VAC101	Environmental Education-I	2	0	0	2	
15	AEC	AEC102	Communicative English II	1	1	0	2	
16	CLL- AEC	Foreign Language II (Student chooses from French/Spanish/German)		1	1	0	2	
		AEC110	French II					
		AEC111	German II					
		AEC112	Spanish II					
17	Minor	Students select from a pool of subjects offered by other Departments.		3	1	0	4	
Semester Credits							24	
SEMESTER III								
18	CC	PSY201	Basic Statistical Methods	3	1	0	4	CC-5
18	CC	PSY202	Basic Research Methodology	3	1	0	4	CC-6
20	MDC	Students select from a pool of subjects offered by other Departments.		3	0	0	3	
21	Minor	Students select from a pool of subjects offered by other Departments.		3	0	1	4	
22	CLL203	Soft Skills and Aptitude II		1	0	0	1	
23	SEC	Students select from a pool of subjects offered by other Departments. Has the option to opt from Parent Department as well.		2	0	0	2	
24	VAC	VAC102	Human Values and Professional Ethics	2	0	0	2	
Semester Credits							20	
SEMESTER IV								
25	CC	PSY203	Social Psychology	3	0	1	4	CC-7
26	CC	PSY204	Paradigms of Psychology and Indian Thought	3	1	0	4	CC-8
27	CC	PSY205	Clinical Psychology	3	0	1	4	CC-9
28	SEC	Students select from a pool of subjects offered by other Departments. Has the option to opt from Parent Department as well.		2	0	0	2	
29	CLL204	Soft Skills and Aptitude III		1	0	0	1	
30	Minor	Students select from a pool of subjects		3	1	0	4	

		offered by other Departments.						
31	VAC	VAC104	Yoga and Wellness	0	0	2	2	
Semester Credits							21	
SEMESTER V								
32	CC	PSY301	Health Psychology	3	1	0	4	CC-10
33	CC	PSY302	Advanced Statistical Methods	3	1	0	4	CC-11
34	CC	PSY303	Industrial and Organizational Psychology	3	0	1	4	CC-12
35	Minor	Students select from a pool of subjects offered by other Departments.		3	0	1	4	
36	SEC	Students select from a pool of subjects offered by other Departments. Has the option to opt from Parent Department as well.		2	0	0	2	
37	CLL303	Soft Skills and Aptitude IV		1	0	0	1	
38	INT	PSY304	Internship	0	0	8	4	
Semester Credits							23	
SEMESTER VI								
39	CC	PSY305	Introduction to Guidance and Counselling	3	0	1	4	CC-13
40	CC	PSY306	Clinico-forensic psychology	3	1	0	4	CC-14
41	CC	PSY307	Cognitive Psychology	3	1	0	4	CC-15
42	Minor	Students select from a pool of subjects offered by other Departments.		3	0	1	4	
43	SEC	Students select from a pool of subjects offered by other Departments. Has the option to opt from Parent Department as well.		2	0	0	2	
44	Project	PSY308	Psychological Project Work	0	0	8	4	

45	CLL304	Soft Skills and Aptitude V		1	0	0	1	
Semester Credits							23	
Total Credits of the Program after 3rd Year								
SEMESTER VII								
46	CC	PSY401	Basics of psychotherapy	3	1	0	4	CC-16
47	CC	PSY402	Advanced Research Methodology	3	1	0	4	CC-17
48	CC	PSY403	Psychological Assessment-I	2	0	2	4	CC-18
49	CC (For With research)	PSY404	Research design and statistics (Discussions on Dissertation/Topic Selection Begins)	3	1	0	4	CC-19 (Research)
50	CC (For Without research)	PSY405	Indigenous and Cultural Concepts of Health and Wellbeing	3	1	0	4	CC-19(without Research)
51	Minor	Students select from a pool of subjects offered by other Departments.		3	1	0	4	
52	CLL405	Soft Skills and Aptitude VI		1	0	0	1	
Total Semester Credit							21	
Semester VIII								
53	CC (For Without research only)	PSY406	Gender Psychology and Inter-sectionality	3	1	0	4	CC-20
54	CC (For both with and Without research)	PSY407	Psychological Assessment – II	0	0	8	4	CC-21
55	CC (For Without Research only)	PSY408	Positive Psychology	3	1	0	4	CC-22(without Research)
56	Minor (For both with and Without research)	Students select from a pool of subjects offered by other Departments.		3	1	0	4	
57	Minor (For without research)	Students select from a pool of subjects offered by other Departments.		3	1	0	4	
58	Dissertation	PSY409	Project/Dissertation	0	6	6	12	

	(For with research only)							
Total Semester Credit							20	
Total Credits of the Program after 4th Year							175	

NOTE: With research is only allowed for Students who secure 75% marks and above in the first six semesters

List of Minors to be offered to other Departments in All Semesters:

<i>Semester</i>	<i>Subject Name</i>	<i>Subject Code</i>	<i>LTPC</i>
<i>I</i>	Fundamentals of Psychology	PSY121	<i>3-1-0-4</i>
<i>II</i>	Application of Psychological Principles and Theories	PSY122	<i>3-1-0-4</i>
<i>III</i>	Life Skills and Mental Well-being	PSY221	<i>3-0-1-4</i>
<i>IV</i>	Stress Management and Coping Strategies	PSY222	<i>3-1-0-4</i>
<i>V</i>	Introduction to Psychological First-Aid and Care	PSY321	<i>3-0-1-4</i>
<i>VI</i>	Psychology of Workplace Behaviour	PSY322	<i>3-0-1-4</i>
<i>VII</i>	Spirituality and Positive Psychology	PSY421	<i>3-1-0-4</i>
<i>VIII</i>	Minor (For both with and Without research)- Cross Cultural and Ethnic Psychology	PSY422	<i>3-1-0-4</i>
	Minor (For without research) - Community Mental Health	PSY423	<i>3-1-0-4</i>

Note: To approve the introduction of a 'Minor in General Studies*' for undergraduate students under the NEP 2020 curriculum, from academic year 2025-26. The Centre for Lifelong Learning (CLL) will administer the minor program, which will be available from semesters 1 to 8, with the following course names and paper codes (annexure 1). *Additional course fees applicable

Syllabus will be provided by concerned Faculty			
Semester	Course Name	Course Code	Credits
I	Introduction to India's Polity, History and Geography through NCERT	CLL101	4
II	Modern India, Indian Geography, Indian Society, Economy basics and Numeracy through NCERT	CLL102	4
III	Indian Constitution, History and Answer Writing	CLL201	4
IV	Economy, Geography and Answer Writing	CLL202	4
V	Environment, Society, Science and Tech and Essay Writing	CLL301	4
VI	Contemporary History, International Affairs, Ethics and Governance	CLL302	4
VII	CSAT, Polity, Governance, IR and Social Issues: Current Perspectives	CLL401	4
VIII	Economy, Security, Environment, S&T and Schemes- Current Perspectives	CLL402	4

There is a minimum requirement of 16 credits in a single domain for eligibility to obtain a minor in that domain. A student may pursue one or more minor, however, dual minors will not be permitted. In cases where a student completes 16 credits in each of two distinct minor domains, the student must choose one minor among those two, which will be recorded in their academic transcript.

To approve the Minor General Basket for Semesters 1 and 2 for undergraduate programs under the NEP 2020 framework (2 credits courses), from academic year 2025-26. In Semester 1, all students are required to select one of two specified Artificial Intelligence (AI) courses, aligned with their broad domain of study. In Semester 2, students may opt to select any two courses from the designated basket of courses.

The Semester 1 AI course is a mandatory requirement in addition to other minor courses, whereas the selection of one (4-credits paper) or two (2-credits paper) general minor courses in Semester 2 is optional. Students may choose these general minor courses (two 2 credits courses or one 4 credits course) or opt for a minor course (4 credits) from other domains (annexure 3x).

Semester	Course Name	Course Code	Credits	Offered By	For Schools	Mandatory / Optional
Minor designed by CLL- Syllabus Attached						
I	AI for Everyone	GEN101	2	Respective department	SOLACS, SOB, SOE, SOMC, SOLJ, SOSA, SOHMS, SOLB	Mandatory
Minors- Syllabus will be provided by the Concerned Faculty						
II	Innovation and Entrepreneurship Development	EYC101	4	E-YUVA	All	Optional (student may select any two 2-credits courses from the list, or any one 4-credits course from the list)
II	Heritage Studies	HST109	2	SOLACS	All	
II	Basics of Computational Linguistics	ENG116	2	SOLACS	All	
II	Basic Principles and applications of IoT	ECE101	2	SOET	All	
II	Learning Basic Bengali	BEG121	2	Bengali	All	
II	Foundations of Indian Traditional Science	IKS101	2	CIKS	All	
II	Basic Principles and Applications of Cyber Security	CSE109	2	SOET	All	

List of Multi-Disciplinary Courses (MDC) Offered by the Department of Psychology for Other Departments

	<i>Subject Name</i>	<i>Subject Code</i>	<i>LTPC</i>
I	Sports Psychology	PSY111	3-0-0-3
II	Addiction Psychology	PSY112	3-0-0-3
III	Leadership and Conflict Management	PSY211	3-0-0-3

List of Skill Enhancement Courses (SEC) Offered by the Department of Psychology for All

<i>Semester</i>	<i>Subject Name</i>	<i>Subject Code</i>	<i>LTPC</i>
II	Developing Diversity Competence	SEC182	2-0-0-2
	Soft Skills and Aptitude I	CLL103	1-0-0-1
III	Mastery in Assertiveness	SEC201	2-0-0-2
	Soft Skills and Aptitude II	CLL203	1-0-0-1
IV	Psychological First Aid	SEC183	2-0-0-2
	Soft Skills and Aptitude III	CLL204	1-0-0-1
V	Basic Counselling Skills	SEC302	2-0-0-2
	Soft Skills and Aptitude IV	CLL303	1-0-0-1
VI	Research Skills in Social Sciences	SEC505	2-0-0-2
	Basic Sports Psychology Skills	SEC506	2-0-0-2
	Soft Skills and Aptitude V	CLL304	1-0-0-1
VII	Soft Skills and Aptitude VI	CLL405	1-0-0-1

List of Value Added Courses (VAC) offered in PAN University Level

<i>Semester</i>	Course Code	Courses	L	T	P	C	Department
I	VAC105	Community Engagement and Social Responsibility	1	0	1	2	PAN University
II	VAC101	Environmental Education-I	2	0	0	2	PAN University
III	VAC102	Human Values and Professional Ethics	2	0	0	2	PAN University
IV	VAC104	Yoga and Wellness	0	0	2	2	PAN University

Course Outcome- Program Outcome Correlation Matrix

(Excluding- VAC and AEC Courses offered at PAN University Level)

3= Strong Correlation						2= Moderate Correlation						
1= Weak Correlation						0= Weak Correlation						
Semester I												
CC-1 – Introduction to Psychology- PSY101												
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	1	2	3	2	3	2	3	2	3	3
CO2	3	3	2	2	3	1	3	2	3	3	3	3
CO3	3	3	3	2	3	1	3	2	3	3	2	2
CO4	3	3	2	2	3	1	3	2	3	3	3	3
CC-2- Personality and Individual Differences- PSY102												
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	1	1	2	2	1	2	2	2	2	3
CO2	3	2	2	2	2	2	1	2	2	2	2	3
CO3	3	3	2	2	3	2	2	3	2	3	3	3
CO4	3	3	3	3	3	3	3	2	3	3	3	3
MDC- Sports Psychology- PSY111												
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	1	2	3	2	1	2	2	2	2	3
CO2	3	3	2	2	3	2	1	2	2	2	2	3
CO3	3	3	2	2	3	2	2	3	2	3	3	3
CO4	3	3	1	2	3	2	1	3	2	3	3	3
Minor- Fundamentals of Psychology- PSY121												
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	1	2	3	2	1	2	2	2	3	3

CO2	3	3	2	2	3	2	1	2	2	2	2	3
CO3	3	3	2	2	3	2	2	3	2	3	3	3
CO4	3	3	1	2	3	2	1	3	2	3	3	3
Semester II												
CC- 3- Biopsychology- PSY103												
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	2	1	3	2	1	1	1	1	2	3
CO2	3	3	2	2	3	2	2	2	1	2	2	3
CO3	3	3	2	1	3	2	1	1	1	1	2	3
CO4	3	3	2	3	3	3	2	3	3	3	2	3
CO5	3	2	3	1	3	3	3	2	2	2	1	3
CO6	3	3	2	1	3	3	2	2	2	2	2	3
CC-4- Developmental Psychology- PSY104												
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	1	1	3	2	1	2	1	1	2	3
CO2	3	2	3	2	3	2	2	2	1	2	2	3
CO3	3	3	2	1	3	2	1	2	2	1	2	3
CO4	3	2	2	3	3	2	2	3	3	2	3	3
CO5	3	3	3	2	3	3	3	2	2	2	3	3
MDC- Addiction Psychology- PSY112												
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	1	2	3	2	1	2	1	2	3	3
CO2	3	2	2	2	3	2	1	2	1	2	3	3
CO3	3	3	2	3	3	3	2	2	2	3	3	3
CO4	3	3	3	3	3	3	3	2	2	3	3	3
CO5	3	3	1	3	3	3	3	3	3	3	3	3

SEC- Developing Diversity Competence- SEC182												
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	1	2	3	2	1	2	2	2	3	3
CO2	3	3	1	3	2	2	0	3	2	3	3	3
CO3	3	3	0	3	1	2	0	3	3	3	3	3
CO4	3	3	2	3	2	2	0	2	2	3	3	3
CO5	3	3	0	3	2	3	0	3	3	3	3	3
CO6	3	3	0	3	1	3	0	3	3	3	3	3
Minor- Application of Psychological Principles and Theories- PSY122												
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	2	2	2	3	1	2	2	3	3	3
CO2	3	3	2	2	2	2	1	2	2	3	3	3
CO3	3	3	2	3	2	2	2	3	3	3	3	3
CO4	3	3	3	3	3	3	3	2	2	3	3	3
Semester III												
CC-5- Basic of Statistical Methods- PSY201												
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	2	3	1	2	1	3	1	1	2	1	2
CO2	2	3	3	2	3	2	3	2	1	2	2	3
CO3	2	3	3	2	3	1	3	2	1	2	2	3
CO4	2	3	3	1	3	1	3	1	1	1	1	3
CO5	2	3	3	1	3	1	3	1	1	2	1	3
CC-6- Basic Research Methodology- PSY202												
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	1	2	3	1	2	2	1	1	2	3
CO2	3	2	2	2	3	1	2	2	1	2	2	3

CO3	2	3	3	3	3	2	3	2	2	2	3	3
CO4	2	3	3	3	3	2	3	2	1	2	3	3
CO5	3	2	2	2	3	1	2	3	1	1	2	3
CO6	2	3	1	1	2	3	2	3	1	3	3	2
MDC- Leadership and Conflict Management - PSY211												
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	1	3	1	2	2	1	1	3	1	2	2	2
CO2	1	3	2	2	3	1	2	3	1	3	3	3
CO3	1	3	1	2	2	1	2	3	3	3	3	3
CO4	1	3	2	2	3	1	1	3	2	3	2	3
CO5	2	2	1	1	2	1	1	2	1	2	2	2
SEC- Mastery in Assertiveness- SEC201												
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	1	2	1	1	2	3	3	3	3	3
CO2	3	3	1	2	1	1	2	3	3	3	3	3
CO3	3	3	1	3	2	2	2	3	3	3	3	3
CO4	2	3	1	3	2	1	2	3	3	3	2	3
Minor- Life Skills and Mental Well-being- PSY221												
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	1	1	2	1	1	3	2	2	2	3
CO2	3	3	1	2	2	1	1	3	2	3	2	3
CO3	3	3	2	3	2	1	2	3	3	3	3	3
CO4	2	3	1	2	3	1	1	3	3	3	2	3
Next Page-												

Semester IV												
CC-7- Social Psychology- PSY203												
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	1	2	1	1	2	3	3	3	3	3
CO2	3	3	2	2	1	1	2	3	3	3	2	3
CO3	3	3	2	2	1	1	2	3	3	3	3	3
CO4	3	3	1	2	2	1	2	3	3	3	3	3
CC-8- Paradigms of Psychology and Indian Thought- PSY204												
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	1	2	3	1	1	3	2	3	3	3
CO2	3	2	1	2	3	2	1	3	2	3	3	3
CO3	3	3	2	2	3	2	1	3	3	3	2	3
CO4	3	3	2	2	3	2	1	3	3	3	2	3
CO5	3	3	1	2	3	1	2	3	3	3	3	3
CO6	3	3	1	1	3	3	2	3	3	3	3	3
CC-9- Clinical Psychology- PSY205												
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	3	1	3	2	2	1	2	3	2	2
CO2	3	3	3	2	3	3	3	2	2	3	2	3
CO3	3	3	3	1	3	3	3	2	2	3	3	3
CO4	2	3	3	1	3	2	2	2	2	3	2	2
CO5	2	3	3	1	3	3	3	2	2	3	2	3
SEC- Psychological First Aid- SEC183												
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	0	2	1	0	0	3	2	1	3	3
CO2	2	3	0	3	0	1	0	3	3	2	3	2
CO3	3	3	0	3	0	1	0	2	3	2	3	2

CO4	3	2	0	3	0	0	0	3	2	1	3	2
CO5	3	3	0	3	0	1	0	3	2	2	3	2
CO6	3	3	0	2	0	1	0	3	2	3	3	2

Minor- Stress Management and Coping Strategies- PSY222

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	0	2	1	0	0	2	2	1	3	3
CO2	2	3	0	3	0	1	0	2	3	2	3	2
CO3	3	3	0	3	0	1	0	2	3	2	3	2
CO4	3	3	0	3	0	1	0	3	3	2	3	3

VAC- Yoga and Wellness- VAC104

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	0	2	1	1	0	2	3	2	3	3
CO2	2	3	0	2	1	2	0	1	3	2	2	2
CO3	2	3	0	2	0	1	0	2	3	1	3	3
C04	3	2	0	3	1	1	0	2	2	1	3	3

VAC- The Importance of Consent- VAC115

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	1	1	2	2	1	1	2	1	3	2
CO2	2	3	0	2	2	1	1	1	3	3	3	3
CO3	1	3	1	2	1	2	2	2	3	3	3	3
C04	2	2	3	3	2	3	2	2	3	2	3	2
CO5	3	2	3	3	3	3	2	3	2	2	3	2
CO6	1	3	1	2	1	2	2	3	3	3	3	3

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Semester V												
CC-10- Health Psychology- PSY301												
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	0	2	1	1	0	3	2	1	3	3
CO2	3	3	0	2	0	1	0	2	3	2	3	2
CO3	3	3	0	3	0	1	0	2	3	2	3	3
CO4	3	3	0	3	0	1	0	3	3	2	3	3
CC-11- Advanced Statistical Methods- PSY302												
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	0	1	1	0	0	3	2	1	3	2
CO2	3	3	0	2	1	0	0	3	3	2	3	2
CO3	3	3	0	3	0	1	0	2	3	2	3	3
CO4	3	3	0	3	0	2	3	3	3	2	3	3
CC-12-Industrial and Organizational Psychology- PSY303												
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	0	2	1	0	0	3	2	2	3	3
CO2	3	3	0	2	0	1	0	2	3	2	3	2
CO3	3	3	0	3	0	1	0	2	3	3	3	2
CO4	3	3	0	3	0	2	0	3	3	2	3	3
CO5	3	3	0	2	0	2	0	3	3	2	3	3
CO6	3	3	0	2	1	3	2	3	3	3	3	3
Minor- Introduction to Psychological First-Aid and Care - PSY321												
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	0	1	1	0	0	3	2	2	3	2
CO2	3	3	0	2	0	1	0	2	3	2	3	2
CO3	3	3	0	3	0	1	0	2	3	2	3	3
CO4	3	3	0	3	0	2	0	3	3	3	3	3

SEC- Basic Counselling Skills- SEC302												
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	0	2	1	0	0	3	2	1	3	2
CO2	3	3	0	3	0	1	0	2	3	3	3	2
CO3	3	3	0	2	0	2	0	3	3	2	3	3
CO4	3	3	0	3	0	1	0	2	3	3	3	2
CO5	3	3	0	3	0	2	0	2	3	3	3	3
CO6	3	3	0	3	0	3	2	3	3	3	3	3
Semester VI												
CC-13- Introduction to Guidance and Counselling - PSY305												
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	0	2	1	0	0	3	2	1	3	2
CO2	3	3	0	3	0	1	0	2	3	2	3	2
CO3	3	3	0	3	0	1	0	2	3	3	3	2
CO4	3	3	0	3	0	2	0	3	3	3	3	3
CC-14- Clinico-Forensic Psychology- PSY306												
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	0	2	1	0	0	3	2	1	3	2
CO2	3	3	0	3	0	2	0	3	3	2	3	2
CO3	3	3	0	2	0	1	0	3	3	2	3	2
CO4	3	3	0	3	0	2	0	3	3	3	3	3
CO5	3	3	0	3	0	2	0	2	3	3	3	3
CC-15- Cognitive Psychology- PSY307												
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	0	3	1	0	0	3	2	1	3	2
CO2	3	3	0	3	0	2	0	2	3	2	3	3

CO3	3	3	3	3	0	3	0	2	2	3	3	3
CO4	3	3	0	3	0	1	0	3	3	2	3	3
CO5	3	3	0	3	1	2	0	3	3	2	3	3
Minor- Psychology of Workplace Behavior- PSY322												
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	0	3	3	0	0	3	2	1	2	2
CO2	3	3	2	3	2	0	0	2	3	2	3	3
CO3	3	3	2	3	3	0	0	3	3	2	3	2
CO4	3	3	1	3	2	0	0	3	3	3	3	3
CO5	3	3	1	3	2	0	0	3	3	3	3	3
CO6	3	3	2	3	3	1	0	3	3	3	3	3
SEC- Research Skills in Social Sciences- SEC505												
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	3	3	3	3	3	3	2	2	1	2
CO2	3	3	3	2	3	0	0	3	3	3	3	2
CO3	3	3	3	3	3	0	0	2	3	3	2	3
CO4	3	3	3	3	3	2	3	3	3	2	2	3
CO5	3	3	3	3	3	2	3	3	3	3	3	3
CO6	3	3	3	3	3	2	3	3	3	3	3	3
SEC- Basic Sports Psychology Skills-SEC506												
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	0	1	1	0	0	2	1	1	2	3
CO2	2	3	0	1	0	1	0	2	2	2	3	3
CO3	2	3	0	2	1	2	0	3	2	2	3	2
CO4	1	2	0	1	0	0	0	1	3	3	3	2
CO5	2	3	0	2	2	2	1	2	2	2	3	3
Next Page-												

Semester VII												
CC- 16- Basics of Psychotherapy- PSY401												
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	1	0	2	0	1	3	2	2	1	1
CO2	3	3	0	0	2	0	1	3	3	2	2	1
CO3	3	3	1	2	1	0	1	3	2	2	3	2
CO4	3	3	2	3	2	1	2	3	3	3	3	3
CO5	3	3	1	0	3	0	1	3	2	1	1	2
CO6	3	3	2	0	2	1	3	3	3	2	2	3
CC-17- Advanced Research Methodology- PSY402												
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	1	2	2	1	0	2	2	3	2	2
CO2	3	3	0	2	2	1	1	2	3	3	2	2
CO3	3	3	1	1	2	0	0	2	3	3	2	2
CO4	3	3	1	2	3	0	1	2	2	3	3	3
CO5	3	3	1	2	2	1	1	3	2	2	3	2
CO6	3	3	2	3	3	1	2	3	3	3	3	3
CC-18- Psychological Assessment I- PSY403												
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	1	0	0	3	2	2	1	2	2	2
CO2	3	3	1	0	0	3	2	2	1	2	2	2
CO3	3	3	1	1	2	3	2	3	2	3	2	3
CO4	3	3	2	1	2	3	3	3	3	3	3	3
CC-19- Research Design and Statistics (With Research)- PSY404												
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	1	0	3	2	2	1	2	2	1	2
CO2	3	3	2	0	3	2	3	1	2	2	2	2

CO3	3	3	3	2	3	3	3	2	3	2	2	3
CO4	3	3	3	2	3	3	3	2	3	2	2	3
CO5	3	3	3	3	3	3	3	2	3	3	3	3
CO6	3	3	2	1	3	2	3	3	3	2	2	3
CC-19- Indigenous and Cultural Concept of Health and Wellbeing (Without Research)- PSY405												
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	0	2	3	0	1	2	1	1	1	2
CO2	3	3	0	3	2	0	1	3	2	2	1	3
CO3	2	3	0	2	3	1	1	2	3	2	1	3
CO4	3	3	0	3	2	1	1	3	3	2	2	3
Minor- Spirituality and Positive Psychology- PSY421												
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	0	2	3	0	1	2	1	1	1	2
CO2	3	3	0	3	2	0	1	3	2	2	1	3
CO3	3	3	0	2	3	1	1	2	3	2	1	3
CO4	3	3	0	3	2	1	1	3	3	2	2	3
Semester VIII												
CC-20- Gender Psychology and Inter-sectionality- PSY406												
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	1	2	3	0	1	3	2	1	2	2
CO2	3	3	2	3	3	0	1	3	2	2	1	3
CO3	3	3	3	2	3	1	1	3	3	2	1	3
CO4	3	3	2	3	3	1	2	3	3	2	2	3
CO5	3	3	2	2	3	0	2	3	3	2	2	3
Next Page-												

CC-21- Psychological Assessment- II- PSY407												
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	2	2	1	3	1	2	2	2	3	2
CO2	3	3	2	2	1	3	1	2	2	2	3	2
CO3	3	3	2	2	1	3	1	2	2	2	3	2
CO4	3	3	2	2	1	3	1	2	2	2	3	2
CC-22- Positive Psychology- PSY408												
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	2	2	1	2	1	2	3	2	3	3
CO2	3	3	2	2	1	2	1	2	3	2	3	3
CO3	3	3	2	2	1	2	1	2	3	2	3	3
CO4	3	3	2	2	1	2	1	2	3	2	3	3
Minor- Cross Cultural & Ethnic Psychology (With and Without Research)- PSY422												
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	2	2	1	2	1	2	3	2	3	3
CO2	3	3	2	2	1	2	1	2	3	2	3	3
CO3	3	3	2	2	1	2	1	2	3	2	3	3
CO4	3	3	2	2	1	2	1	2	3	2	3	3
Minor- Community Mental Health- (Without Research)- PSY423												
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	1	2	2	1	2	2	3	2	3	3
CO2	3	3	1	2	2	1	2	2	3	2	3	3
CO3	3	3	3	2	2	1	2	2	3	2	3	3
CO4	3	3	2	3	3	1	3	2	3	2	3	3
CO5	3	3	1	2	2	1	2	2	3	2	3	3

Semester I

Course Code: PSY101	INTRODUCTION TO PSYCHOLOGY- CC-1	L	T	P	C
Contact Hours	48 hours	3	0	1	4
Pre-requisites/Exposure	10 + 2 knowledge				
Co-requisites	-				

Course Objective: To introduce students to the basic concepts of the field of psychology with an emphasis on applications of psychology in everyday life.

Course Outcome:

At the end of this course the student will able to:

CO1	Discuss the fundamentals of Psychology and behavior and the process involved in sensation
CO2	Summarize the processes involved in Attention and Perception and the theories of emotion and motivation
CO3	Justify the role of theories in explaining Learning and Memory.
CO4	Apply the understanding of memory and perceptual processes in different types of cognitive tasks.

Course Description: The course lays down the foundation of psychology and deals with the basic processes of human life. The course covers the theories and applications of the cognitive processes as well as other psychological attributes.

Course Contents:

Unit 1: (Lecture Hours: 12)

Introduction:

- Definition of Psychology, The Origin of Psychology and its different Schools, Major perspectives- Biological, Cognitive, Behavioral, Psychodynamic, Humanistic, Socio-cultural, Evolutionary.
- Indigenous construal of psychology (the difference between Eastern vs Western perspectives of psychology).
- Research Methods in psychology; subfields of psychology, Scope of Psychology in India

Unit 2: (Lecture Hours: 11)

Sensation, Attention and Perception:

- ABCs of Sensation- meaning of Sensation and its processes, The science of vision, hearing, gustatory and somesthetic senses.
- Determinants of attention, types of attention and its theories.
- Perceptual processing, Role of attention in perception, Perceptual organization, Gestalt Principles of Perception, Perceptual sets, Perceptual constancies- size, shape and brightness, Depth perception, Perceptual Illusions

Motivation and Emotion:

- Meaning and Definition of Motivation, Types of motivation, Theories of motivation- Maslow's theory of hierarchy of needs, Alderfer's ERG theory, McClelland's achievement motivation theory, and Herzberg's two-factor theory.
- Components of emotion, theories of emotion- James-Lange, Cannon-Bard, Schachter-Singer, Lazarus and facial-feedback hypothesis.
- Rasa and Bhava theory of emotions, culturally sanctioned emotions such as embarrassment and shame.

Unit 3: (Lecture Hours: 11)

Learning and Memory:

- Concept and theories of learning - Trial and Error theory of Learning, Classical Conditioning, Operant Conditioning, Insight learning, Observational learning and Cognitive theories of learning, transfer of learning
- Definition of memory and its types, Models of memory- The Atkinson and Shiffrin Model, Levels of Processing by Craik and Lockhart
- Forgetting and its causes, Types of forgetting, Techniques of improving memory.

Unit 4: (Lecture Hours: 11)

Practicum:

1. Memory-

- a) Effect of spaced and unspaced method of learning on memorization capacity of the subject
- b) Effect of retroactive and proactive inhibition on the memorization capacity of the subject

2. Perception-

- To demonstrate the effect of knowledge of results on the extent of Muller- Lyer illusion in the subject.
- Effect of intensity of stimulus on temporal perception of the subject.
- Effect of quality of stimulus on the temporal perception of the subject.

- Determination of the Difference Limen of the subject using 50gm, 100gm, 200gm weights (using gradation method). Verification of Weber's Ratio.(OR)
- Determination of the Difference Limen of the subject using constant method.

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Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

Components	Class Assessment	End Term	
Weightage (%)	50	25	25

	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Discuss the fundamentals of Psychology and behavior and the process involved in sensation	PO1, PO12, PO4
CO2	Summarize the processes involved in Attention and Perception and the theories of emotion and motivation	PO1, PO4, PO12
CO3	Justify the role of theories in explaining Learning and Memory.	PO1, PO4, PO12
CO4	Apply the understanding of memory and perceptual processes in different types of cognitive tasks.	PO1, PO2, PO4, PO6, PO12

		Knowledge of Psychology	Application of Psychological Principles	Knowledge of Statistical Techniques	Community Based Implementation of psychological Principle	Fundamentals of Psychological Research	Psychological Testing and Interpretation	Application of Modern Statistical Tools	Ethics in psychology	Soft skills and effective communication	Team work and Professionalism	Empathetic understanding of Behavior	Life-long learning
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
PSY101	Introduction To Psychology	3	3	-	3	-	3	-	-	-	-	3	1

1=weakly mapped

2= moderately mapped

3=strongly mapped

PSY102	PERSONALITY AND INDIVIDUAL DIFFERENCES- CC-2	L	T	P	C
Contact Hours	48 Hours	3	0	1	4
Pre-requisites/Exposure	10 + 2 knowledge				
Co-requisites	-				

Course Objective: To develop an understanding of the concept of individual differences with the goal to promote self-reflection and understanding of self and others.

Course Outcomes:

CO 1: Discuss the fundamentals of personality and different theoretical perspectives of personality.
CO 2: Compare the theories on Intelligence.
CO 3: Explain the theories and perspectives of enhancing individuals' potential.
CO 4: Assess Intelligence and determine personality through the application of different assessment techniques.

Course Description:

The course covers the basic principles and theories of personality and intelligence. It also focuses on the assessments of the psychological attributes. Additionally, it helps developing an understanding of Indian approach to self and identity.

Course Contents:

Unit 1: (15 Lecture Hours)

Basics of Personality and its theories:

-
- Nature of personality; Biopsychosocial foundations of personality;
- Perspectives on personality, Personality development and its factors
- Psychodynamic (Freud), humanistic (Maslow) and social (Bandura).
- Panchkosha theory of personality, Chakra theory, The Triguna theory of personality (Grishwar Mishra, Paranjpe, and Dalal).

Unit 2: (15 Lecture Hours)

Intelligence and its theories:

- Concept of intelligence: Psychometric and cognitive approaches to intelligence;

- Theories of intelligence , Emotional Intelligence, Heredity, environment and intelligence;
- Measurement of intelligence, concept of Giftedness and Intellectual Disability.

Unit 3: (15 Lecture Hours)

Enhancing individual's potential:

- Self-determination theory
- Enhancing cognitive potential, Self-regulation and self enhancement
- creativity and problem solving.

Unit 4: (15 Lecture Hours)

Practicum: Any 2-practicum

Two psychological tests (one based on Intelligence and one based on personality).

1. Intelligence:

- a.) Assess the level of concrete intelligence of the subject by administering Koh's Block Design Test.
- b.) Assess the level of abstract reasoning of the subject by administering Raven's Comprehensive Progressive Matrices.
- c.) Assess the intelligence quotient the subject by administering Seguire Form Board.

2. Aptitude test

- a) To determine the scholastic aptitude of the subject by administering :Differential Aptitude Test (DAT) (for guidance).

3. Personality:

- a) To determine the personality profile of the subject by administering The Sixteen Personality Factor (16PF) Questionnaire.
- b) To determine the personality traits of the subject by administering Eysenck's Personality Questionnaire Revised (E.P.Q - R).

Readings:

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- Mentis, M., Dunn-Bernstein, M., Mentis, M., &Skuy, M. (2009).Bridging learning: Unlocking cognitive potential in and out of the classroom. Corwin.

- Passer, M.W. & Smith, R.E. (2010). Psychology: The science of mind and behaviour. New Delhi: Tata McGraw-Hill.
- Baron, R. A. & Mishra, G. (2015). Psychology. Pearson Education Limited. ISBN-13: 9788131773444.

Further Readings

- Aleem, S. (2012). Theories of Personality. Published by Dorling Kindersley (India) Pvt. Ltd.
- Sinha, D., Misra, G., & Dalal, A.K. (2015, September). Psychology for India. SAGE Publications
- The Oxford Handbook of Positive Psychology (Second Edition). Edited by Shane J. Lopez and C.R. Snyder. Oxford Library of Psychology
- Murthy, P. K., & Kumar, S. K. (2007). The concept of Triguna: A critical analysis and synthesis. *Psychological Studies*, 52(2), 103-113.
- Satpathy, B. (2018). Pancha Kosha theory of personality. *The International Journal of Indian Psychology*, 6(2), 33-38.
- Srivastava, A. K., & Misra, G. (2001). Lay people's understanding and use of intelligence: An Indian perspective. *Psychology and Developing Societies*, 13(1), 25-49.
- Srivastava, P. S. (2016). Spiritual intelligence: An overview. *International Journal of multidisciplinary research and development*, 3(3), 224-227.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

Components	Total	Class Assessment	End Term	
Weightage (%)	100	50	25	25

	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Discuss the fundamentals of personality and different theoretical perspectives of personality.	PO1, PO12, PO4
CO2	Compare the theories on Intelligence.	PO1, PO4, PO12
CO3	Explain the theories and perspectives of enhancing individuals' potential.	PO1, PO4, PO12, PO8
CO4	Assess Intelligence and determine personality through the application of different assessment techniques.	PO1, PO2, PO3, PO4, PO12

		Knowledge of Psychology	Application of Psychological Principles	Knowledge of Statistical Techniques	Community Based Implementation of	Fundamentals of Psychological Research	Psychological Testing and Interpretation	Application of Modern Statistical Tools	Ethics in psychology	Soft skills and effective communication	Team work and Professionalism	Empathetic understanding of Behavior	Life-long learning
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
PSY102	Personality and Individual Differences	3	3	-	3	-	3	-	3	-	-	3	1

1=weakly mapped
mapped

2= moderately mapped

3=strongly

CODE: PSY111	SPORTS PSYCHOLOGY (MDC)	L	T	P	C
Contact Hours	36 hours	2	1	0	3
Pre-requisites/Exposure	10 + 2 knowledge				
Co-requisites	-				

Course Content:

UNIT-I: INTRODUCTION

- Sports Psychology: Meaning, Nature and Scope
- Objective of Sports Psychology: Professional, Recreational and Curative
- Methods of Sports Psychology: Introspection, Observation and Experimental

UNIT-II: INDIVIDUAL DIFFERENCES

- Meaning of Individual Differences and its relevance in sports.
- Types of Individual Differences: Physical, Psychological and Socio-cultural Individual Differences.
- Factors contributing to individual differences: Heredity, Gender, Race and Geographical locations.
- Meaning and significance of Motivation in performance enhancement of sports persons

UNIT-III: PLAY/ SPORTS

- Meaning of Play and Work. Similarities and Differences between Play and Work. Important Characteristics of Play/ Sports
- Psychological determinants of sports: Attention/ Concentration, Self-Confidence, Social Facilitation/ Audience Effects, Goal Settings
- Importance of Team, Group and Leadership in Sports: Team Cohesion, Group Dynamics and Qualities of Leader.
- Meaning and Objectives of training. Types of Training.

RECOMMENDED READINGS

1. M. L. Kamlesh, *Psychology of Physical Education and Sports*, Metropolitan Book Co. Pvt. Ltd. New Delhi, 2nd Ed., 1983.
2. R. B. Alderman, *Psychological Behaviour in Sports*, Thomson Learning Publication, 1974.

3. A. K. Uppal, *Principle of Sports Training*, Friends Publication, New Delhi, India, 2001.
4. Yuri Hanin & Natalia Stambulova, *Sport Psychology: The Psychology of Athletic Excellence*, Oxford, UK: Elsevier Academic Press, 2004.
5. R. S. Weinberg, *Foundations of Sports and Exercise Psychology*, Human Kinetics, 2011.
6. John Perry, *Sports Psychology: A complete introduction*, Teach Yourself, University of Hull, 2016.
7. D. S. Butt, *Psychology of Sport: The behavior, Personality and Performance of athletes*, Van Nostrand Reinhold, New York, 2nd Ed., 1987.
8. A. S. Zilli & N. K. Chadha, *Research Methods for Sports Scientists*, Oscar Publication, Delhi, 2001.
9. Anna Kessel, *Eat Sweat Play: How sports can change our lives*, Pan Macmillan, 2017.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

Components	Class Assessment	End Term
Weightage (%)	50	50

	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Describe the major theoretical perspectives; explain the fundamental concepts, theories and ethics related to investigation of human behavior and mental processes.	PO1, PO2, PO8
CO2	Identify the biological bases of human behavior, how they impact and get impacted by sensory processes along with factors of emotion and motivation.	PO1, PO2, PO6
CO3	Understand and apply the different techniques through which behavior medication and learning can take place, along with cognitive factors that influence behavior.	PO1, PO2, PO11
CO4	Explain the different developmental aspects and individual differences through theoretical propositions.	PO1, PO2, PO11

		Knowledge of Psychology	Application of Psychological Principles	Knowledge of Statistical Techniques	Community Based Implementation of psychological Principle	Fundamentals of Psychological Research	Psychological Testing and Interpretation	Application of Modern Statistical Tools	Ethics in psychology	Soft skills and effective communication	Team work and Professionalism	Empathetic understanding of Behavior	Life-long learning
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
PSY111	Sports Psychology	4	4	-	-	-	1	-	1	-	3	2	3

1=weakly mapped

2= moderately mapped

3=strongly mapped

<u>(CODE PSY121)</u>	<u>FUNDAMENTALS OF PSYCHOLOGY</u>	L	T	P	C
	<u>(MINOR)</u>				
Contact Hours	48 hours	3	1	0	4
Pre-requisites/Exposure	10 + 2 knowledge				
Co-requisites	-				

Course Objectives:

To introduce students to the basic concepts in the field of psychology with an emphasis on application based learning of these psychological principles in everyday life.

Course Outcomes:

At the end of this course students will able to:

CO 1	Describe the major theoretical perspectives; explain the fundamental concepts, theories and ethics related to investigation of human behavior and mental processes.
CO 2	Identify the biological bases of human behavior, how they impact and get impacted by sensory processes along with factors of emotion and motivation.
CO 3	Understand and apply the different techniques through with behavior medication and learning can take place, along with cognitive factors that influence behavior.
CO4	Explain the different developmental aspects and individual differences through theoretical propositions.

Course Description:

The Fundamentals of Psychology course provides an introduction to the basic principles, theories, and methods of psychology. Through lectures, discussions, and interactive activities, students will explore various topics including the history of psychology, research methods, biological psychology, perception, learning and cognition. this course serves as the foundation for further study in psychology.

Course Contents:

Unit 1: (20 Lecture Hours)

Introduction to Psychology

- History and evolution of Psychology
- The major theoretical perspectives in psychology
- Research methods in psychology
- Ethical considerations in psychological research

Unit 2: (20 Lecture Hours)

Biological foundations of Behavior

- Structure and function of the nervous system
- Neurons and neural communication
- Sensation and perception
- Biological bases of motivation and emotion

Unit 3: (20 Lecture Hours)

Learning and Cognition

- Classical and operant conditioning
- Cognitive processes, including attention, memory and problem solving
- Language and thinking
- Intelligence and creativity

Unit 4: (20 Lecture Hours)

Developmental Psychology and Personality Psychology

- Lifespan development from Birth till Death
- Theories of development- Kohlberg, Vygotsky, Erickson's theory of Psychosocial Development, Harry Harlow's theory of Attachment and their implications
- Personality- Meaning, Theories of personality- Indian- Vatta, Pitta, Kapha, Triguna Theory, Western- Eysenck, Freud

Readings:

- Baron, R. & Misra, G. (2013). Psychology. New Delhi: Pearson.
- Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. New Delhi: Pinnacle Learning.
- Ciccarelli, S. K., & Meyer, G. E. (2010). Psychology: South Asian Edition. New Delhi: Pearson Education.
- Passer, M.W. & Smith, R.E. (2010). Psychology: The science of mind and behaviour. New Delhi: Tata McGraw-Hill.

Further Readings

- Best, J.B. (1998, 5th Edition). Cognitive Psychology. John Wiley & Sons. ISBN-13: 978-0470002322 ISBN-10: 0470002328
- Baron, R. A. (2001). Psychology (5th Edition), Prentice-Hall of India Private Limited.
- Galloti, K. M. (2016). Cognitive Psychology. In and Out of the Laboratory (5th Edition). Sage Publication, 2016
- Hilgard, E. R., Atkinson, R. C., & Atkinson, R. L. (1975). Introduction to Psychology (6th Edition). Oxford IBH Publishing
- Melvin, H. M.M., & William, A. H. (1979). Systems and Theories in Psychology. McGraw-Hill Higher Education.
- Mishra, B. K. (2016). Psychology. The Study of Human Behaviour (2nd Edition). PHI Learning Private Limited.
- Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (2001). Introduction to Psychology (7th Edition), McGraw Hill Book Company.
- Munn, N. L., Fernald, L. D., & Fernald, P. S. (2007). Introduction to Psychology (5th Edition). A.I.T.B.S Publishers India.
- Plotnik, R. & Kouyoumdjian, H. (2014). Introduction to Psychology (10th Edition). An Cengage Learning.
- Santrock, J.W. Psychology Essentials (Second Edition), McGraw Hill Higher Education

- Solso, R. L., Maclin, H., & Maclin, M. K.(2008). Cognitive Psychology (8th Edition). Pearson Publishing House.
- Solso, R. L. (2006). Cognitive Psychology (6th Edition). Pearson Publishing House, 2006

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

Components	Class Assessment	End Term
Weightage (%)	50	50

	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Describe the major theoretical perspectives; explain the fundamental concepts, theories and ethics related to investigation of human behavior and mental processes.	PO1, PO2, PO8
CO2	Identify the biological bases of human behavior, how they impact and get impacted by sensory processes along with factors of emotion and motivation.	PO1, PO2, PO6
CO3	Understand and apply the different techniques through with behavior medication and learning can take place, along with cognitive factors that influence behavior.	PO1, PO2, PO11
CO4	Explain the different developmental aspects and individual differences through theoretical propositions.	PO1, PO2, PO11

		Knowledge of Psychology	Application of Psychological Principles	Knowledge of Statistical Techniques	Community Based Implementation of psychological Principle	Fundamentals of Psychological Research	Psychological Testing and Interpretation	Application of Modern Statistical Tools	Ethics in psychology	Soft skills and effective communication	Team work and Professionalism	Empathetic understanding of Behavior	Life-long learning
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
PSY121	Fundamentals of Psychology	3	3	-	-	3	1	-	3	-	-	2	3

1=weakly mapped

2= moderately mapped

3=strongly mapped

Course Code: VAC105	Community Engagement and Social Responsibility	L 1	T 0	P 1	C 2
	1 credit (1 lecture hr/week) is for Theory and 1 credit is for Field work (2 hr field work/week).				

Course Objectives:

- To develop an appreciation of rural culture, life-style and wisdom amongst students
- To learn about the status of various agricultural and rural development programmes
- To understand causes for rural distress and poverty and explore solutions for the same
- To apply classroom knowledge of courses to field realities and thereby improve quality of learning

Course Outcomes

On completion of this course, the students will be able to

CO1 Gain an understanding of rural life, culture and social realities

CO2 Develop a sense of empathy and bonds of mutuality with local community

CO3 Appreciate significant contributions of local communities to Indian society and economy
CO4 Learn to value the local knowledge and wisdom of the community

CO5 Identify opportunities for contributing to community’s socio-economic improvements

Catalog Description

Along with Intelligent Quotient, it is important for students to enhance their Emotional Quotient as well. The Social Internship offers opportunity to the student to be empathetic towards social issues facing our society. To help and support the affected community / cause through a field internship is the essence of the course in ‘giving back to the society’.

Course Content

Unit I: Appreciation of Rural Society:Rural and peri-urban life style, rural society, caste and gender relations, rural values with respect to community, rural culture, nature and resources, elaboration of “soul of India lies in villages’ (Gandhi), rural infrastructure.

Unit II: Understanding rural and local economy and livelihood: Agriculture, farming, land ownership, water management, animal husbandry, non-farm livelihoods and artisans, rural entrepreneurs, rural markets, migrant labourer, impact of COVID-19 on Migrant Labourers.

Unit III: Rural and Local Institutions: Traditional rural and community organizations, local administration and community involvement, Self-help Groups, Panchayat raj, institutions (Gram Sabha, Gram Panchayat, Standing Committees), Nagarpalikas and municipalities, local civil society.

Unit IV: Rural and National Development Programme: History of rural development in India, Current national programs in India: Sarva Shiksha, Abhiyan, Beti Bachao, Beti Padhao, Ayushman Bharat, Swachh Bharat, PM AwaasYojana, Skill India, Gram Panchayat Decentralised Planning, NRLM, MNREGA, SHRAM, Jal Jeevan Mission, SFURTI, Atma Nirbhar Bharat, etc. Various schemes of West Bengal Government: Kanyashree, Rupashree, Lakshmir Bhandar, Yuvasree, Sikshashree, Jai Bangla, Lokprasar, Nijo Griha Nijo Bhumi, Swasthya Sathi, Gatidhara, Gitanjali, Khadya Sathi, Sabooj Sathi, Sabujshree, Sufal Bangla, Shishu Sathi, Sabala etc.

Recommended field-based practical activities:

- Interaction with SHG women members, and study of their functions and challenges; planning for their skill building and livelihood activities.
- Visit MGNREGS project sites, interact with beneficiaries and interview functionaries at the work site.
- Field visit to Swachh Bharat project sites, conduct analysis and initiate problem solving measures.
- Conduct Mission Antyodaya surveys to support under Gram Panchayat Development Plan (GPDP).
- Interactive community exercise with local leaders, panchayat functionaries, grass-root officials and local institutions regarding village development plan preparation and resource mobilization.
- Visit Rural Schools / mid-day meal centres, study Academic and infrastructural resources and gaps.
- Participate in Gram Sabha meetings, and study community participation.
- Associate with Social audit exercises at the Gram Panchayat level, and interact with programme beneficiaries.

- Attend Parent Teacher Association meetings, and interview school drop outs Fostering Social Responsibility & Community Engagement in Higher Education Institutions in India.
- Visit local Anganwadi Centre and observe the services being provided.
- Visit local NGOs, civil society organisations and interact with their staff and beneficiaries.
- Organize awareness programmes, health camps, Disability camps and cleanliness camps.
- Conduct soil health test, drinking water analysis, energy use and fuel efficiency surveys.
- Raise understanding of people's impacts of climate change, building up community's disaster preparedness.
- Organise orientation programmes for farmers regarding organic cultivation, rational use of irrigation and fertilizers and promotion of traditional species of crops and plants.
- Identifying the small business ideas (handloom, handicraft, khadi, food products, etc.) for rural areas to make the people self-reliant.

Recommended Readings Books:

1. Singh, Katar, Rural Development: Principles, Policies and Management, Sage Publications, New Delhi, 2015.
2. A Hand book on Village Panchayat Administration, Rajiv Gandhi Chair for Panchayati Raj Studies, 2002.
3. United Nations, Sustainable Development Goals, 2015 un.org/sdgs/
4. M.P.Boraian, Best Practices in Rural Development, Shanlax Publishers, 2016.

Journals:

1. Journals of Rural development, (published by NIRD & PR Hyderabad)
2. Indian Journal of Social Work, (by TISS, Bombay)
3. Indian Journal of Extension Education (by Indian Society of Extension Education)
4. Journal of Extension Education (by Extension Education Society) Fostering Social Responsibility & Community Engagement in Higher Education Institutions in India
5. Kurukshetra (Ministry of Rural Development, GoI)
6. Yojana (Ministry of Information and Broadcasting, GoI)

Semester II

PSY103	BIOPSYCHOLOGY- CC-3	L	T	P	C
Contact Hours	48 hours	3	1	0	4
Pre-requisites/Exposure	10 + 2 knowledge				
Co-requisites	-				

Course Objectives:

1. To explore the biological basis of experience and behavior.
2. To develop an understanding of the influence of behavior, cognition, and the environment on bodily systems.
3. To develop an appreciation of the neurobiological basis of psychological function and dysfunction.

Course Outcome:

By the end of this course, students will:

CO1: Demonstrate an understanding of the biological basis of experience and behavior.

CO2: Understand the influence of behavior, cognition, and the environment on bodily systems.

CO3: Appreciate the neurobiological basis of psychological function and dysfunction.

CO4: Apply knowledge of biopsychology to real-world scenarios.

CO5: Analyse and critique research methodology in biopsychology.

CO6: Utilize critical thinking skills to evaluate scientific arguments related to biopsychological processes.

Course Description:

Biopsychology explores the biological foundations of behavior, focusing on neural mechanisms, the central and peripheral nervous systems, and the neuroendocrine system. Students will learn about neuron structure, neural conduction, synaptic transmission, and the functions and abnormalities of major glands. The course emphasizes the interaction between behavior, cognition, and the environment, and how these influence bodily systems. Through lectures and practical activities, students will gain a comprehensive understanding of biopsychological processes and their applications.

Course Content:

Unit 1: Introduction to Biopsychology (10 Hours)

Objective: To introduce students to the nature, scope, methods, and ethics in biopsychology and its divisions.

1. Nature and Scope of Biopsychology
2. Methods in Biopsychology
3. Ethics in Biopsychology
4. Divisions of Biopsychology

Unit 2: The Functioning Brain and Spinal Code (10 Hours)

Objective: To understand the structure and functions of Brain and Spinal code

1. Structure of Brain and Spinal
2. Lobes and Associative areas

Unit 3: Organization of Nervous System (10 Hours)

Objective: To explore the structure and functions of the central and peripheral nervous systems, and the functional abnormalities of neurotransmitters.

1. Structure and Functions of Neurons

2. Neural Conduction
3. Synaptic Transmission
4. Central Nervous System (CNS)
5. Autonomic Nervous System (ANS)
6. Peripheral Nervous System (PNS)
7. Functional Abnormalities of Neurotransmitters
 - Dopamine Hypothesis
 - Serotonin Hypothesis

Unit 4: Neuroendocrine System (10 Hours)

Objective: To study the structure, functions, and abnormalities of major glands.

Structure, Functions and abnormalities of 7 Glands and their role in psychological health

- Thyroid and parathyroid (Role in mood and physiological processes)
- Adrenal (Its role in stress and physiological pathologies)
- Gonads (Role of sex hormones in psychological aspects)
- Pituitary along with hypothalamus and thalamus (Its functions)
- Pancreas(its role metabolism)
- Thymus (its role in immune system- t cells, b cells)
- Pineal (functions)

References:

1. Kalat, J. W. (2019). *Biological Psychology* (13th ed.). Cengage Learning. ISBN: 978-1337408202
2. Carlson, N. R. (2013). *Physiology of Behavior* (11th ed.). Pearson. ISBN: 978-0205239399
3. Pinel, J. P. J., & Barnes, S. (2017). *Biopsychology* (10th ed.). Pearson. ISBN: 978-0134203690
4. Breedlove, S. M., Watson, N. V., & Rosenzweig, M. R. (2010). *Biological Psychology: An Introduction to Behavioral, Cognitive, and Clinical Neuroscience* (6th ed.). Sinauer Associates. ISBN: 978-0878933242

5. Bear, M. F., Connors, B. W., & Paradiso, M. A. (2015). *Neuroscience: Exploring the Brain* (4th ed.). Wolters Kluwer Health. ISBN: 978-0781778176
6. Kandel, E. R., Schwartz, J. H., & Jessell, T. M. (2013). *Principles of Neural Science* (5th ed.). McGraw-Hill Education. ISBN: 978-0071390118
7. Toates, F. (2011). *Biological Psychology* (3rd ed.). Pearson. ISBN: 978-0131971387

Course Outcomes (COs) Mapped to Program Outcomes (POs):

Course Outcomes (COs)	Mapped Program Outcomes (POs)
CO1: Demonstrate an understanding of the biological basis of experience and behavior.	PO1, PO2, PO5
CO2: Understand the influence of behavior, cognition, and the environment on bodily systems.	PO1, PO2, PO4
CO3: Appreciate the neurobiological basis of psychological function and dysfunction.	PO1, PO4, PO6
CO4: Apply knowledge of biopsychology to real-world scenarios.	PO2, PO4, PO9
CO5: Analyse and critique research methodology in biopsychology.	PO1, PO5, PO7
CO6: Utilize critical thinking skills to evaluate scientific arguments related to biopsychological processes.	PO1, PO2, PO5

Relationship between Course Outcomes (COs) and Program Outcomes (POs):

		Knowledge of Psychology	Application of Psychological Principles	Knowledge of Statistical Techniques	Community Based Implementation of	Fundamentals of Psychological Research	Psychological Testing and Interpretation	Application of Modern Statistical Tools	Ethics in psychology	Soft skills and effective communication	Team work and Professionalism	Empathetic understanding of Behavior	Life-long learning
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
PSY103	Biopsychology	3	3	-	3	1	1	-		1	-	1	1

Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
PSY103	Biopsychology	3	3	-	3	2	2	-	-	3	-	-	-

1: Weakly mapped

2: Moderately mapped

3: Strongly mapped

PSY104	DEVELOPMENTAL PSYCHOLOGY- CC- 4	L	T	P	C
Contact Hours	48 hours	3	1	0	4
Pre-requisites/Exposure	10 + 2 knowledge				
Co-requisites	-				

Course Objectives:

1. To equip the learner with an understanding of the concept and process of human development across the life span
2. To impart an understanding of the various domains of human development
3. To inculcate sensitivity to socio-cultural context of human development

Course Outcomes:

- CO1: Develop an understanding of the concept and process of human development across the life span.
- CO2: Analyze the various theories, themes and Research Designs.
- CO3: Relate the various domains of human development.
- CO4: Explain the role of socio-cultural context in human development.
- CO5: Determine the levels of development, development quotient and levels of social maturity by using suitable tests.

Course Description:

The course covers the fundamentals of human development across life span. It helps students to relate the various domains of human development with other areas of psychological research.

Course Contents:

UNIT 1: (15 lecture hours)

Introduction: a) Concept of Human Development b) Theories, themes and research designs

UNIT 2: (15 lecture hours)

Periods of Life Span Development

- a) Prenatal development: Stages, hazards
- b) Birth and Infancy : Characteristics and hazards

- c) Childhood : Characteristics and hazards
- d) Adolescence : Characteristics and hazards
- e) Adulthood : Characteristics and hazards

UNIT 3: (15 lecture hours)

Domains of Human Development-I

- a) Physical development: Developmental Mile stones
- b) Cognitive development: perspectives of Piaget and Vygotsky. Concepts of Neuro developmental disorders
- c) Language development: Stages. Theories of language development,
- d) Emotional development: stages
- e) Moral development by Kohlberg
- f) Personality development (Erickson)

UNIT 4: (15 lecture hours)

Socio-Cultural Contexts for Human Development

- a) Family
- b) Peers, Media & Schooling
- c) Human Development in the Indian context

Reading List:

- Berk, L. E. (2010). Child Development (9th Ed.). New Delhi: Prentice Hall.
- Mitchell, P. and Ziegler, F. (2007). Fundamentals of development: The Psychology of Childhood. New York: Psychology Press.
- Papalia, D. E., Olds, S.W. & Feldman, R.D. (2006). Human development (9th Ed.). New Delhi: McGraw Hill.
- Santrock, J. W. (2011). Child Development (13th Ed.). New Delhi: McGraw Hill.
- Santrock, J.W. (2012).Life Span Development (13th ed) New Delhi: McGraw Hill.
- Saraswathi, T.S. (2003). Cross-cultural perspectives in Human Development: Theory, Research and Applications. New Delhi: Sage Publications.
- Srivastava, A.K. (1997). Child Development: An Indian Perspective. New Delhi.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

Components	Total	Class Assessment	End Term
Weightage (%)	100	50	50

	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Develop an understanding of the concept and process of human development across the life span	PO1,PO 12
CO2	Analyze the various theories, themes and Research Designs.	PO1, PO2,
CO3	Relate the various domains of human development	PO1,PO2,PO5
CO4	Explain the role of socio-cultural context in human development.	PO4.PO11
CO5	Determine the levels of development, development quotient and levels of social maturity by using suitable tests	PO4, PO6. PO9

Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
PSY104	DEVELOPMENTAL PSYCHOLOGY	3	3	-	3	1	1	-		1	-	1	1

1=weakly mapped

2= moderately mapped

3=strongly mapped

PSY112	ADDICTION PSYCHOLOGY (MDC)	L	T	P	C
Contact Hours	36 hours	3	0	0	3
Pre-requisites/Exposure	10 + 2 knowledge				
Co-requisites	-				

Course Description:

This course provides a comprehensive review of psychological theories and interventions for addressing addictive behaviours. Emphasis is placed on clinical processes. Prominent models are presented for conceptualizing addictive behaviours, along with clinical treatments based on these models. Specific topics covered include: understanding psychological dynamics of addiction, stages of change, screening for and diagnosing addictive behaviours, brief psychological interventions, empirically-supported treatments, evidence-based practice, relapse prevention, harm reduction, addressing common co-existing disorders, and community services

Course Objectives:

1. To develop the understanding of addiction and the principles underlying it.
2. It aims to make students aware about addictive behaviours and their diagnosis,
3. Awareness about developmental issues as a result of addictions.
4. It also aims to acquaint students with the basic models of addiction and the some useful therapies.

Course Outcomes:

CO1: Understand the concepts of the psychology of addiction

CO2: Describe the various theories and perspectives of addiction

CO3: Identify and address the issues underlying development of disorders

CO4: Evaluate the differences, diagnosis and consequences of addiction.

CO5: Implement therapies for the treatment of addiction

Course Contents:

Unit-1: Introduction

1.1: Addiction Psychology – Introduction, Definition, Need and Scope.

1.2: Addictive Behaviours- Diagnosis, Maintenance, Course and Consequences

1.3: Peer Pressure & its Importance

Unit-2: Basics of Addiction

2.1: Trans-theoretical Model – Stages of Change

2.2: Ethical Considerations in dealing with Addiction Clients

2.3: Case Study on De-addiction

Unit-3: Therapies

3.1: Cognitive therapies - Cognitive Behavioral Therapy

3.2: Group Therapies

3.3: REBT, Contingency Management

Unit-4: Substance Abuse as a Social Problem

4.1: Drug craving, Drug pleasure, withdrawal and development of addictive behavior.

4.2: The difference between socially unacceptable (e.g., hard drugs) and socially more acceptable addictions (e.g., cigarette smoking, marijuana, alcohol).

4.3: Technology addiction (social media)

Textbooks / Reference Books

1. Connors, G. J., DiClemente, C. C., Velasquez, M. M., & Donovan, D. M. (2013). Substance abuse treatment and the stages of change: Selecting and planning interventions (2nd ed.). New York: Guilford Press. (Approximately \$35 at KU Bookstore)

2. Liese, B. S. & Tripp (2018). Advances in cognitive-behavioral therapy for addictive behaviors. In R. H. Leahy (Ed.), Science and practice of cognitive therapy: Foundations, mechanisms, and applications. New York: Guilford Press.
3. Magill, M., & Ray, L. A. (2009). Cognitive-behavioral treatment with adult alcohol and illicit drug users: A meta-analysis of randomized controlled trials. Journal of Studies of Alcohol and Drugs, 70, 516-527
4. Phares, E.J. (1991). Introduction to personality (3rd ED.). NY: Harper Collin.
5. Rao, K.R., Paranjpe, A.C. & Dalal, A.K. (2008). HB of Indian Psychology. Delhi: Foundation Books

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

Components	Total	Class Assessment	End Term
Weightage (%)	100	50	50

	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Discuss the fundamentals of Psychology and behavior.	PO1, PO4,
CO2	Classify the different Psychological methods.	PO1, PO8,
CO3	Summarize the processes involved in Sensation, Attention and Perception.	PO1, PO2
CO4	Justify the role of theories in explaining Learning and Memory.	PO1, PO2
CO5	Differentiate the processes involved Emotion and Motivation.	PO1, PO2
CO6	Apply the understanding of memory and perceptual processes in different types of cognitive tasks.	PO1, PO2

		Knowledge of Psychology	Application of Psychological Principles	Knowledge of Statistical Techniques	Community Based Implementation of psychological Principle	Fundamentals of Psychological Research	Psychological Testing and Interpretation	Application of Modern Statistical Tools	Ethics in psychology	Soft skills and effective communication	Team work and Professionalism	Empathetic understanding of Behavior	Life-long learning
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
PSY112	Addiction Psychology	3	3	-	1	1	1	-	1	1	-	2	3

1=weakly mapped

2= moderately mapped

3=strongly mapped

SEC182	Developing Diversity Competence	L	T	P	C
Contact Hours	24 hours	2	0	0	2
Pre-requisites/Exposure	10 + 2 knowledge				
Co-requisites	-				

COURSE DESCRIPTION

The interdisciplinary course Diversity and Inclusion intends to introduce the two pertinent, interconnected concepts along with the social justice competence. While diversity is about representation or the make-up of an entity, inclusion is about how well the contributions, presence and perspectives of different groups of people are valued and integrated into an environment. In a culturally diverse country and an increasingly polarized world, the significance and relevance of intersectionality, protective discrimination, equity, accessibility and social justice will be elaborated in the course. The course will develop awareness around different kinds of social discrimination/marginalization that exist globally. It will also inform about the various legal and provisions that exist particularly in the Indian context, protecting the rights of marginalized individuals and communities.

COURSE OBJECTIVE

- To introduce students to the ideas of social diversity, marginality and inclusion.
- To develop in the students an understanding of social discrimination, globally, based on language, caste, class, race, religion, indigeneity and disability.
- To generate in the students an awareness regarding the relevance of intersectionality, protective discrimination, equity, accessibility and social justice.
- To inform the students about the existing Constitutional and legal provisions in the Indian context, protecting rights of the linguistic/religious/economically backward/disabled community.

COURSE OUTCOME

- CO1 Explain the ideas of social diversity, marginality and inclusion.
- CO2 Recognize and evaluate social discrimination, globally, based on language, caste, class, race, religion, indigeneity and disability.
- CO3 Demonstrate the relevance of intersectionality, protective discrimination, equity, accessibility and social justice.
- CO4 Identify the social justice framework

Course Contents:

Unit 1: Introduction to diversity (Lecture Hours: 24)

Conceptualizing diversity

Cultural and Ethnic diversity

Sexual diversity and the Spectrum of gender identity

Neuro diversity

intersectionality

Unit 2: Introduction to Social Justice

Social justice, systems, and strengths perspectives

Power and privilege, Marginality, Accessibility

Difference, disproportionality, disparity, and inequality

Incorporating intersectionality into social work

Unit 3: Major Forms of Systemic Oppression and Social Injustice

Misogyny, Sexism and sexual harassment

Homophobia and heterosexism

Transphobia

Untouchability

Minority stress and internalised oppression

Impact of Systemic oppression on mental health

Unit 4: Competency-Based Approaches to Diversity and Social Justice in Social Work

Competency and competency-based approaches to diversity and social justice

Cultural competence vs. Cultural humility in work practice, policy, and education

Social justice informed practice, Interculturally competent social work practice

Understanding the implications of oppression and power in work practice

Suggested Readings

Arbona, C., et al. (2010). Acculturative stress among documented and undocumented Latino immigrants

Byers, D., McInroy, L., Craig, S.L., Slates, S. Kattari. S. (2020). Naming and Addressing Homophobic and

colorblindness (pp. 97-104). New York: The New Press.

Coston, B.M. & Kimmel, M. (2012). Seeing privilege where it isn't: marginalized masculinities and the

Crenshaw, K. (2019). WE STILL HAVE NOT LEARNED FROM ANITA HILL'S TESTIMONY. UCLA DC. NASW Press.

Einbinder, S. (2019). Reflections on Importing Critical Race Theory into Social Work: The State of Social

Feagin, J., & Bennefield, Z. (2014). Systemic racism and U.S. health care. *Social Science & Medicine*

Finn, Janet L., Perry, Tonya E., & Karandikar, Sharvari.(2013). Introduction: Conceptualizing Gender

Finney & Fitzgerald. (2020). Chapter 1 – A historical and contemporary look at race and exclusion in

Gender Oppression and Globalization, 149-172. Alexandria: CSWE Press. *Globalization*, pages xv – xxxviii. Alexandria: CSWE Press <https://doi.org/10.1017/CBO9780511815201>

<https://doi.org/10.1080/10437797.2019.1656574>

Murphy et al. (2009). Chapter 1 - Conceptual framework for intersectionality. *Incorporating*

Oppression, Globalization, and the Implications for Social Work. In *Gender Oppression and*

Roth, B. (2003). Chapter 4- Separate Roads to Feminism: Black, Chicana, and White Feminist

Spencer, M. S. (2008). A social worker's reflections on power, privilege, and oppression. *Social Work*,

Sue et al. (2016). Chapter 1 - Cultural diversity and implications for multicultural social work practice.

Sue et al. (2016). Chapter 5 - Microaggressions in social work practice (pp. 117-148). *Multicultural social*

Sue et al. (2016). Chapter 7 - White racial identity development. *Multicultural social work practice* (pp.

Transphobic Microaggressions in SOWK classrooms. *Journal of Social Work Education*, 56:3.

Villareal-Sosa, Leticia & Moore, Ali. (2013). Chicana Feminisms, Intersectionality, and Social Work. In

Women’s Law Journal, 26(1), 17– 20.

Work Literature and Students’ Voices. *Journal of Social Work Education*, 56(2), 1–14.

work practice. NJ: John Wiley & Sons, Inc.

Mode of Evaluation: Assignments, Projects, Presentations and End Term Examination.

Components	Class Assessment	End Term
Weightage (%)	50	50

	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Explain the ideas of social diversity, marginality and inclusion.	PO11, PO110, PO12
CO2	Recognize and evaluate social discrimination, globally, based on language, caste, class, race, religion, indigeneity and disability.	PO1, PO3, PO7, PO8, PO11, PO12
CO3	Demonstrate the relevance of intersectionality, protective discrimination, equity, accessibility and social justice.	PO1, PO8, PO9, PO11, PO12
CO4	Identify the social justice framework	PO8, PO2

1=weakly mapped

2= moderately mapped

3=strongly mapped

VAC101	Environmental Education- I	L	T	P	C
Version 1.1	Contact Hours – 30	2	0	0	2
Pre-requisites/Exposure	None				
Co-requisites	--				

Course Objectives

1. To understand the intrinsic relation between humans and environment, our position in the ecosystem around us
2. To comprehend the significance of the biodiversity surrounding us.
3. To figure out the importance and need for energy resources, various sources of energy, renewable and non-renewable sources, conventional and unconventional sources.
4. To have basic concepts about sustainability, our dependence on nature and the consequences of overexploitation.
5. To enable students to appreciate the importance and how much we owe to the earth systems for our survival.
6. To have a basic concept about the types of pollution and mitigation procedures.
7. To have an overall idea about the environmental legal framework in our country and about the EIA and environmental audit procedures.

Course Outcomes:

- CO1** Understand the interdependence between humans and the environment and demonstrate an awareness of the impact of human activities on the environment.
- CO2** Analyse and evaluate the concepts of natural resources, sustainable development, and their application in environmental management and decision-making.
- CO3** Identify and assess various environmental issues at the local, regional, and global levels, and propose strategies for addressing them.
- CO4** Demonstrate knowledge of biodiversity conservation and ecosystem management and apply principles of conservation in real-world scenarios.
- CO5** Recognize the sources and impacts of environmental pollution on human health and ecosystems and propose effective pollution control measures.

Course Description

To distinguish between various types of ecosystems, ecosystem dynamics, perceive and appreciate the surrounding nature and feel connected, develop the concept of innate relationship of humans and biodiversity, need for conservation and different conservation strategies. The students will be developed in a way so that they can spontaneously comprehend the importance

of studying about the various air pollutants, their significance and impacts, and develop the underlying concepts involved in various air pollution prevention and mitigation measures, understand fundamental water chemistry, deduce the relationship between various water pollutants, and understand the principles of various water and wastewater treatment procedures. They will understand the routes of generation, classification, management and environmental significance of solid waste, apply the basic concepts of waste management in their daily lives, understand the need of the 5Rs of waste management, importance of waste minimization.

Detailed syllabus

Unit I: Humans and the Environment (2 hours)

- Introduction to environmental education
- Relationship between humans and the environment
- Human impacts on the environment
- Environmental ethics and values

Unit II: Natural Resources and Sustainable Development (4 hours)

- Concepts of natural resources and their types
- Sustainable development and its principles
- Conservation and management of natural resources
- Role of technology in sustainable development

Unit III: Environmental Issues: Local, Regional and Global (4 hours)

- Identification and analysis of local, regional, and global environmental issues
- Environmental impacts of population growth and urbanization
- Environmental justice and equity
- Role of government, organizations, and individuals in addressing environmental issues

Unit IV: Conservation of Biodiversity and Ecosystems (3 hours)

- Importance of biodiversity and ecosystems
- Threats to biodiversity and ecosystem degradation
- Conservation strategies and approaches
- Role of protected areas and wildlife conservation

Unit V: Environmental Pollution and Health (4 hours)

- Types and sources of environmental pollution
- Impacts of pollution on human health and ecosystems
- Pollution control measures and technologies
- Public health awareness and environmental pollution

Unit VI: Climate Change: Impacts, Adaptation, and Mitigation (3 hours)

- Understanding climate change and its causes
- Impacts of climate change on natural and human systems

- Adaptation strategies for dealing with climate change
- Mitigation measures and renewable energy alternatives

Unit VII: Environmental Management (3 hours)

- Principles and concepts of environmental management
- Environmental impact assessment and sustainable development
- Environmental planning and policy-making
- Corporate social responsibility and environmental management

Unit VIII: Environmental Treaties and Legislation (2 hours)

- Overview of international environmental treaties and agreements
- National and local environmental legislation and regulations
- Compliance and enforcement mechanisms
- Role of stakeholders in environmental governance

Unit IX: Case Studies and Fieldwork (5 hours)

- Analysis of case studies related to environmental issues and solutions.
- Discussion on one national and one international case study related to the environment and sustainable development.
- Field visits to identify local/regional environmental issues, make observations including data collection and prepare a brief report.
- Documentation of campus biodiversity.
- Campus environmental management activities such as solid waste disposal, water management, and sewage treatment.
- Field visits and practical exercises to observe and assess local environmental conditions.
- Data collection and analysis techniques.
- Reporting and presentation of fieldwork findings.

Suggested Reading:

1. Headrick, Daniel R. (2020) *Humans versus Nature- A Global Environmental History*, Oxford University Press.
2. William P. Cunningham and Mary A. (2015) *Cunningham Environmental Science: A Global Concern*, Publisher (Mc-Graw Hill, USA).
3. Harper, Charles L. (2017) *Environment and Society, Human Perspectives on Environmental Issues* 6th Edition. Routledge.
4. Bawa, K.S., Oomen, M.A. and Primack, R. (2011) *Conservation Biology: A Primer for South Asia*. Universities Press.
5. Central Pollution Control Board Web page for various pollution standards. <https://cpcb.nic.in/standards/>

6. Ahluwalia, V. K. (2015). *Environmental Pollution, and Health*. The Energy and Resources Institute (TERI).
7. Miller, G. T., & Spoolman, S. (2015) *Environmental Science*. Cengage Learning.
8. Masters, G. M., & Ela, W. P. (2008). *Introduction to environmental engineering and science* (No. 60457). Englewood Cliffs, NJ: Prentice Hall.
9. Pittock, Barrie (2009) *Climate Change: The Science, Impacts and Solutions*. 2nd Edition. Routledge.
10. Theodore, M. K. and Theodore, Louis (2021) *Introduction to Environmental Management*, 2nd Edition. CRC Press.
11. Richard A. Marcantonio, Marc Lame (2022). *Environmental Management: Concepts and Practical Skills*. Cambridge University Press.
12. Ministry of Environment, Forest and Climate Change (2019) *A Handbook on International Environment Conventions & Programmes*. <https://moef.gov.in/wp-content/uploads/2020/02/convention-V-16-CURVE-web.pdf>
13. Kanchi Kohli and Manju Menon (2021) *Development of Environment Laws in India*, Cambridge University Press.

Relation between Course Outcome and Program Outcome:

	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Understand the interdependence between humans and the environment and demonstrate an awareness of the impact of human activities on the environment.	PO1, PO2, PO4, PO5, PO9, PO10 PO11, PO12
CO2	Analyse and evaluate the concepts of natural resources, sustainable development, and their application in environmental management and decision-making.	PO1, PO2, PO3, PO4, PO5, PO7, PO11, PO12
CO3	Identify and assess various environmental issues at the local, regional, and global levels, and propose strategies for addressing them.	PO1, PO2, PO3, PO4, PO5, PO6, PO10, PO11, PO12
CO4	Demonstrate knowledge of biodiversity conservation and ecosystem management and apply principles of conservation in real-world scenarios.	PO1, PO2, PO4, PO5, PO6, PO9, PO10, PO11, PO12

CO5	Recognize the sources and impacts of environmental pollution on human health and ecosystems and propose effective pollution control measures.	PO1, PO2, PO4, PO5, PO9, PO10, PO11, PO12
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		Knowledge of Psychology	Application of Psychological Principles	Knowledge of Statistical Techniques	Community Based Implementation of psychological Principle	Fundamentals of Psychological Research	Psychological Testing and Interpretation	Application of Modern Statistical Tools	Ethics in psychology	Soft skills and effective communication	Team work and Professionalism	Empathetic understanding of Behavior	Life-long learning
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
VAC101	Environmental Education- I	2	2	-	3	-	-	-	3	2	3	3	3

1=weakly mapped

2= moderately mapped

3=strongly mapped

PSY122	Application of Psychological Principles and Theories (Minor)	L	T	P	C
Contact Hours	48 hours	3	1	0	4
Pre-requisites/Exposure	10 + 2 knowledge				
Co-requisites	-				

Course Objectives:

- To inform students about the basics of scientific research in applied psychology.
- To make them learn the application of psychology in day-to-day life.
- To acquaint students with various applications of Psychological principals.

Course Outcomes:

CO1: Discuss the application of psychological principles in regulating mental health.
CO2: Explain the application of psychological principles in school and education.
CO3: Define the role of psychological principles in understanding social interactions and workplace functioning
CO4: Application of Psychological Tools in the assessment of Stress and satisfaction for students and employees

Course Description: The course covers the basic principles of applied psychology. It will help us understand the application of psychological theories in different fields, especially schools, clinics, and organizations.

Course Contents:

UNIT-I:

- Introduction: Nature, fields, and challenges of scientific research in applied psychology
- Psychology and mental health: Symptoms and causes of common mental health disorders such as mood disorders, anxiety disorders, OCD, etc.
- Crime and delinquency

UNIT-II:

- Psychology in education: Learning theories and theories of socialization

- Factors influencing school achievement.
- Exceptional children: Problems and remedial measures.

UNIT-III:

- Psychology and social behaviour: Theories of Prejudice and stereotypes; conflict and its resolution.
- Applying Social Psychology and Social Problems: Intervention and Evaluation with emphasis on Environmental Problems and Poverty in India.
- Psychology of effective multidirectional communication in the workplace: Effect on Job satisfaction, involvement, and commitment

UNIT-IV:

- Psychology and workplace: Effect on Job satisfaction, involvement, and commitment, effect of motivation in organization (Content theories, process theories), and the value of leadership in organizations, Industrial conflict and their resolutions

Readings:

- An Introduction to Applied Cognitive Psychology. Psychology Press: New York. Sternberg, R. J. (Ed.) (2000).
- Anastasi, A. (1979). Fields of applied psychology. New Delhi: McGraw Hill.
- Applied Psychology: Perceiving Learning and Remembering. Australia: Cengage Learning.
- Durso, F. T. (2007). Handbook of Applied Psychology (2nd Ed). New West Sussex : Wiley & Sons. Esgate, A. et al. (2005).
- Goldstein, A. P., & Krasner, B. (1987). Modern applied psychology. Elmford, New York: Pergmon Press.
- Handbook of intelligence. New York: Cambridge University Press. Sternberg, R. J. (2009).
- McCormick, E. J., & Ilgen, D. (1980). Industrial psychology. Englewood Cliffs, N.J.: Prentice Hall.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

Components	Total	Class Assessment	End Term
Weightage (%)	100	50	50

Relation between Course Outcome and Program Outcome:

	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Discuss the application of psychological principles in regulating mental health.	PO1, PO4, PO11
CO2	Explain the application of psychological principles in school and education.	PO1, PO2, PO4, PO11, PO12
CO3	Define the role of psychological principles in understanding social interactions and workplace functioning	PO1, PO4, PO11
CO4	Application of Psychological Tools in the assessment of Stress and satisfaction for students and employees	PO2, PO6, PO10, PO12

		of Knowledge Psychology	of Application Psychological	of Knowledge Statistical Techniques	Community Based Implementation of	of Fundamentals Psychological Research	Psychological Testing and Interpretation	Application of Modern Statistical Tools	Ethics in psychology	Soft skills and effective communication	Team work and Professionalism	Empathetic understanding of	Life-long learning
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
PSY122	Application of Psychological Principles and Theories	3	2	-	3	-	1	-	-	-	1	3	2

1=weakly mapped

2= moderately mapped

3=strongly mapped

Semester III

PSY201	Basic of Statistical Methods- CC-5	L	T	P	C
Contact Hours	48	3	1	0	4
Pre-requisites/Exposure	Graduate with Psychology (Honors)				
Co-requisites	-				

Course Objectives

1. To provide students with a fundamental understanding of statistical concepts.
2. To enable students to apply statistical methods to psychological research.
3. To develop students' ability to analyse data and interpret results using statistical techniques.
4. To ensure students are familiar with measures of central tendency, variability, correlation, and normal probability distributions.

Course Outcomes

At the end of the course students will be able to:

CO1: Demonstrate an understanding of basic statistical concepts.

CO2: Apply statistical methods to analyze psychological data.

CO3: Interpret statistical results and understand their significance.

CO4: Calculate and explain measures of central tendency and variability.

CO5: Understand and apply concepts of correlation and normal probability distributions.

Course Description

Introduction to Statistics is a fundamental course designed to provide students with a strong foundation in statistical concepts and methods. The course covers basic statistical concepts, measures of central tendency and variability, correlation, and normal probability distributions, emphasizing their application in psychological research.

Course Content:

UNIT I: Introduction to Statistics (Lecture Hours: 10 hrs.)

- Definition and importance of statistics in psychology
- Types of statistics: Descriptive and Inferential
- Scales of measurement: Nominal, Ordinal, Interval, and Ratio
- Types of data: Qualitative and Quantitative

UNIT II: Normal Probability Curve (NPC) (Lecture Hours: 12 hrs.)

- Definition and characteristics of the normal distribution
- Properties of the normal curve
- Applications of the normal distribution in psychological testing and assessment
- Understanding z – scores and their applications

UNIT III: Central Tendency and Variability (Lecture Hours: 14 hrs.)

1. Measures of Central Tendency

- Mean, median, and mode.
- Advantages and disadvantages of each measure.
- Application and interpretation of central tendency measures in psychological data.

2. Measures of Variability

- Range, variance, and standard deviation.
- Importance of variability in psychological research.
- Calculating and interpreting measures of variability.

Unit IV: Correlation (Lecture Hours: 12 hrs.)

- Definition and importance of correlation in psychology.
- Types of correlation: Positive, Negative, and Zero.
- Calculating Pearson's correlation coefficient.
- Interpretation and application of correlation coefficients in psychological research.
- Understanding the limitations of correlation and causation.

References

1. Gravetter, F. J., & Wallnau, L. B. (2016). *Statistics for the Behavioral Sciences* (10th ed.). Cengage Learning. ISBN: 978-1305504912
2. Howell, D. C. (2012). *Statistical Methods for Psychology* (8th ed.). Wadsworth Publishing. ISBN: 978-1111835484
3. Field, A. (2018). *Discovering Statistics Using IBM SPSS Statistics* (5th ed.). Sage Publications. ISBN: 978-1526419521
4. Tabachnick, B. G., & Fidell, L. S. (2018). *Using Multivariate Statistics* (7th ed.). Pearson. ISBN: 978-0134790541
5. Lomax, R. G., & Hahs-Vaughn, D. L. (2012). *An Introduction to Statistical Concepts* (3rd ed.). Routledge. ISBN: 978-0415875366
6. Pagano, R. R. (2012). *Understanding Statistics in the Behavioral Sciences* (10th ed.). Wadsworth Publishing. ISBN: 978-1111837266
7. Dancey, C. P., & Reidy, J. (2017). *Statistics Without Maths for Psychology* (7th ed.). Pearson. ISBN: 978-1292128856

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

Components	Continuous Assessment	End Term
Weightage (%)	50	50

Relationship between the Course Outcomes (Cos) and Program Outcomes (Pos)

	Course Outcomes (COs)	Mapped Programme Outcomes
CO1	Demonstrate an understanding of basic statistical concepts.	PO1, PO5, PO6
CO2	Apply statistical methods to analyse psychological data.	PO1, PO2, PO3
CO3	Interpret statistical results and understand their significance.	PO1, PO3, PO4

CO4	Identify and manage communication barriers and conflict within organisations, utilizing effective conflict resolution techniques to foster a positive work environment and improve organisational effectiveness.	PO1, PO3, PO5
CO5	Understand and apply concepts of correlation and normal probability distributions.	PO1, PO3, PO7

Relationship between Course Outcomes (COs) and Program Outcomes (POs):

Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
PSY201	Basic Statistical Methods	3	2	3	2	3	2	3	-	-	-	-	-

1: Weakly mapped

2: Moderately mapped

3: Strongly mapped

PSY202	BASIC RESEARCH METHODOLOGY- CC-6	L	T	P	C
Contact Hours	48	3	1	0	4
Pre-requisites/Exposure	Graduate with Psychology (Honors)				
Co-requisites	-				

Course Objectives:

1. To introduce to the basics of research methodology used in Psychology
2. To introduce to the basic statistical techniques
3. To familiarize the students with the basic steps in scientific research.

Course Outcomes

At the end of this course students will be able to:	
CO1	Outline the philosophical foundations of research
CO2	Compare the different paradigms of research
CO3	Discover the principles underlying data collection and sampling methods in research so that researchers can make informed decisions and good practice in research
CO4	Analyze the principles and practices associated with experimental and non experimental designs in psychological research
CO5	Explain the different phases of the Research Process
CO6	Formulate a research report based on A.P.A guidelines

Course description

The present course of research methodology offers understanding of sampling, research designs and analysis strategies in quantitative and qualitative research. Using seminars, group discussions and lectures as the pedagogy, the course intended to bring the contemporary debate in the area of social science and psychology.

Course Content:

UNIT I: Meaning, Purposes, and Dimensions of Research (Lecture Hours : 10 hrs)

- Definition, importance and objectives of Research
- Types of research: basic research, applied research, action research, non-participatory research, longitudinal research, cross sectional research, primary and secondary, panel and cohort research. Pilot Study.
- The Research Process: Steps of research process, Quantitative and qualitative research
Ethical principles of research

Unit II- Basics of Research (Lecture Hours: 10 Hours)

- Concept of constructs and variables, Operational Definition of Variables, Types of variables (Independent, dependent and extraneous) and controlling techniques.

Unit 3: Problems and Hypothesis

- Fundamental concepts of underlying research problem, selection and formulation of the problem.
- Nature and criteria of hypothesis, types of hypothesis, concepts of hypothesis testing
- Ethical Issues in Psychological Research

Unit III- Sampling Techniques (Lecture Hours: 10 Hours)

Definition of Sample, Population, Parameter, Simple random sampling, stratified sampling, systemic sampling, cluster sampling, convenience sampling, snowball sampling, purposive sampling, quota sampling, multistage sampling, probability proportional to size (PPS) Sampling

Unit IV: Introduction to qualitative Research Design (Lecture Hours: 10 Hours)

- Purpose of research design, difference with research methodology of Quantitative and Qualitative

- Basic introduction to Qualitative research: Case Study, Observation, Interviews- Types of questions (Structured, Unstructured, Semi-structured), difference between schedules and questionnaire.

References:

- Donald R. Cooper, Pamela S. Schindler, Business Research Methods, , Tata McGraw-Hill Co. Ltd., 2006.
- Nueman W. Lawrence, Social Research Method, 7th Edition, Persons, 2015
- Simulated Annealing: Theory and Applications ; Mathematics and Its Applications, by P.J. van Laarhoven& E.H. Aarts, 2007
- Kothari, C. R. &GauravGarg,; Research Methodology. 3rd Edition, New Age International Publication. !988

Examination Scheme

Components	Continuous Assessment	End Term
Weightage (%)	50	50

Relationship between Course Outcomes (COs) and Program Outcomes (POs)

Course Outcomes (COs)	Mapped Programme Outcomes
CO1: Outline the philosophical foundations of research.	PO1, PO5, PO6
CO2: Compare the different paradigms of research.	PO1, PO2, PO3
CO3: Discover the principles underlying data collection and sampling methods in research to make informed decisions and good practices in research.	PO1, PO3, PO4
CO4: Analyze the principles and practices associated with experimental and non-experimental designs in psychological research.	PO1, PO3, PO5
CO5: Explain the different phases of the research process.	PO1, PO3, PO7

Course Outcomes (COs)	Mapped Programme Outcomes
CO6: Formulate a research report based on APA guidelines.	PO1, PO3, PO7

Relationship between Course Outcomes (COs) and Program Outcomes (POs)

Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
PSY202	Basic Research Methodology	3	2	3	2	3	2	3	-	-	-	-	-

- 1: Weakly mapped
- 2: Moderately mapped
- 3: Strongly mapped

PSY211	Leadership and Conflict Management (MDC)	L	T	P	C
Contact Hours	40	3	0	0	3
Pre-requisites/Exposure	Graduate with Psychology (Honors)				
Co-requisites	-				

Course Objectives

CO1: Define and recall the basic theoretical concepts and constructs of Conflict.

CO2: Understand and categorize key causes/ sources of conflict.

CO3: Apply methods / strategies of conflict resolution with implications for real life situations.

CO4: Analyze and contrast utility of different communication styles and avoiding corresponding errors in conflict management approaches

CO5: Evaluate effectiveness of varying approaches to conflict management, in personal and organizational contexts.

Course Outcomes

At the end of the course, students will be able to:

1. Explain the basic concepts, features and nature of conflict management.
2. Demonstrate the ability to plan effectively, and apply the decision – making process in various organizational scenarios.
3. Identify and address communication barriers within organisations, using appropriate techniques to resolve conflicts and improve organisational communication.
4. Analyse different leadership styles and approaches and apply them to real – world situations to enhance leadership effectiveness.

Course Description

This course offers an in-depth exploration of conflict in personal, group, and organizational settings, emphasizing the critical role of communication and leadership in managing and resolving conflict. Students will examine the nature, types, and causes of conflict, along with the psychological and organizational impacts of stress. Also, students will analyze various conflict resolution strategies, including the role of leadership in fostering healthy workplace environments, addressing harassment, and

implementing redressal mechanisms. Practical case studies and interactive discussions will help learners apply theory to real-world situations.

Course Content

UNIT I: Introduction to Conflict (Lecture Hours: 10 hrs.)

- a. Meaning and nature of conflict
- b. Types of Conflict- individual, group, organisational
- c. Causes/ Factors affecting conflict

UNIT II: Conflict & Interpersonal Communication (Lecture Hours: 10 Hrs.)

- a. Interpersonal Communication & Rapport Building
- b. Communication - Styles & Errors
- c. Effective Communication; NLP
- d. Interpersonal Relations & Communication in Workplace

Unit III: Conflict and Stress Management (Lecture Hours: 10 hrs.)

- a. Stress & GAS Model
- b. Symptoms of Stress
- c. Individual and Organisational consequences of Stress
- d. Role of Social support for Conflict & Stress management

UNIT IV: Leadership and Conflict Resolution & Management (Lecture Hours: 14 hrs.)

- a. Conflict Resolution - Outcomes
- b. Conflict Resolution Strategies - Healthy & Unhealthy
- c. Impact of Conflict Resolution & Management in Organizations
- d. Conflict, Harassment & Re-addressal
- e. Role of Leadership in Conflict Management

References:

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

Singh A. January 2013; Achieving Behavioural Excellence for Success; Wiley Publication.

Vangelist L. Anita, Mark N. Knapp, Inter Personal Communication and Human
Relationships: Third Edition, Allyn and Bacon

Julia T. Wood. Interpersonal Communication everyday encounter Simons, Christine, Naylor, Belinda: Effective Communication for Managers, 1997 1st Edition Cassel
 Goddard, Ken: Informative Writing, 1995 1st Edition, Cassell
 Harvard Business School, Effective Communication: United States of America
 Foster John, Effective Writing Skills: Volume-7, First Edition 2000, Institute of Public Relations (IPR)
 Beebe, Beebe and Redmond; Interpersonal Communication, 1996; Allyn and Bacon Publishers.
 Blonna, Richard; Coping with Stress in a Changing World: Second edition
 Pestonjee, D.M, Pareek, Udai, Agarwal Rita; Studies in Stress And its Management

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination Examination Scheme:

Components	Continuous Assessment	End Term
Weightage (%)	50	50

Relationship between the Course Outcomes (Cos) and Program Outcomes (POs)

	Course Outcomes (COs)	Mapped Programme Outcomes
CO1	Define and recall the basic theoretical concepts and constructs of Conflict.	PO1, PO2
CO2	Understand and categorise key causes/ sources of conflict.	PO1, PO2, PO3, PO10
CO3	Apply methods / strategies of conflict resolution with implications for real life situations.	PO1, PO2, PO3, PO9
CO4	Analyse and contrast utility of different communication styles and avoiding corresponding errors in conflict management approaches	PO1, PO2, PO3, PO10
CO5	Evaluate effectiveness of varying approaches to conflict management, in personal and organisational contexts.	PO1, PO8

Relationship between Course Outcomes (COs) and Program Outcomes (POs):

Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
PSY211	Leadership and Conflict Management	5	4	3	1	-	-	-	1	1	1	-	-

1: Weakly mapped

2: Moderately mapped

3: Strongly mapped

PSY221	LIFE SKILLS AND MENTAL WELL-BEING (MINOR)	L	T	P	TOTAL CREDITS
		3	0	1	4
Pre-requisites/Exposure	10 + 2 knowledge				
Co-requisites	-				

Course Objectives:

- To facilitate the practice and reinforcement of psychosocial skills in a culturally and developmentally appropriate way.
- To promote personal and social development, the prevention of health and social problems through negotiation, thinking, problem solving, decision making along with coping skills.
- To ensure protection of self by using self- management.

Course Outcomes:

At the end of this course student will able to:

CO 1 Define the basics of Life Skills and Mental Health.

CO 2 Utilize the knowledge of cognitive processes in Life Skills and Mental Health.

CO 3 Develop knowledge of cognitive processes coping skills and management as part of Life Skills.

CO 4 Apply and Evaluate the role of relaxation techniques, yoga and sports as forms of Life Skills.

Course Description:

Life skills and mental health is designed to facilitate the practice and reinforcement of psychosocial skills in a culturally and developmentally appropriate way; it contributes to the promotion of personal and social development, the prevention of health and social problems through negotiation, thinking, problem solving, decision making along with coping skills and the protection of self by using self management.

Course Contents:

Unit 1: (5 Lecture Hours)

INTRODUCTION TO LIFE SKILLS AND MENTAL HEALTH

- Concept of life skill and components of life skills.
- Needs and Importance of life skills
- Concept of mental health and linkage with life skill
- Role of Life skill education and different intervention organization.

Unit 2: (5 Lecture Hours)

SOCIAL SKILLS AND NEGOTIATION SKILLS

- Self-Awareness - Definition, Types of Self - Self Concept, Body Image, Self Esteem - Techniques used for Self Awareness
- Communication and interpersonal relationship - Definition, types of communication, Barriers of communication and factors affecting interpersonal relation.
- Team work, Empathy - Sympathy, Empathy & Altruism and group discussion and organization of group/community activities.

Unit 3: (5 Lecture Hours)

COPING SKILLS AND SELF MANAGEMENT

- Coping with Emotions - Definition, Characteristics, Two-Dimensional Approach - Coping Strategies
- Thinking, problem solving and decision making skills
- Coping with Stress - Definition, Stressors - Sources of Stress - The General Adaptive Syndrome Model of Stress - Coping Strategies. Stress management practices.
- Self-evaluation, Johari window, SWOT Analysis, self-confidence.
- Self-control and self-management practices.

Unit 4: (5 Lecture Hours)

PRACTICUM LIFE SKILLS

- Design and Development of Module for life skill education (covering unit 1 to 5)
- Life Skills Assessment Scale
- Yoga, sports and life skills, Relaxation techniques

Reading List:

- Agrawal, R. (2001). Stress in life & at work. New Delhi: Response Books.
- Azad, M. and Adhikary, A. (2008), *Address the HIV and AIDS issues and empowering the out school vulnerable adolescents through Life Skills Education- a Unique study of Modicare Foundation in collaboration with Rajiv Gandhi Foundation, New Delhi*. In RGNIYD, (2009). Life Skills Education :Book of Abstracts, Department of Life Skills Education, RGNIYD :Sriperumbudur, p.p 103.
- Baker, S.S. (1965). Your key to creative thinking: How to get more & Better ideas. USA: Harper & Row Publishing.
- Foster, J. (2005). How to get Ideas. New Delhi: Viva Books Private Ltd.
- Goel, A. and Goel, S.L. (2006). Stress Management and Education. New Delhi: Deep & Deep publications Pvt. Ltd.
- Joshi, C.P. (1999). A study of Stress and burnout. Jaipur: Print well Publishers Distribtors.
- Juneja, N. (2004). How Principals Manage Stress-strategies for Successful Coping. New Delhi: Mittal Publications.
- Narula, U. (1994). Development of Communication. New Delhi: Har-Anand Publications
- Rawlinson, J.G. (1984). Creative Thinking & Brainstorming. England: Gjower Publication Co. Ltd.
- UNESCO, (2001). Life Skills in Non-Formal Education: A Review. New Delhi: Indian National Commission and UNESCO.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

Components	Class Assessment	End Term
Weightage (%)	50	50

	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Define the basics of Life Skills and Mental Health.	PO1, PO4, PO12
CO2	Develop the understanding of Life Skills, Social skills and Negotiation.	PO9, PO6, PO10
CO3	Develop the knowledge of cognitive processes , coping skills and management as part of Life Skills.	PO1, PO2, PO11
CO4	Apply and Evaluate the role of relaxation techniques, yoga and sports as forms of Life Skills.	PO1, PO2, PO12

		Knowledge of Psychology	Application of Psychological Principles	Knowledge of Statistical Techniques	Community Based Implementation of psychological Principle	Fundamentals of Psychological Research	Psychological Testing and Interpretation	Application of Modern Statistical Tools	Ethics in psychology	Soft skills and effective communication	Team work and Professionalism	Empathetic understanding of Behavior	Life-long learning
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
PSY221	Life Skills and Mental Well-being	3	2	-	1	-	1	-	-	-	1	1	2

1=weakly mapped

2= moderately mapped

3=strongly mapped

SEC201	Mastery in Assertiveness (SEC)	L	T	P	TOTAL CREDITS
Contact Hours	30 hours	2	0	0	2
Pre-requisites/Exposure	10 + 2 knowledge				
Co-requisites	-				

Course Objectives:

- Develop a comprehensive understanding of assertive communication principles and techniques to enhance personal, professional, and social interactions.
- Recognize and differentiate between passive, aggressive, and assertive communication styles, and analyze their impact on relationships and outcomes.
- Acquire leadership skills by integrating assertive communication strategies, fostering inclusive environments, and utilizing feedback for continuous personal and professional growth

Course Outcomes:

- Graduates will demonstrate proficiency in assertive communication techniques, facilitating clear and respectful interactions in diverse contexts.
- Students will be able to effectively manage conflicts through assertive communication strategies, promoting positive outcomes and maintaining relationships.
- Learners will exhibit assertive leadership qualities, applying assertiveness to inspire collaboration, foster inclusivity, and drive organizational success.
- Graduates will demonstrate awareness and sensitivity towards gender differences and LGBTQIA+ communities, applying assertive communication practices to promote inclusivity and respect in various cultural settings.

Course Description:

Explore the art and science of assertive communication in this comprehensive course. Gain essential skills to navigate interpersonal, professional, and social interactions effectively. Learn to distinguish between passive, aggressive, and assertive behaviors, and their impact on

relationships and outcomes. Develop proficiency in conflict resolution, leadership, and cultural competence through practical frameworks and techniques. Enhance your ability to foster inclusive environments and achieve personal and professional growth with assertive communication mastery.

Course Content:

Unit 1: Foundations of Assertive Communication

- Introduction to Assertiveness- Definition and key principles, Importance in personal, professional, and social contexts
- Comparison with Passive and Aggressive Communication- Understanding passive and aggressive behaviors, Effects on interpersonal relationships and outcomes
- Theoretical Frameworks- Social Learning Theory of Bandura: Observational learning and modeling assertive behaviors, Cognitive Behavioral Model: Cognitive restructuring for assertiveness

Unit 2: Developing Assertive Skills

- Contextual Application: Interpersonal, professional, and social scenarios
- Gender Sensitivity- Respecting gender differences in assertive communication, Awareness and sensitivity towards queer communities and terminologies
- Essential Techniques- Ability to Say No Effectively, Conflict Management Strategies, Transactional Analysis in Assertive Communication

Unit 3: Application of Assertive Communication Practices

- Workplace Dynamics- Assertiveness in professional settings, Cultural Competence
- Assertiveness in cultural and cross-cultural contexts
- Inclusivity and gender sensitivity: Application within and for LGBTQIA+ communities

Unit 4: Mastering Assertive Leadership

- Leadership and Assertiveness- Importance of Assertive Leadership, Styles of Leadership

- Collaborative leadership and assertiveness- Continuous Improvement and Feedback
- Utilizing feedback loops for personal and professional growth- SMART Goals approach
- Self-Determination Theory (Deci & Ryan)- Motivation and autonomy in assertive leadership development

Reading List:

- Section 377 of the Indian Penal Code, 1860, Legislation of India, <https://indiacode.nic.in/bitstream/123456789/12660/1/186045.pdf>
- The Transgender Persons (Protection of Rights) Act, 2019, Ministry of Law and Justice, Government of India, <http://www.transgenderstudies.org>
- Sensitization Module for the Judiciary on LGBTQIA+ Community, Supreme Court of India, November 2022
- Resource Book for Mental Health Practitioners in India, Shruti Chakraborty Keth
- QACP Mariwala Health Initiative, Mariwala Health Initiative, <https://mariwalahealthinitiative.org/queer-affirmative-community-practice-qacp/>
- National Legal Services Authority v. Union of India (NALSA Judgment), Supreme Court of India, (2014) 5 SCC 438

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

Components	Class Assessment	End Term
Weightage (%)	50	50

	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Graduates will demonstrate proficiency in assertive communication techniques, facilitating clear and respectful interactions in diverse contexts.	PO1, PO4, PO12
CO2	Students will be able to effectively manage conflicts through assertive	PO9, PO6, PO10

	communication strategies, promoting positive outcomes and maintaining relationships.	
CO3	Learners will exhibit assertive leadership qualities, applying assertiveness to inspire collaboration, foster inclusivity, and drive organizational success.	PO1, PO2, PO11
CO4	Graduates will demonstrate awareness and sensitivity towards gender differences and LGBTQIA+ communities, applying assertive communication practices to promote inclusivity and respect in various cultural settings.	PO1, PO2, PO12

		Knowledge of Psychology	Application of Psychological Principles	Knowledge of Statistical Techniques	Community Based Implementation of psychological Principle	Fundamentals of Psychological Research	Psychological Testing and Interpretation	Application of Modern Statistical Tools	Ethics in psychology	Soft skills and effective communication	Team work and Professionalism	Empathetic understanding of Behavior	Life-long learning
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
SEC201	Mastery in Assertiveness (SEC)	3	2	-	1	-	1	-	-	-	1	1	2

1=weakly mapped

2= moderately mapped

3=strongly mapped

Course Code VAC102	Human Values and Professional Ethics	L	T	P	C
Version1.0	Contact Hours- 30	2	0	0	2
Pre-requisites/Exposure	--				
Co-requisites	--				

Course Objectives

- To inculcate human values and professional ethics in students.
- To enhance the understanding of students towards personal, professional & societal relationships and achieve harmony in life.
- To develop moral responsibilities and ethical vision.

Course Outcomes

At the completion of the course, the student should be able to:

CO1.Understand the importance of values, ethics, harmony and lifelong learning in personal and professional life

CO2.Apply the knowledge to perform self-exploration and transformation augmenting harmony, peace and positivity in the surroundings

CO3.Appreciate the core values that shape the ethical behavior of a professional

Catalog Description

This course aims to develop an understanding for a movement from rule based society to a relationship based society. Apart from teaching values, this course encourages students to discover what values are for them and for society. Self-exploration also enables them to critically evaluate their pre-conditionings and present beliefs. It is designed in a way where students get familiar with the Ethical Code of Conduct, Ethical Dilemma, Conflict of Interest and all this will help them eventually in their professional life.

Course Content

Unit I: Introduction to Human Values: Character, Integrity, Credibility, Mutual Respect, Dedication, Perseverance, Humility and Perception. Self-Assessment & Analysis, Setting Life Goals, Consciousness and Self-Transformation. Team Work, Conflict Resolution, Influencing and Winning People, Anger Management, Forgiveness and Peace, Morality, Conscience. Yoga and Spirituality

Unit II: Harmony and Life Long Learning: Harmony in human being, Nature and Existence. Harmony in family and society – Responsibilities towards society, Respecting

teachers. Transition from School to College – Freedom & Responsibilities, Respecting Cultural Diversity, Learning beyond the Classrooms, Independent study and research

Unit III: Introduction to Professional Ethics: Work Ethics, Engineering Ethics, Moral Dilemma, Moral Development Theories, Ethical Theories-Kantianism, Utilitarianism, etc, Case Studies for Choice of the theory, Code of Ethics

Unit IV: Individual to Global Issues: Industrial Standards, A Balanced Outlook on Law, Safety, Responsibility, Rights, Confidentiality, Conflict of Interest, Occupational Crime, Whistle Blowing, Environmental Ethics, Business Conduct in MNC, E-Professionalism (IPR, Internet Ethics & Privacy issues)

Text Books

1. Shetty, Foundation Course in Human Values and Professional Ethics[R.R. Gaur, R. Sangal, G.P. Bagaria]

Modes of Evaluation: Quiz/Assignment/ Seminar/Written Examination Scheme:

Components	Class Assessment	End Term
Weightage (%)	50	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Programme Outcomes
CO1	Understand the importance of values, ethics, harmony and lifelong learning in personal and professional life	PO8, PO9, PO10, PO11, PO12
CO2	Apply the knowledge to perform self-exploration and transformation augmenting harmony, peace and positivity in the surroundings	PO8, PO9, PO10, PO11, PO12
CO3	Appreciate the core values that shape the ethical behavior of a professional	PO8, PO9, PO10, PO11, PO12

Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
VAC102	Human Values and Professional Ethics	-	-	-	-	-	-	-	3	3	3	3	3

1=weakly mapped

2= moderately mapped

3=strongly mapped

SEMESTER IV

PSY203	Social Psychology- CC-7	L	T	P	C
Contact Hours	48 hours	3	0	1	4
Prerequisites/Exposure	10 + 2 knowledge				
Co-requisites	-				

Course Objective: This course introduces students to the scientific study of how individuals think about, influence, and relate to one another within a social context. Topics include social cognition, attitudes, group behaviour, prejudice, aggression, pro-social behaviour, and interpersonal relationships.

Course Outcomes:

CO 1: Discuss the fundamentals of Social Psychology

CO 2: Compare the theories on Group and Inter-Group Relations

CO3: Explain the theories and perspectives of Interpersonal Attraction , Social Influence and Prosocial Behaviour

CO 4: Assess the social factors that influence individual and group behavior.

Course Description:

Social psychology is a branch of Psychology that explains how people's thoughts, feelings, and behaviour are influenced by the actual, imagined, or implied presence of others. This course introduces students to the theory and research on the social factors that influence individual and group behaviour. Prosocial behaviour, aggression, interpersonal attraction, attitudes, prejudice are among the topics covered in the course. The course will include both individual and group work to facilitate awareness, understanding and application of social psychological principles and concepts.

Course Contents:

Unit 1: Introduction to Social Psychology: (15 Lecture Hours)

- Definition, history, and scope of social psychology;
- Genes, Culture and Gender
- Research methods
- Current trends in social Psychology

Unit 2: Navigating Social World (15 Lecture Hours)

- Social Cognition and Persuasion
- Topics: Schemas, heuristics, and biases;
- Attribution theory
- Affect and Cognition

Unit 3: Social Influence and prosocial behavior (15 Lecture Hours)

- Conformity and compliance; obedience
- Social Compensation, social facilitation, social loafing
- Self-concept, self-esteem, and social identity
- Stereotype, Prejudice and Discrimination
- Altruism and prosocial behaviour

Unit 4: Practicum:

- Design a research study using the Self-Concept Scale to measure the self-concept of Undergraduate students.
- Design a research study using the Bogardus Social Distance Scale to assess social attitudes towards a particular group to be assessed within college going students.

Readings:

- Alcock, J. E., Carment, D. N., Sadava, S. N., Collins, J. E. & Green J. M. (1998). A textbook of social psychology. Scarborough, Canada: Prentice Hall.

- Aronson, E., Wilson, T. D., & Akert, R. M. (2010). Social Psychology (7th Ed.). Upper Saddle River, NJ: Prentice Hall.
- Baron, R. A., & Byrne, D. (1998). Social psychology (8th Ed.). New Delhi: Prentice Hall of India.
- Singh, A. K. (1996). Adhuniksamajikmanovigyan ki rooprekha (3rd Ed.). Varanasi: Moti Lal Banarasi Das.
- Taylor, S. E., Peplau, A. L., & Sears, D. O. (2006). Social Psychology (12th Ed.). Englewood Cliffs, NJ: Prentice Hall.

Examination Scheme

Components	Continuous Assessment	End Term
Weightage (%)	50	50

Relationship between Course Outcomes (COs) and Program Outcomes (POs)

Course Outcomes (COs)	Mapped Programme Outcomes
CO1: Discuss the fundamentals of Social Psychology.	PO1, PO5, PO6
CO2: Compare the theories on Group and Inter-Group Relations.	PO1, PO2, PO3
CO3: Explain the theories and perspectives of Interpersonal Attraction, Social Influence, and Prosocial Behavior.	PO1, PO3, PO4
CO4: Assess the social factors that influence individual and group behavior.	PO1, PO3, PO5

Relationship between Course Outcomes (COs) and Program Outcomes (POs)

Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
PSY203	Social Psychology	3	2	3	2	3	2	-	-	-	-	-	-

1: Weakly mapped

2: Moderately mapped

3: Strongly mapped

PSY204	Paradigms of Psychology and Indian Thought- CC-8	L	T	P	C
Contact Hours	48 hours	3	0	1	4
Prerequisites/Exposure	10 + 2 knowledge				
Co-requisites	-				

Course Description: This course delves into the foundational paradigms, historical evolution, and philosophical underpinnings of psychological thought. It explores key schools of psychology, contrasting Western and Eastern perspectives, and examines the theoretical shifts that have shaped the discipline, including consciousness, behavior, the unconscious, and existential dimensions.

Course Objectives:

1. To understand the concept of a paradigm shift and its significance in the development of psychology.
2. To differentiate between core philosophical principles influencing psychological thought (e.g., free will vs. determinism, idealism vs. materialism).
3. To trace the historical trajectory of major psychological schools, including Structuralism, Functionalism, Gestalt, Behaviorism, Cognitive, Psychoanalytic, and Humanistic perspectives.
4. To compare and contrast Western and Eastern conceptualizations of consciousness and psychological phenomena.
5. To critically analyze the relationship between individual and society from various psychological viewpoints.

Course Outcomes:

1. Students will be able to define and apply the concept of paradigms to the history of psychology.
2. Students will be able to articulate the core tenets and historical context of major schools of psychological thought.
3. Students will be able to critically evaluate the philosophical assumptions underlying different psychological theories.
4. Students will be able to compare and contrast diverse cultural perspectives on psychological concepts.
5. Students will be able to identify and discuss the ongoing evolution and interconnections between various psychological paradigms.

Unit 1: The beginnings of Psychology as a discipline

Defining what is a paradigm, the paradigm shift (Thomas Kuhn), principles such as free will vs determinism, idealism vs materialism, dualism vs monism, the relation between individual and society (The Ecological perspective)

Unit 2: History of Psychology

The idea of consciousness: Eastern perspective (Aurobindo) vs Western views (Wundt, James, and Phenomenology). The principles of structuralism, functionalism, Gestalt psychology.

Unit 3: Psychology of Behavior and Mind

Development of Behaviorism, development of neo-behaviorism, journey of behaviorism to cognitive psychology. Psychology of the unconscious: Classical Psychoanalysis (Freud), Neo-Freudian (Adler, Jung), Psychodynamic (Horney and Erikson), object relations perspective.

Unit 4: Psychology and Existence

Existentialist perspective (Rollo May), Humanistic perspective (Abraham Maslow), Rogerian Self psychology, Transpersonal and spiritual psychology (Sachidananda)

Suggested Readings:

Brock, A. C. (2014). What is a polycentric history of psychology? *EstudosemPsicologia* 14 (2), 646- 659.

Cornilissen, R.M. Misra, G. & Varma, S. (Eds.), (2013). *Foundations and Applications of Indian Psychology*. New Delhi: Pearson

Davis, J. (2003). An overview of transpersonal psychology. *The Humanist Psychologist* 31 (2-3), 6- 21.

Hergenhahn, B.R. & Henley, T.B. (2014). *An introduction to history of psychology*. London : Wadsworth, Cengage Learning.

Kakar, S. (1997). *Culture in Psychoanalysis*. In S. Kakar (Ed.) *Culture and psyche: Selected essays* (pp. 1-19). New Delhi: OUP.

King, D.B., Viney, W. & Woody, W.D. (2008). *A history of psychology: Ideas and context* London, UK: Pearson Education.

Leahey, T.H. (2005). *A history of psychology: Main currents in psychological thought*. Singapore: Pearson Education.

Paranjpe, A. C. (1984). Theoretical psychology: The meeting of East and West. New York: Plenum Press.

Pickren, W.E. (2009). Indigenization and the history of psychology. Psychological Studies 54, 87-95. EC(1264)-03.02.2023 4

Sternberg, R.J. & Sternberg, K. (2012). Cognitive psychology. Wadsworth: Cengage Learning.

Thomas, T. (2005). The critique of psychology: From Kant to post colonial theory. NY: SpringerVerlag.

Examination Scheme

Components	Continuous Assessment	End Term
Weightage (%)	50	50

Relationship between Course Outcomes (COs) and Program Outcomes (POs)

Course Outcomes (COs)	Mapped Programme Outcomes
To understand the concept of a paradigm shift and its significance in the development of psychology.	PO1, PO5, PO6
To differentiate between core philosophical principles influencing psychological thought (e.g., free will vs. determinism, idealism vs. materialism).	PO1, PO2, PO3
To trace the historical trajectory of major psychological schools, including Structuralism, Functionalism, Gestalt, Behaviorism, Cognitive, Psychoanalytic, and Humanistic perspectives.	PO1, PO3, PO4
To compare and contrast Western and Eastern conceptualizations of consciousness and psychological phenomena.	PO1, PO3, PO5
To critically analyze the relationship between individual and society from various psychological viewpoints.	PO1, PO3, PO5

Relationship between Course Outcomes (COs) and Program Outcomes (POs)

Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
PSY204	Paradigms of Psychology and Indian Thought	3	2	3	2	3	2	-	-	-	-	-	-

1: Weakly mapped

2: Moderately mapped

3: Strongly mapped

PSY205	Clinical Psychology- CC-09	L	T	P	C
Contact Hours	48	3	0	1	4
Pre-requisites/Exposure	BA/B.Sc. in Psychology				
Co-requisites	-				

Course Objectives :

- To provide an overview of the concept of abnormality and the symptoms and etiology of various psychological disorders.
- To sensitize to information on psychopathology and dispel myths regarding it.

COURSE OUTCOME:

CO1: Define concepts of normality and abnormality.

CO2: Elaborate on the clinical features of Mood disorder, Schizophrenia, Anxiety Disorder and Somatic Symptom Disorder.

CO3: Elaborate the clinical picture and etiology of the psychological disorders and understand its application in real life.

CO4: Assess the psychological disorders using different assessment scales.

Course Description: The course helps to understand the various psychological disorders and also helps to understand the application of disorders in real life. It also helps to understand the assessment of the different disorders through administering standard tests.

COURSE CONTENT:

Unit 1: (15 Lecture Hours)

- Concepts of Normality and Abnormality, Anti-Psychiatry Movement
- Contemporary classification System
- Nature of Clinical Assessment.

Unit 2: (15 Lecture Hours)

- Clinical Picture and Etiology: Anxiety and Related Disorders
- Obsessive Compulsive Disorder

Unit 3: (15 Lecture Hours)

- Mood Disorders: MDD, Bipolar disorder
- Clinical Picture and Etiology of Psycho-Somatic Disorders

Unit 4: (15 Lecture Hours)

Practicum:

1. Determination of the state and trait anxiety level of the subject by administering State Trait Anxiety Inventory (STAI).
2. Measurement of the level of depressive symptoms by administering Beck depression Inventory-II.

Readings:

- Carson, R.C., Butcher, J.N., Mineka, S. & Hooley, J.M. (2008). *Abnormal Psychology*. New Delhi: Pearson.
- Plante, T.G. () *Contemporary Clinical Psychology* John Wiley & Sons.
- Riskind, J.H., Manos, M.J. and Alloy, L.B. (2004) *Abnormal Psychology : Current Perspectives*. McGraw Hill
- Bennett, P. (2011) *Abnormal and Clinical Psychology: An introductory Textbook*, McGraw Hill.

Further Readings

- Corey, G. (2008). *Theory and Practice of Counseling and Psychotherapy*. Thomson Learning Academic Resource Center.
- Kaplan and Sadock's *Synopsis of Psychiatry*. Behavioural Sciences/ Clinical Psychiatry.
- Benjamin James Sadock and Virginia Alcott Sadock, Walters Kluwer/Lippincott Williams and Wilkins, 2007.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

Components	Class Assessment	End Term
Weightage (%)	50	50

	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Define concepts of normality and abnormality.	PO1, PO2,
CO2	Elaborate on the clinical features of Mood disorder, Schizophrenia, Anxiety Disorder and Somatic Symptom Disorder.	PO1, PO2, PO3
CO3	Elaborate the clinical picture and etiology of the psychological disorders and understand its application in real life	PO1, PO3, PO6
CO4	Assess the psychological disorders using different assessment scales.	PO2, PO3, PO6

Relationship between the Course Outcomes (Cos) and Program Outcomes (Pos)

Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
PSY302	Clinical Psychology	3	2	-	2	-	3	-	2	2	1	3	3

1=weakly mapped

2= moderately mapped

3=strongly mapped

SEC183	PSYCHOLOGICAL FIRST AID (SEC)	L	T	P	C
Contact Hours	30 Hours	1	0	1	2
Prerequisites/Exposure	10 + 2 knowledge				
Co-requisites	-				

Course Objectives

1. Establish a human connection in a non-intrusive, compassionate manner.
2. Enhance immediate and ongoing safety, and provide physical and emotional comfort.
3. Calm and orient emotionally overwhelmed or distraught survivors.
4. Provide supportive intervention in the immediate aftermath of disasters and terrorism.
5. Support adaptive coping, acknowledge coping efforts and strengths, and empower survivors.
6. Adapt Psychological First Aid in diverse settings and with different populations.

Course Outcomes

At the end of this course, students will be able to:

CO1: Identify the basic objectives and intervention strategies of Psychological First Aid.

CO2: Gain skills needed to implement the intervention strategies of Psychological First Aid.

CO3: Adapt Psychological First Aid in diverse settings and with different populations.

CO4: Appreciate the importance of providing Psychological First Aid in the aftermath of disaster.

CO5: Gain confidence in implementing Psychological First Aid in the immediate aftermath of a disaster.

CO6: Identify ways to enhance provider care before, during, and after disaster care.

Course Description

This course explores the principles and practices of Psychological First Aid (PFA) and Crisis Intervention. Students will learn how to establish a compassionate connection, provide immediate and ongoing safety, and support adaptive coping strategies in the aftermath of disasters and crises. The course includes practical projects to enhance real-world application and self-care strategies for disaster workers.

Course Content

Unit I: Introduction and Overview (Lecture Hours: 10 hrs)

- Definition and scope of Psychological First Aid (PFA)
- Who, when, and where of PFA
- Effective communication: Things to say and do
- Supporting those who likely need special attention

Unit II: Crisis Events (Lecture Hours: 10 hrs)

- Types of crisis events: Large-scale and individual
- Common physical, psychological, behavioral, and social reactions after a crisis/disaster
- Severe psychological and behavioral reactions after a disaster
- Post-Traumatic Stress Disorder (PTSD) and coping strategies

Unit III: A Word of Caution (Lecture Hours: 10 hrs)

- Death and bereavement: Stages by Kubler-Ross
- Stress and basic stress management for disaster survivors
- When to refer for further mental health support

Unit IV: Action Principles and Self-Care for Disaster Workers (Lecture Hours: 20 hrs)

- Action principles and recognition of basic human needs
- First line psychosocial support

- Working with children, adolescents, older adults, and survivors with disabilities
- Resilience: Protective factors and strategies for promoting resilience in children and youth
- Practice self-care and team care
- PFA capacity building: Disaster preparedness and response
- Stress management assistance for disaster workers
- Burnout of human service providers, compassion fatigue, and vicarious traumatization
- Adaptation and resources in local languages, PFA facilitation guide, and online resources
- Positive effects of self-care and self-compassion

References

1. Burke, S., & Richardson, J. (2009). *Psychological First Aid: An Australian Guide*. The Australian Psychological Society Ltd.
2. Everly, G. S. Jr., & Lating, J. M. (2017). *The Johns Hopkins Guide to Psychological First Aid*. Johns Hopkins University Press.
3. Winch, G. (2013). *Emotional First Aid: Healing Rejection, Guilt, Failure, and Other Everyday Hurts*. Hudson Street Press.

Modes of Evaluation

- Quiz/Assignment/Presentation/Extempore/Written Examination

Examination Scheme

Components	Continuous Assessment	End Term	
Weightage (%)	50	25	25

Relationship between Course Outcomes (COs) and Program Outcomes (POs)

Course Outcomes (COs)	Mapped Programme Outcomes
CO1: Identify the basic objectives and intervention strategies of Psychological First Aid.	PO1, PO5, PO6
CO2: Gain skills needed to implement the intervention strategies of Psychological First Aid.	PO1, PO2, PO3
CO3: Adapt Psychological First Aid in diverse settings and with different populations.	PO1, PO3, PO4
CO4: Appreciate the importance of providing Psychological First Aid in the aftermath of disaster.	PO1, PO3, PO5
CO5: Gain confidence in implementing Psychological First Aid in the immediate aftermath of a disaster.	PO1, PO3, PO7
CO6: Identify ways to enhance provider care before, during, and after disaster care.	PO1, PO3, PO7

Relationship between Course Outcomes (COs) and Program Outcomes (POs)

Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
SEC183	Psychological First Aid	3	2	3	2	3	2	3	-	-	-	-	-

- 1: Weakly mapped
- 2: Moderately mapped
- 3: Strongly mapped

PSY222	STRESS MANAGEMENT AND COPING STRATEGIES (MINOR)	L	T	P	C
Contact Hours	48 hours	3	1	0	4
Prerequisites/Exposure	10 + 2 knowledge				
Co-requisites	-				

Course Objective:In everyday life we experience stress related to various situations. Students will learn how they can make adjustments and manage to cope with stress more effectively.

Course Outcome:

At the end of this course students will able to:

- CO1 Define** the concept and sources of stress its impact on health.
- CO2 Justify** the Problem focused and emotion focused approaches of managing stress
- CO3 Elaborate** on the various stress management techniques
- CO4 Apply** the understanding of stress management in different contexts.

Course Description:

This course helps to develop an understanding of the basic concepts processes and techniques of stress management.

Course Content:

Unit 1: (15 Lecture Hours)

Understanding Stress- Introduction to Stress: Definition, types (e.g., acute stress, chronic stress), and the physiological and psychological components of stress. Theories of Stress: Overview of major stress theories including the General Adaptation Syndrome (GAS) and the Biopsychosocial Model.

Unit 2: (15 Lecture Hours)

Stressors and coping:

Stressors and Appraisal: Identifying common stressors and the role of cognitive appraisal in determining stress responses. Transactional Model of Stress and Coping (TMSC) also called (Lazarus' Appraisal model of stress)

Adaptive and Maladaptive Coping: Understanding the distinction between adaptive coping mechanisms that promote resilience and maladaptive coping strategies that exacerbate stress.

Coping Styles: Discussion of individual differences in coping styles (e.g., approach vs. avoidance coping) and their implications for psychological well-being.

Coping Strategies: Examination of problem-focused coping vs. emotion-focused coping, and the effectiveness of different coping strategies in various contexts.

Unit 3: (15 Lecture Hours)

Stress management:

Methods – Different techniques of managing stress, yoga, meditation and mindfulness relaxation techniques, exercise, cognitive strategies to handle stress

Lifestyle Interventions: Exploration of the role of exercise, nutrition, sleep hygiene, and social support in mitigating stress and promoting overall well-being.

Unit 4: (15 Lecture Hours)

Application and Integration

Stress in Specific Contexts: Examination of stress management techniques in various life domains including academic stress, workplace stress, interpersonal stress, and stress related to major life transitions.

Resilience and Post-Traumatic Growth: Discussion of factors that contribute to resilience in the face of adversity and the potential for personal growth following experiences of stress and trauma.

Readings:

- Carr, A. (2004). *Positive Psychology: The science of happiness and human strength*. UK: Routledge.
- DiMatteo, M.R. & Martin, L.R. (2002). *Health psychology*. New Delhi: Pearson
- Neiten, W. & Lloyd, M.A (2007). *Psychology applied to Modern life*. Thomson Detmar Learning.

Further Readings

- Goldberger, I. & Breznitz, S. (1986). Handbook of Stress: Theoretical and Clinical Aspect. The Free Press Collier MacMillan Publishers. London.
- Misra, G. (Ed.) (1999). Psychological Perspectives on Stress and Health, New Delhi, Concept

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination:

Components	Class Assessment	End Term
Weightage (%)	50	50

Relationship between Course Outcome and Program Outcome:

	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Define the concept and sources of stress its impact on health.	PO1, PO4, PO12
CO2	Justify the Problem focused and emotion focused approaches of managing stress	PO1, PO4, PO12
CO3	Elaborate on the various stress management techniques	PO1, PO2, PO12
CO4	Apply the understanding of stress management in different contexts.	PO1, PO2, PO4, PO12

		Knowledge of Psychology	Application of Psychological Principles	Knowledge of Statistical Techniques	Community Based Implementation of psychological Principle	Fundamentals of Psychological Research	Psychological Testing and Interpretation	Application of Modern Statistical Tools	Ethics in psychology	Soft skills and effective communication	Team work and Professionalism	Empathetic understanding of Behavior	Life-long learning
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12

PSY222	Stress Management and Coping strategies	3	2	-	3	-	-	-	-	-	-	1	3
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1=weakly mapped

2= moderately mapped

3=strongly mapped

VAC104	Yoga and Wellness	L	T	P	C
Contact Hours	24 hours	0	0	2	2
Pre-requisites/Exposure	10 + 2 knowledge				
Co-requisites	-				

Course Overview:

Yoga and Wellness: This comprehensive course provides an immersive journey into the ancient wisdom of yoga, blending theory with practical applications to enhance physical, mental, and spiritual well-being. Through a structured curriculum spanning four units, participants will explore the foundational principles of Indian Yoga philosophy, delve into the profound teachings of Patanjali's Ashtanga Yoga, and discover transformative practices for holistic health and self-awareness.

Course Objectives:

1. To understand the foundational principles of Indian Yoga Philosophy, gaining insights into the philosophical underpinnings of yoga and its relevance to modern life.
2. To develop practical skills in yoga practice, including the ability to perform basic asanas, breath control techniques, fostering physical strength, flexibility and inner harmony.
3. To cultivate mindfulness and concentration through meditation practices, learning techniques to integrate mindfulness into daily life and deepen awareness of the present moment.
4. To explore the relationship between yoga, chakras, and holistic health, gaining knowledge of energy centres within the body and techniques to balance and harmonize these centres for enhanced physical, mental and emotional well-being.

Course Outcome:

At the end of this course, students will be able to:

CO1- Gain a comprehensive understanding of Indian Yoga philosophy and its practical applications in daily life, fostering holistic well-being and self-awareness, empowering individuals to lead balanced, fulfilling lives rooted in the timeless wisdom of yoga.

CO2- Develop proficiency in performing basic asanas, and Pranayama techniques, promoting physical fitness, flexibility, and stress reduction.

CO3- Cultivate mindfulness and concentration skills through guided meditation practices, enhancing mental clarity, emotional stability, and overall mindfulness in everyday activities.

CO4- Acquire knowledge of the physiological and psychological aspects of Chakras, and the concepts of Karma, Bhakti, and Gyana Yogas, in order to learn techniques of balancing and harmonizing these energy centers, supporting optimal health, vitality, spiritual growth and self-realization.

Course Description:

This course introduces students to the essence of yoga philosophy, focusing on Patanjali's Ashtanga Yoga, also known as the Eight Limbs of Yoga. Students will gain an understanding of the philosophical underpinnings of yoga and engage in practical sessions incorporating basic asanas and the exploration of ethically rational guidelines for harmonious living and a balanced fulfilling life.

Course Contents:

Unit I: Introduction to Yoga and Patanjali's Ashtanga Yoga (4 Hours)

- Introduction to Ancient Indian Yog philosophy and practices versus Current Trends of Yoga, Present day mental health and well-being in relation to Yoga - Overview of Patanjali's Yogasutras, Introduction to Ashtanga yoga (Eight Limbs of Yoga), Practice of Surya Namaskar (Sun Salutation) and Basic Asanas
- Practicing the limbs of Ashtanga Yoga: Yamas, Niyamas, Asanas, Pranayama, Pratyahara, Dharana, Dhyana, Samadhi through given tasks. Exercise: Asanas focusing on balance and stability.

Unit II: Mindfulness, meditation and the physiology of Chakras (4 Hours)

- Techniques to cultivate focus and concentration in daily life, Practice: Meditation on the breath and concentration techniques.
- Methods to deepen meditation practice and experience higher states of consciousness, Practice: Guided meditation and mindfulness exercises.
- Introduction to the concept of Chakras (energy centers) in the body, Understanding the relationship between Chakras, physical health, and emotional well-being.

Unit III: Yoga for Enhancing Health (4 Hours)

- Practice: Asanas and meditation techniques to balance the Muladhara Chakra, Svadhisthana Chakra, Manipura Chakra, Anahata Chakra, Vishuddha Chakra, Ajna Chakra, Sahasrara Chakra.
- Introduction to Pranayama (breath control) and its importance in yoga practice, Practice: Pranayama techniques - Dirga Pranayama (Three-Part Breath) and Nadi Shodhana (Alternate Nostril Breathing).

Unit IV: Essence of Yogic Practices (4 Hours)

Awareness of Panchatattva, Koshas, Cognitive Faculties- buddhi, smarana, medha, netra, karna, and grivasaktivikasaka, Purush – Prakriti Concept, Bhagwad Gita- Karma, Bhakti and Gyana Yogas, Concept of Atma, Jivatma, Paramatman.

Readings:

1. "The Heart of Yoga: Developing a Personal Practice" by T.K.V. Desikachar - Published in 1999.
2. "Light on Yoga" by B.K.S. Iyengar - Originally published in 1966.
3. "The Yoga Sutras of Patanjali" translated by Swami Satchidananda - Published in 1978.
4. "The Miracle of Mindfulness: An Introduction to the Practice of Meditation" by Thich Nhat Hanh - Originally published in 1975.

Further Readings:

1. "Wheels of Life: A User's Guide to the Chakra System" by Anodea Judith - First published in 1987.
2. "Eastern Body, Western Mind: Psychology and the Chakra System as a Path to the Self" by Anodea Judith - Published in 1996.
3. "The Bhagavad Gita" translated by Eknath Easwaran - First published in 1985.

Modes of Evaluation:

Components	Class Assessment	End Term	
Weightage (%)	50	25 (Practical)	25 (Written)

CO1	Gain a comprehensive understanding of Indian Yoga philosophy and its practical applications in daily life, fostering holistic well-being and self-awareness, empowering individuals to lead balanced, fulfilling lives rooted in the timeless wisdom of yoga.	PO1, PO2, PO8, PO11
CO2	Develop proficiency in performing basic asanas, and Pranayama techniques, promoting physical fitness, flexibility, and stress reduction.	PO1, PO9
CO3	Cultivate mindfulness and concentration skills through guided meditation practices, enhancing mental clarity, emotional stability, and overall mindfulness in everyday activities.	PO1, PO9
CO4	Acquire knowledge of the physiological and psychological aspects of Chakras, and the he concepts of Karma, Bhakti, and Gyana Yogas, in order to learn techniques of balancing and harmonizing these energy centers, supporting optimal health, vitality, spiritual growth and self-realization.	PO1, PO4, PO10, PO12

Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
VAC104	Yoga and Wellness	4	1	-	1	-	-	-	1	2	1	1	1
		Knowledge of Psychology	Application of Psychological Principles	Knowledge of Statistical Techniques	Community Based Implementation of Psychological Principle	Fundamentals of Psychological Research	Psychological Testing and Interpretation	Application of Modern Statistical Tools	Ethics in psychology	Soft skills and effective communication	Team work and Professionalism	Empathetic understanding of Behavior	Life-long learning

VAC115	The Importance of Consent	L	T	P	C
Contact Hours	24 hours	2	0	0	2
Pre-requisites/Exposure	10 + 2 knowledge				
Co-requisites	-				

Course Overview:

To foster a deep understanding of consent, its multifaceted importance in personal and social interactions, and to build ethical and empathetic behavior towards respecting boundaries and ensuring mutual agreement in all forms of interaction.

Course Objectives:

- To develop a comprehensive understanding of consent, including its emotional, social, and cultural dimensions, and its significance in fostering healthy interpersonal relationships.
- To equip students with the skills to communicate effectively about boundaries, ensuring clarity and mutual respect in personal and professional interactions.
- To enhance awareness of the legal and ethical aspects of consent, enabling students to identify and address violations responsibly.
- To cultivate empathy and sensitivity towards diverse expressions of love, sexuality, and personal space, promoting inclusivity and respectful behavior in varied contexts.

Course Outcome:

CO1- Demonstrate a thorough understanding of the principles of consent and its significance in personal, social, and professional contexts.

CO2- Exhibit sensitivity towards body boundaries, personal space, and emotional aspects of consent, fostering respectful and inclusive interactions.

CO3- Apply effective communication skills, including active listening and appropriate questioning, to seek and respect consent in various scenarios.

CO4- Analyze the consequences of violating consent, including emotional, social, and legal implications, and propose strategies for resolution and accountability.

CO5- Critically evaluate legal frameworks and ethical considerations surrounding consent in areas such as relationships, workplace interactions, and digital spaces.

CO6- Advocate for consent awareness and practice, demonstrating leadership in creating safer and more respectful environments.

Course Description:

This value-added course explores the multifaceted concept of consent, emphasizing its critical role in personal relationships, social interactions, and professional environments. It provides theoretical insights and practical knowledge about respecting boundaries, fostering mutual understanding, and ensuring informed and voluntary agreement in all interactions. The course delves into sensitive topics like body boundaries, the emotional and interpersonal dynamics of consent, the impact of communication styles, and the consequences of violating consensual behavior. Additionally, it addresses the legal and ethical dimensions of consent, equipping students with the awareness to navigate real-world situations responsibly. Through engaging discussions, case studies, and reflective exercises, students will develop empathy, emotional intelligence, and effective communication skills, laying the foundation for ethical and respectful behavior in diverse contexts. This course is designed to empower students to advocate for consent and create safer, more inclusive spaces in their communities.

Course Contents:

Unit 1: Understanding Consent

- Definition and core principles of consent.
- Body Boundaries: Personal and cultural perspectives.
- Touch and Consent: Types of touch (positive, neutral, negative) and their emotional implications.
- Expression of Sexuality and Love: Respecting diversity and consensual expressions.

Unit 2: Emotional and Interpersonal Dynamics

- Emotional Aspects of Consent: Impact on trust and relationships.

- Personal Space and Personal Belongings: Importance of respecting boundaries in physical and emotional spaces.
- Appropriate questioning: Sensitivity in verbal and non-verbal communication.
- Role of empathy and emotional intelligence in understanding and seeking consent.

Unit 3: Communication and Consequences

- Proper Communication: Active listening, clear articulation, and confirmation in seeking consent.
- Consequences of Violation: Emotional, social, and legal ramifications of ignoring consensual behavior.
- Strategies for conflict resolution and addressing non-consensual incidents.

Unit 4: Legal and Ethical Perspectives

- Legal Aspects of Consent: National laws on consent (e.g., sexual consent, digital privacy, workplace ethics).
- Ethical considerations in ensuring voluntary and informed consent.
- Consent in professional environments: Case studies in healthcare, education, and workplaces.
- Advocacy for consent awareness: Campaigns, workshops, and real-world practices.

Readings:

1. Freitas, D. (2019). *Consent: A memoir of unwanted attention*. Little, Brown and Company.
2. Harding, K. (2015). *Asking for it: The alarming rise of rape culture—and what we can do about it*. Da Capo Lifelong Books.
3. Tillman, E. (2019). *The consent guidebook: A practical approach to consensual, respectful, and enthusiastic interactions*. Erin Tillman.
4. Taylor, S. R. (2018). *The body is not an apology: The power of radical self-love*. Berrett-Koehler Publishers.
5. Gay, R. (Ed.). (2018). *Not that bad: Dispatches from rape culture*. Harper Perennial.

6. Abdulali, S. (2018). *What we talk about when we talk about rape*. The New Press.
7. Popova, M. (2019). *Sexual consent*. The MIT Press.
8. Nagoski, E. (2015). *Come as you are: The surprising new science that will transform your sex life*. Simon & Schuster.
9. Easton, D., & Hardy, J. W. (2017). *The ethical slut: A guide to infinite sexual possibilities* (3rd ed.). Ten Speed Press.
10. Brian, R. (2020). *Consent (for kids!): Boundaries, respect, and being in charge of you*. Little, Brown Books for Young Readers.

CO1- Demonstrate a thorough understanding of the principles of consent and its significance in personal, social, and professional contexts.	PO1, PO2, PO5, PO6, PO11, PO12
CO2- Exhibit sensitivity towards body boundaries, personal space, and emotional aspects of consent, fostering respectful and inclusive interactions.	PO1, PO2, PO4, PO5, PO9, PO10, PO11, PO12
CO3- Apply effective communication skills, including active listening and appropriate questioning, to seek and respect consent in various scenarios.	PO2, PO4, PO6, PO7, PO8, PO9, PO10, PO11, PO12
CO4- Analyze the consequences of violating consent, including emotional, social, and legal implications, and propose strategies for resolution and accountability.	PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9, PO10, PO11, PO12
CO5- Critically evaluates legal frameworks and ethical considerations surrounding consent in areas such as relationships, workplace interactions, and digital spaces.	PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9, PO10, PO11, PO12
CO6- Advocate for consent awareness and practice, demonstrating leadership in creating safer and more respectful environments.	PO2, PO4, PO6, PO7, PO8, PO9, PO10, PO11, PO12
CO1- Demonstrate a thorough understanding of the principles of consent and its significance in personal, social, and professional contexts.	PO1, PO2, PO5, PO6, PO11, PO12
CO2- Exhibit sensitivity towards body boundaries, personal space, and emotional aspects of consent, fostering respectful and inclusive interactions.	PO1, PO2, PO4, PO5, PO9, PO10, PO11, PO12
CO3- Apply effective communication skills, including active listening and appropriate questioning, to seek and respect consent in various scenarios.	PO2, PO4, PO6, PO7, PO8, PO9, PO10, PO11, PO12
CO4- Analyze the consequences of violating consent, including emotional, social, and legal implications, and propose strategies for resolution and accountability.	PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9, PO10, PO11, PO12
CO5- Critically evaluates legal frameworks and ethical considerations surrounding consent in areas such as relationships, workplace interactions, and digital spaces.	PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9, PO10, PO11, PO12
CO6- Advocate for consent awareness and practice, demonstrating leadership in creating safer and more respectful environments.	PO2, PO4, PO6, PO7, PO8, PO9, PO10, PO11, PO12

Modes of Evaluation:

Components	Class Assessment	End Term
Weightage (%)	50	50

		Knowledge of Psychology	Application of Psychological Principles	Knowledge of Statistical Techniques	Community Based Implementation of psychological Principle	Fundamentals of Psychological Research	Psychological Testing and Interpretation	Application of Modern Statistical Tools	Ethics in psychology	Soft skills and effective communication	Team work and Professionalism	Empathetic understanding of Behavior	Life-long learning
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
VAC115	The Importance of Consent	3	3	-	2	-	-	-	3	2	2	3	3

Semester V

PSY301	HEALTH PSYCHOLOGY-CC-10	L	T	P	C
Contact hours	48	3	1	0	4
Prerequisites/Exposure	10 + 2 knowledge				
Co-requisites	-				

Course Introduction

Health Psychology is an interdisciplinary field that explores the complex interplay between psychological, biological, and social factors in the promotion of health, prevention, and management of illness. This course will provide students with a comprehensive understanding of the core concepts, theories, and applications of Health Psychology, equipping them with the knowledge and skills to effectively address individual and public health challenges.

Course Objectives

1. Understand the biopsychosocial model of health and illness, and its implications for the study and practice of Health Psychology.
2. Examine the psychological, behavioral, and lifestyle factors that influence individual and population health, including their determinants and mechanisms of action.
3. Analyze the role of psychological processes in the prevention, development, and management of chronic and acute health conditions.
4. Evaluate the effectiveness of psychological interventions and health promotion strategies in healthcare settings and at the community level.

Course Outcomes

At the end of this course, students will be able to:

- CO1:** Understand the biopsychosocial model of health and illness.
- CO2:** Examine psychological, behavioral, and lifestyle factors influencing health.
- CO3:** Analyze psychological processes in the management of health conditions.
- CO4:** Evaluate psychological interventions and health promotion strategies.

Course Description

This course offers an in-depth exploration of the principles and practices of Health Psychology. It emphasizes the biopsychosocial model of health and illness, health behaviors and lifestyle factors, psychological aspects of illness and disease, and health promotion and intervention strategies. The course includes both theoretical foundations and practical applications, preparing students to address health challenges effectively.

Course Content

Unit 1: Introduction to Health Psychology (Lecture Hours: 10 hrs)

- Definition and scope of Health Psychology
- Biopsychosocial model of health and illness
- Historical development and theoretical foundations of Health Psychology

Unit 2: Health Behaviors and Lifestyle Factors (Lecture Hours: 10 hrs)

- Health behaviors (e.g., physical activity, nutrition, sleep, stress management)
- Health risk behaviors (e.g., smoking, alcohol/drug use, risky sexual behaviors)
- Psychological determinants of health behaviors (e.g., motivation, self-efficacy, beliefs)
- Behavior change theories and models

Unit 3: Psychological Aspects of Illness and Disease (Lecture Hours: 10 hrs)

- Stress and coping with acute and chronic illness

- Pain management and pain-related behaviors
- Psychological factors in the prevention and management of cardiovascular disease, cancer, and other major health conditions
- Adjustment to chronic and terminal illnesses

Unit 4: Health Promotion and Intervention (Lecture Hours: 10 hrs)

- Individual and community-based health promotion programs
- Psychological interventions in healthcare settings (e.g., patient-provider communication, adherence, end-of-life care)
- Evaluation of health promotion and intervention strategies
- Ethical and cultural considerations in Health Psychology

References

1. Brannon, L., & Feist, J. (2010). *Health Psychology: An Introduction to Behavior and Health* (7th ed.). Wadsworth.
2. Taylor, S. E. (2009). *Health Psychology* (7th ed.). McGraw-Hill.
3. Ogden, J. (2012). *Health Psychology: A Textbook* (5th ed.). Open University Press.
4. Sarafino, E. P., & Smith, T. W. (2014). *Health Psychology: Biopsychosocial Interactions* (8th ed.). Wiley.
5. Marks, D. F., Murray, M., Evans, B., & Willig, C. (2010). *Health Psychology: Theory, Research, and Practice* (3rd ed.). Sage Publications.

Modes of Evaluation

- Quiz/Assignment/Presentation/Extempore/Written Examination

Examination Scheme

Components	Continuous Assessment	End Term
Weightage (%)	50	50

Relationship between Course Outcomes (COs) and Program Outcomes (POs)

Course Outcomes (COs)	Mapped Programme Outcomes
CO1: Understand the biopsychosocial model of health and illness.	PO1, PO5, PO6
CO2: Examine psychological, behavioral, and lifestyle factors influencing health.	PO1, PO2, PO3
CO3: Analyze psychological processes in the management of health conditions.	PO1, PO3, PO4
CO4: Evaluate psychological interventions and health promotion strategies.	PO1, PO3, PO5

Relationship between Course Outcomes (COs) and Program Outcomes (POs)

Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
PSY301	Health Psychology	3	2	3	2	3	2	-	-	-	-	-	-

1: Weakly mapped

2: Moderately mapped

3: Strongly mapped

PSY302	ADVANCED STATISTICAL METHODS- CC-11	L	T	P	C
Contact Hours	48 hours	3	1	0	4
Prerequisites/Exposure	10 + 2 knowledge				
Co-requisites	-				

Course Objectives:

1. To educate students with the techniques of inferential statistics and hypothesis testing.
2. To develop the ability to analyse data using various statistical methods.
3. To understand the application of statistical techniques in psychological research.

Course Outcome:

By the end of this course, students will:

CO1: Demonstrate an understanding of inferential statistics and hypothesis testing.

CO2: Apply statistical techniques to analyse data in psychological research.

CO3: Interpret the results of hypothesis tests and understand their practical significance.

CO4: Utilize nonparametric tests and understand their applications.

CO5: Gain theoretical knowledge of SPSS for statistical analysis.

Course Description:

Advanced Statistical Methods equips students with advanced techniques in inferential statistics, hypothesis testing, and data analysis. The course covers various statistical methods, including the Mann-Whitney U test, Chi-Square test, and ANOVA, emphasizing their application in psychological research. Students will gain practical skills in utilizing SPSS for data analysis and develop a comprehensive understanding of statistical concepts and their real-world significance. Through lectures and practical exercises, students will enhance their ability to interpret and apply statistical findings.

Unit 1: Inferential Statistics and Hypothesis Testing (10 Hours)

Hypothesis Testing and interpreting the results: t-test for independent large sample of equal size, t-test for independent large sample of unequal size, t-test for independent small sample of equal size, t-test for independent small sample of unequal size, t-test for paired small and large sample, Power of a Test; Levels of Significance vs. p-Values, type I error, type II error, degree of freedom

Unit 2: Simple Correlation (10 Hours):

Computation and interpretation of Biserial, point-biserial, phi-coefficient, tetra choric-r

Unit 3: Analysis of variance (10 Hours)

Concept of AVOVA, Relationship between F ratio and T test, One way ANOVA

Unit 4: Non-parametric statistics (10 Hours):

Comparison with Parametric Tests, Uses and Applications of Nonparametric Tests,

Chi Square test, Mann Whitney U test, Kruskal Wallis test, Wilcoxon signed rank test

References:

1. Field, A. (2018). *Discovering Statistics Using IBM SPSS Statistics* (5th ed.). Sage Publications. ISBN: 978-1526419521
2. Gravetter, F. J., & Wallnau, L. B. (2016). *Statistics for the Behavioral Sciences* (10th ed.). Cengage Learning. ISBN: 978-1305504912
3. Howell, D. C. (2012). *Statistical Methods for Psychology* (8th ed.). Wadsworth Publishing. ISBN: 978-1111835484
4. Pallant, J. (2020). *SPSS Survival Manual: A Step by Step Guide to Data Analysis using IBM SPSS* (7th ed.). Routledge. ISBN: 978-1000319392
5. Tabachnick, B. G., & Fidell, L. S. (2018). *Using Multivariate Statistics* (7th ed.). Pearson. ISBN: 978-0134790541
6. Agresti, A., & Finlay, B. (2017). *Statistical Methods for the Social Sciences* (5th ed.). Pearson. ISBN: 978-0134507101

7. Dancey, C. P., & Reidy, J. (2017). *Statistics Without Maths for Psychology* (7th ed.). Pearson. ISBN: 978-1292128856
8. Mertler, C. A., & Vannatta, R. A. (2017). *Advanced and Multivariate Statistical Methods: Practical Application and Interpretation* (6th ed.). Routledge. ISBN: 978-1138289734
9. Lomax, R. G., & Hahs-Vaughn, D. L. (2012). *An Introduction to Statistical Concepts* (3rd ed.). Routledge. ISBN: 978-0415875366
10. Pagano, R. R. (2012). *Understanding Statistics in the Behavioral Sciences* (10th ed.). Wadsworth Publishing. ISBN: 978-1111837266

Course Outcomes (COs) Mapped to Program Outcomes (POs):

Course Outcomes (COs)	Mapped Program Outcomes (POs)
CO1: Demonstrate an understanding of inferential statistics and hypothesis testing.	PO1, PO3, PO5
CO2: Apply statistical techniques to analyse data in psychological research.	PO1, PO2, PO3
CO3: Interpret the results of hypothesis tests and understand their practical significance.	PO1, PO3, PO4
CO4: Utilize nonparametric tests and understand their applications.	PO3, PO5, PO7
CO5: Gain theoretical knowledge of SPSS for statistical analysis.	PO3, PO5, PO7

Relationship between Course Outcomes (COs) and Program Outcomes (POs):

Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
PSY302	Advanced Statistical Methods	3	2	3	2	3	-	3	-	-	-	-	-

1: Weakly mapped

2: Moderately mapped

3: Strongly mapped

PSY303	Industrial and Organizational Psychology- CC-12	L	T	P	C
Contact Hours	60	3	0	1	4
Pre-requisites/Exposure	-				
Co-requisites	-				

Course Objectives

1. Understand the foundational principles of Industrial and Organisational (I/O) Psychology and Organisational Behaviour, including their historical development and contemporary trends.
2. Analyse individual processes such as employee attitudes, work motivation, communication, and conflict management, and their impact on organizational effectiveness.
3. Examine leadership styles and theories, organizational culture, and workplace environment to understand their influence on employee behaviour and organizational outcomes.
4. Develop practical skills in administering psychological assessments related to achievement motivation, job satisfaction, and interpersonal relationships within an organizational context.

Course Outcomes

At the end of the course students will be able to:

1. **Understand and articulate the foundational principles** of Industrial and Organisational (I/O) Psychology, including their historical antecedents, contemporary trends, and cultural influences from both Western and Indian perspectives.
2. **Analyse and evaluate the concepts and roles of employee attitudes** such as job satisfaction, organisational commitment and organisational citizenship behaviour in enhancing employee engagement and job involvement.
3. **Understand and apply theories of work motivation** to practical organisational issues and propose solutions to enhance employee motivation and performance.

4. **Identify and manage communication barriers and conflict** within organisations, utilizing effective conflict resolution techniques to foster a positive work environment and improve organisational effectiveness.
5. **Examine and assess different leadership styles and approaches** and understand their impact on organisational culture, climate, and employee behaviour.
6. **Develop practical skills** in administering and interpreting psychological assessments to evaluate and improve interpersonal relationships and job satisfaction within an organisational context.

Course Description

This course provides an in – depth exploration of Industrial and Organisational Psychology, focusing on its historical foundations, contemporary trends and cultural influences on Organisational Behaviour. Students will examine individual processes such as employee attitudes, work motivation, communication, and conflict management. The course enables the students to get acquainted to the concepts of different individual processes, leadership theories, organisational culture and workplace environment. Practical skills will be honed through administering and interpreting psychological assessments related to achievement motivation, job satisfaction and interpersonal relationships.

COURSE CONTENT

UNITI: Overview of Industrial Psychology and Organisational Behaviour (Lecture Hours: 15 hrs.)

- Introduction: Aims, scope and methods of Industrial and Organisational Psychology
- Historical antecedents of Industrial and Organisational Psychology
- Contemporary trends and challenges of Organisational Behaviour: Western and Indian Culture
- Introduction: Scientific management & Human Relations Movement
- Job Analysis- concept, job oriented and person oriented approaches
- Recruitment and selection- needs assessment, human resource planning and forecasting, recruitment- internal versus external, Realistic Job Preview and on-boarding

UNIT II: Individual Processes (Lecture Hours: 15 hrs.)

- Employee Attitude: ABC Model of attitude Job satisfaction, organisational commitment, organizational citizenship behaviour, employee engagement and job involvement
- Work Motivation: Early theories (Maslow, McClelland and Herzberg); Contemporary theories and its applications (Goal Setting and MBO, Equity Theory, Expectancy Theory, Job Characteristics Model and Job Redesign),); Job satisfaction- concept and components; individual and organizational values
- Communication and conflict management: Types and barriers of communication, solving communication problems; cause and types of conflict, conflict resolution techniques, Organizational decision making

UNIT III: Dynamics of Industrial and Organizational Psychology (Lecture Hours: 20 hrs.)

- Leadership: Leadership styles; basic approaches to leadership (Trait Theories, Behavioural Approaches, Contingency Theories); Transformational and Transactional leadership), emotional intelligence and leadership
- Organisational Culture: Definition and types; organizational culture vs. organizational climate; types of organizational climate, diversity
- Workplace Environment: Physiological and psychological conditions of a workplace; accidents and safety measures; accidents and safety measures
- Influence, Power and Politics
- Sexual harassment, organisational politics
- Approaches and methods of training
- Phases of training
- Performance appraisal- traditional techniques and 360 degree feedback
- Counselling evaluation and follow-up

UNIT IV: Practicum (Total Hours: 10 hrs.)

- To administer Deo Mohan Achievement Motivation Scale
- To assess job satisfaction of an employee

- Assessing the interpersonal relationships using Johari Window
- To assess the emotional quotient of an individual

References:

1. Chadha, N.K. (2007). *Organizational Behavior*. Galgotia Publishers: New Delhi.
2. Greenberg, J. & Baron, R.A. (2007). *Behaviour in Organizations* (9th Ed.). India: Dorling Kindersley.
3. Luthans, F. (2009). *Organizational behavior*. New Delhi: McGraw Hill.
4. Muchinsky, P. (2006). *Psychology applied to work: An introduction to industrial and organizational psychology*. NC: Hypergraphic Press.
5. Pareek, U. (2010). *Understanding organizational behaviour*. Oxford: Oxford University Press.
6. Prakash, A. (2011). Organizational behavior in India: An indigenous perspective. In G. Misra (Ed.), *Handbook of Psychology*. New Delhi: Oxford University Press.
7. Robbins, S. P. & Judge, T.A. (2007). *Organizational Behavior* (12th Ed). New Delhi: Prentice Hall of India.
8. Singh, K. (2010). *Organizational Behavior: Texts & Cases*. India: Dorling Kindersley
9. Blum, N.L. & Naylor, J.C.: *Industrial Psychology- Its Theoretical and Social Foundation*
10. Schultz, D.P. & Schultz S.E.: *Psychology and Work Today: An Introduction to Industrial and Organizational Psychology*, Prentice Hall.
11. Schmidt, N. & Chan, D.(1998). *Personnel Selection* Sage.
12. Goleman, D. (1998). *Working with Emotional Intelligence*. New York: Bantam Books

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

Components	Continuous Assessment	End Term	Total
Weightage (%)	50	50	100

Relationship between the Course Outcomes (Cos) and Program Outcomes (Pos)

	Course Outcomes (COs)	Mapped Programme Outcomes
CO1	Understand and articulate the foundational principles of Industrial and Organisational (I/O) Psychology, including their historical antecedents, contemporary trends, and cultural influences from both Western and Indian perspectives.	PO1
CO2	Analyse and evaluate the concepts and roles of employee attitudes such as job satisfaction, organisational commitment and organisational citizenship behaviour in enhancing employee engagement and job involvement.	PO1, PO2
CO3	Understand and apply theories of work motivation to practical organisational issues and propose solutions to enhance employee motivation and performance.	PO1, PO2, PO4
CO4	Identify and manage communication barriers and conflict within organisations, utilizing effective conflict resolution techniques to foster a positive work environment and improve organisational effectiveness.	PO1, PO2, PO9
CO5	Examine and assess different leadership styles and approaches and understand their impact on organisational culture, climate, and employee behaviour.	PO1, PO2, PO9
CO6	Develop practical skills in administering and interpreting psychological assessments to evaluate and improve interpersonal relationships and job satisfaction within an organisational context.	PO1, PO2, PO6

Relationship between Course Outcomes (COs) and Program Outcomes (POs):

Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
PSY303	Industrial and Organizational Psychology	6	5	-	1	-	1	-	-	2	-	-	-

1: Weakly mapped

2: Moderately mapped

3: Strongly mapped

PSY321	Introduction to Psychological First-Aid and Care (Minor)	L	T	P	C
Contact Hours	48 hours	3	0	1	4
Prerequisites/Exposure	10 + 2 knowledge				
Co-requisites	-				

Course Objectives

- Establish a human connection in a non-intrusive, compassionate manner.
- Enhance immediate and ongoing safety, and provide physical and emotional comfort.
- Calm and orient emotionally overwhelmed or distraught survivors.
- Provide supportive intervention in the immediate aftermath of disasters and terrorism.
- Support adaptive coping, acknowledge coping efforts and strengths, and empower survivors.
- Adapt Psychological First Aid in diverse settings and with different populations.

Course Outcomes

At the end of this course, students will be able to:

CO1: Define and describe the principles and purpose of Psychological First Aid.

CO2: Recognize common psychological reactions to crisis and identify vulnerable populations

CO3: Demonstrate basic PFA communication and support skills in simulations or real-life settings.

CO4: Reflect on and evaluate the role of self-care and ethical responsibility in crisis care.

Course Description:

This course introduces the foundational principles and practices of Psychological First Aid (PFA), emphasizing care and support during crises or emergencies. It equips students with the basic knowledge and interpersonal skills needed to assist individuals in distress, especially in the aftermath of disasters, accidents, or trauma. The course concludes with hands-on learning through simulation or community-based activities.

Course Content

Unit I: Introduction to Psychological First Aid (Lecture: 10 hours)

- What is Psychological First Aid (PFA)?
- Differences between PFA and psychotherapy
- Core principles of PFA: “Look, Listen, Link”
- Goals and scope of Psychological First Aid
- History and importance of PFA in disasters and emergencies
- Common emotional and behavioral responses after a crisis

Unit II: Basic Skills and Crisis Response Techniques (Lecture: 10 hours)

- Listening skills and empathetic communication
- Stabilization and calming techniques
- Recognizing stress, anxiety, grief, and shock
- Identifying individuals who need more than PFA
- Cultural sensitivity in crisis response
- Referral to mental health services

Unit III: Special Considerations and Ethical Practice (Lecture: 10 hours)

- PFA for children, older adults, and people with disabilities
- Do’s and Don’ts in Psychological First Aid
- Confidentiality and informed support
- Understanding secondary trauma and helper fatigue
- Importance of self-care for helpers
- Action principles and supporting community recovery

Unit IV: Practical and Field Application (Practical: 10 hours)

Students will choose one of the following options for hands-on learning:

- **Option A: Simulation Exercises** – Role-playing PFA responses for different crisis scenarios
- **Option B: Community Visit/NGO Collaboration** – Observe or assist in local support services (e.g., helplines, disaster recovery shelters)
- **Option C: Case Reflection Project** – Interview a professional and write a reflection on a real-world PFA application

References

1. Everly & Flynn (2005). *Principles of Psychological Crisis Intervention*
2. WHO Psychological First Aid Manual (as background)
3. Burke, S., & Richardson, J. (2009). *Psychological First Aid: An Australian Guide*. The Australian Psychological Society Ltd
4. Everly, G. S. Jr., & Lating, J. M. (2017). *The Johns Hopkins Guide to Psychological First Aid*. Johns Hopkins University Press.

5. Winch, G. (2013). *Emotional First Aid: Healing Rejection, Guilt, Failure, and Other Everyday Hurts*. Hudson Street Press.

Modes of Evaluation

- Quiz/Assignment/Presentation/Extempore/Written Examination

Examination Scheme

Components	Continuous Assessment	End Term
Weightage (%)	50	50

Relationship between Course Outcomes (COs) and Program Outcomes (POs)

Course Outcomes (COs)	Mapped Programme Outcomes
CO1: Identify the basic objectives and intervention strategies of Psychological First Aid.	PO1, PO5, PO6
CO2: Gain skills needed to implement the intervention strategies of Psychological First Aid.	PO1, PO2, PO3
CO3: Adapt Psychological First Aid in diverse settings and with different populations.	PO1, PO3, PO4
CO4: Appreciate the importance of providing Psychological First Aid in the aftermath of disaster.	PO1, PO3, PO5
CO5: Gain confidence in implementing Psychological First Aid in the immediate aftermath of a disaster.	PO1, PO3, PO7
CO6: Identify ways to enhance provider care before, during, and after disaster care.	PO1, PO3, PO7

Relationship between Course Outcomes (COs) and Program Outcomes (POs)

Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
PSY321	Introduction to Psychological First-Aid and Care	3	2	3	2	3	2	3	-	-	-	-	-

1: Weakly mapped

2: Moderately mapped

3: Strongly mapped

SEC302	Basic Counselling Skills (SEC)	L	T	P	C
Contact Hours	48 hours	2	0	0	2
Prerequisites/Exposure	10 + 2 knowledge				
Co-requisites	-				

Course Description- To introduce students to the foundational principles and techniques of counselling, emphasizing practical skills that can be applied in various professional and personal contexts.

Course Objectives-

- **Develop foundational counselling skills** such as active listening, empathy, and rapport-building.
- **Understand the ethical principles** guiding counselling practices, including confidentiality and respect for diversity.
- **Enhance interpersonal communication abilities** that are applicable in various professional and personal contexts.
- **Apply basic counselling techniques** to address everyday challenges, such as stress, conflict, and peer support.
- **Foster self-awareness and reflective thinking** to improve one's ability to support others effectively.

Course Outcomes-

CO1- **Define** basic counseling concepts and differentiate them from related fields such as guidance and therapy.

CO2- **Demonstrate** active listening, empathy, and rapport-building skills in role-play scenarios.

CO3- **Apply** ethical principles like confidentiality and respect for diversity in simulated counseling situations.

CO4- **Analyze** case scenarios to identify appropriate counselling approaches and techniques.

CO5- **Evaluate** the effectiveness of counseling skills in managing stress, conflicts, and interpersonal challenges.

CO6- **Create** a structured plan to address a hypothetical 140Counseling situation, integrating the learned techniques.

Course Content-

Unit 1: Introduction to Counselling: Definition and Scope of Counselling- What is counselling? Differences between counselling, guidance, and therapy, Core Characteristics of an Effective Counsellor, Empathy, active listening, non-judgmental attitude, Ethics in Counselling, Confidentiality, boundaries, and respect for diversity.

Unit 2: Basic Counselling Techniques: Active Listening- Components: Paraphrasing, summarizing, and reflecting feelings, Questioning Skills- Open-ended vs. closed-ended questions, Establishing Rapport- Building trust and creating a safe space.

Unit 3: Practical Application of Counselling Skills: Role Play and Simulations-Practicing active listening and empathy in pairs, Case Scenarios- How to approach common counselling situations (e.g., academic stress, relationship issues), Feedback and Self-Reflection- Importance of continuous improvement.

Unit 4: Applications Beyond Counselling: Communication in Professional Settings- Using counselling skills in HR, teaching, and customer service, Conflict Resolution- Applying empathy and active listening to mediate disputes, Stress Management and Peer Support- Offering informal support to peers and colleagues.

Reference Readings:

1. Egan, G. (2014). *The skilled helper: A problem-management and opportunity-development approach to helping* (10th ed.). Cengage Learning.
2. Nelson-Jones, R. (2015). *Practical counselling and helping skills: Text and activities for the life skills counselling model* (7th ed.). SAGE Publications.
3. McLeod, J. (2019). *An introduction to counselling and psychotherapy: Theory, research, and practice* (6th ed.). McGraw-Hill Education.
4. Corey, G. (2016). *Theory and practice of counseling and psychotherapy* (10th ed.). Cengage Learning.

5. Geldard, K., Geldard, D., & Foo, R. Y. (2016). *Basic personal counselling: A training manual for counsellors* (8th ed.). Cengage Learning.
6. Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2023). *Intentional interviewing and counseling: Facilitating client development in a multicultural society* (10th ed.). Cengage Learning.
7. Hackney, H. L., & Cormier, S. (2016). *The professional counselor: A process guide to helping* (8th ed.). Pearson Education.
8. Jacobs, E. E., Schimmel, C. J., Masson, R. L., & Harvill, R. L. (2015). *Group counseling: Strategies and skills* (8th ed.). Cengage Learning.
9. Neukrug, E. (2017). *Skills and tools for today's counselors and psychotherapists: From natural helping to professional counseling* (2nd ed.). Cengage Learning.
10. Rogers, C. R. (1995). *A way of being*. Houghton Mifflin Harcourt.

Mode of Evaluation

- Quiz/Assignment/Presentation/Extempore/Written Examination

Examination Scheme

Components	Continuous Assessment	End Term
Weightage (%)	50	50

Relationship between Course Outcomes (COs) and Program Outcomes (POs)

Course Outcomes (COs)	Mapped Programme Outcomes
CO1: Define basic counseling concepts and differentiate them from related fields such as guidance and therapy.	PO1, PO5, PO8, PO9, PO10, PO12
CO2: Demonstrate active listening, empathy, and rapport-building skills in role-play scenarios.	PO2, PO4, PO9, PO10, PO11, PO12
CO3: Apply ethical principles like confidentiality and respect for	PO2, PO4, PO8, PO10,

Course Outcomes (COs)	Mapped Programme Outcomes
diversity in simulated counselling situations.	PO11, PO12
CO4: Analyze case scenarios to identify appropriate counseling approaches and techniques.	PO1, PO2, PO3, PO4, PO12
CO5: Evaluate the effectiveness of counseling skills in managing stress, conflicts, and interpersonal challenges.	PO2, PO3, PO4, PO10, PO11, PO12
CO6: Create a structured plan to address a hypothetical 142Counseling situation, integrating the learned techniques.	PO2, PO3, PO4, PO10, PO11, PO12

Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
SEC302	Basic Counselling Skills (SEC)	3	3	-	3	-	-	-	3	3	3	3	3

1: Weakly mapped

2: Moderately mapped

3: Strongly mapped

Semester VI

PSY305	Introduction to Guidance and Counselling – CC-13	L	T	P	C
Contact Hours	48	3	0	1	4
Pre-requisites/Exposure	10 + 2 knowledge				
Co-requisites	-				

Course Objectives:

- To develop an understanding of basic concepts, processes, and techniques of Counseling.
- To acquaint the learner with the challenges of Counseling.

Course Outcomes (COs):

At the end of this course students will able to:

- CO1 Discuss** the nature and goals of Counselling.
- CO2 Classify** the different Counselling processes and techniques.
- CO3 Justify** the role of counselling in different aspects of life.
- CO4 Apply** the understanding of counselling in the lives of people.

Course Description:

This course helps to develop an understanding of the basic concepts processes and techniques of counselling and to utilize the various applications of counselling.

Course Content:

Unit 1: (15 Lecture Hours)

Introduction: Nature and Goals; Counselling as a profession: professional ethics (Latest version of American Counselling Association – ACA); The effective counsellor: personality characteristics; status of counselling psychology in India

Unit 2: (15 Lecture Hours)

Counselling Process and Techniques: Building counselling relationships; Working in a counselling relationship; Closing counselling relationships ;Psychoanalytic techniques; Humanistic techniques;Behavioral techniques; Cognitive techniques

Unit 3: (15 Lecture Hours)

Counselling Applications: Child Counselling; Family Counselling; Career Counselling; Crisis Intervention: suicide, grief, and sexual abuse .

Unit 4: (15 Lecture Hours)

Practicum:

1. Determination of the interest pattern of the subject using Guilford- Zimmerman Interest Inventory. (Interest-Guilford, J.S. & Zimmerman, W. S. (1963, 1989, Copyright). Guilford-Zimmerman Interest Inventory.)
2. Determination of the cognitive style of the subject by administering Cognitive Style Inventory (CSI) by Dr. Praveen Kumar Jha.

Readings:

- Aguilera, D.C. (1998). Crisis Intervention: Theory and Methodology (8th Ed.) Philadelphia: Mosby.
- Belkin, G. S. (1998). Introduction to Counselling (3rd Ed.) Iowa: W. C. Brown.
- Capuzzi, D. & Gross, D. R. (2007). Counselling and Psychotherapy: Theories and Interventions (4th Ed.) New Delhi. Pearson.
- Corey, G. (2009) Counselling and Psychotherapy; Theory and Practice.(7th Ed.) New Delhi: Cengage Learning.
- Friedlander, M.L. & Diamond, G.M. (2012). Couple and Family Therapy. In E. M. Altmaier and J.C.
- Hansen (Eds.) The Oxford Handbook of Counselling Psychology. New York: Oxford University Press.
- Geldard, K. & Geldard, D. (2011). Counselling Children: A Practical Introduction (3rd Ed.) New Delhi: Sage.
- Gibson, R. L. & Mitchell, M. H. (2012). Introduction to Counselling and Guidance (7th Ed.) New Delhi: Pearson.
- Gladding, S. T. (2012). Counselling: A Comprehensive Profession. (7th Ed) New Delhi. Pearson.
- Hansen, J.C. (2012). Contemporary Counselling Psychology. In E. M. Altmaier and J.C. Hansen (Eds) The Oxford Handbook of Counselling Psychology. New York: Oxford University Press.

- Kapur, M. (2011).Counselling Children with Psychological Problems. New Delhi, Pearson.
- Rao, K. (2010). Psychological Interventions: From Theory to Practice. In G. Misra (Ed): Psychology in India. Volume 3: Clinical and Health Psychology. New Delhi. ICSSR/ Pearson
- Rao, S.N. &Sahajpal, P. (2013) Counselling and Guidance. New Delhi: Tata McGraw Hill.
- Seligman,L.&Reichenberg ,L.W.(2010). Theories of Counseling and Psychotherapy: Systems, Strategies, and Skills. 3rd Ed. Indian reprint: Pearson.
- Sharf, R. S. (2012). Theories of Psychotherapy &Counselling: Concepts and Cases (5th Ed). Brooks/ Cole Cengage Learning.
- Udupa, K. N. (1985). Stress and its Management by Yoga. Delhi: Motilal Banarsidas.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

Components	Class Assessment	End Term
Weightage (%)	50	50

Relationship between Course outcome and Program Outcome:

	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Discuss the nature and goals of Counselling.	PO1, PO4, PO11
CO2	Classify the different Counselling processes.	PO1, PO8, PO5, PO12
CO3	Describe the techniques involved in counselling.	PO2, PO8, PO9
CO4	Justify the role of counselling in different aspects of life.	PO1, PO2, PO9
CO5	Explain the differences between the techniques involved in counselling.	PO1, PO2, PO11
CO6	Apply the understanding of counselling in the lives of people.	PO5, PO9, PO6

Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
PSY305	Introduction to Guidance and Counselling	3	3	-	1	1	1	-	2	3	-	3	3

1=weakly mapped

2= moderately mapped

3=strongly mapped

PSY306	CLINICO-FORENSIC PSYCHOLOGY- CC- 14	L	T	P	C
Contact Hours	48	3	1	0	4
Pre-requisites/Exposure	10 + 2 knowledge				
Co-requisites	-				

Course Objectives:

1. To explore various psychological disorders and their clinical manifestations.
2. To develop an understanding of the intersection between psychology and the legal system.
3. To analyse criminal behavior from a bio-psycho-social perspective.
4. To understand the legal issues related to mental health, custodial care, consent, and evidence.
5. To study criminal profiling, criminology, and victimology.

Course Outcome:

By the end of this course, students will:

CO1: Demonstrate an understanding of various psychological disorders and their clinical features.

CO2: Apply forensic psychology principles to the analysis of criminal behavior.

CO3: Understand the legal issues related to mental health and criminal behavior.

CO4: Utilize critical thinking skills to evaluate criminal profiling and criminology methods.

CO5: Analyse case studies and apply theoretical knowledge to practical scenarios in forensic psychology.

Course Description:

Clinico Forensic Psychology bridges clinical psychology and forensic science, focusing on psychological disorders, criminal behavior, and legal issues. Students learn about the diagnosis and treatment of mental disorders, the intersection of psychology and law, criminal profiling, and victimology. The course integrates bio-psycho-social perspectives to analyse criminal behavior,

emphasizing real-world applications through case studies and critical evaluation of forensic methods.

Unit 1: Schizophrenia Spectrum Disorder (10 Hours)

Objective: To understand the clinical features, diagnosis, and treatment of schizophrenia spectrum disorder.

1. Clinical Features of Schizophrenia Spectrum Disorder
2. Diagnosis and Assessment
3. Treatment Approaches
4. Case Studies and Research Findings

Unit 2: Personality Disorders (10 Hours)

Objective: To explore the various types of personality disorders, their diagnosis, and treatment.

1. Types of Personality Disorders
2. Diagnosis and Assessment
3. Treatment Approaches
4. Case Studies and Research Findings

Unit 3: PTSD and Dissociative Disorders (10 Hours)

Objective: To examine the clinical features, diagnosis, and treatment of PTSD and dissociative disorders.

1. Clinical Features of PTSD
2. Clinical Features of Dissociative Disorders
3. Diagnosis and Assessment
4. Treatment Approaches
5. Case Studies and Research Findings

Unit 4: Introduction to Forensic Psychology and Theories of Crime (12 Hours)

Objective: To provide an overview of forensic psychology, theories of crime, and legal issues related to mental health.

1. Introduction to Forensic Psychology
2. Theories of Crime
3. Bio-Psycho-Social Perspectives of Criminal Behavior
4. Legal Issues:
 - Mental Health
 - Custodial Care
 - Issues of Consent
 - Evidence

Unit 5: Criminal Profiling, Criminology, and Victimology (12 Hours)

Objective: To study the methods and principles of criminal profiling, criminology, and victimology.

1. Criminal Profiling Techniques
2. Principles of Criminology
3. Victimology: Understanding Victims of Crime
4. Case Studies and Research Findings

References:

1. Barlow, D. H., & Durand, V. M. (2014). *Abnormal Psychology: An Integrative Approach* (7th ed.). Cengage Learning. ISBN: 978-1285755618
2. Davison, G. C., Neale, J. M., & Kring, A. M. (2018). *Abnormal Psychology* (14th ed.). Wiley. ISBN: 978-1119378754
3. Blackburn, R. (2002). *The Psychology of Criminal Conduct: Theory, Research and Practice* (2nd ed.). John Wiley & Sons. ISBN: 978-0471485295

4. Bartol, C. R., & Bartol, A. M. (2018). *Introduction to Forensic Psychology: Research and Application* (5th ed.). Sage Publications. ISBN: 978-1506387246
5. Ogloff, J. R. P. (2015). *Forensic Psychology: An Introduction* (2nd ed.). Wiley-Blackwell. ISBN: 978-1119945604
6. Meloy, J. R., & Hoffmann, J. (2014). *International Handbook of Threat Assessment*. Oxford University Press. ISBN: 978-0199730456
7. Goldstein, A. M., & Weiner, I. B. (2003). *Handbook of Psychology: Forensic Psychology*. Wiley. ISBN: 978-0471383218
8. Kocsis, R. N. (2009). *Criminal Profiling: Principles and Practice*. Humana Press. ISBN: 978-1588299737
9. Roesch, R., Zapf, P. A., & Hart, S. D. (2010). *Forensic Psychology and Law*. Wiley. ISBN: 978-0470570398
10. Hall, J. E., & Yuille, J. C. (2009). *Case Studies in Forensic Psychology*. Routledge. ISBN: 978-0415430602

Course Outcomes (COs) Mapped to Program Outcomes (POs):

Course Outcomes (COs)	Mapped Program Outcomes (POs)
CO1: Demonstrate an understanding of various psychological disorders and their clinical features.	PO1, PO5, PO6
CO2: Apply forensic psychology principles to the analysis of criminal behavior.	PO1, PO2, PO4
CO3: Understand the legal issues related to mental health and criminal behavior.	PO4, PO8
CO4: Utilize critical thinking skills to evaluate criminal profiling and criminology methods.	PO1, PO2, PO7
CO5: Analyse case studies and apply theoretical knowledge to practical scenarios in forensic psychology.	PO1, PO2, PO5, PO6

Relationship between Course Outcomes (COs) and Program Outcomes (POs):

Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
PSY306	Clinico Forensic Psychology	3	3	-	2	3	2	2	3	-	-	-	-

1: Weakly mapped

2: Moderately mapped

3: Strongly mapped

PSY307	Cognitive Psychology- CC-15	L	T	P	C
Contact hours	48	3	1	0	4
Pre-requisites/Exposure					
Co-requisites	-				

Course Objectives :

1. To have a basic understanding about the fundamentals of cognitive Psychology
2. Provide students with a comprehensive understanding of the foundational principles of cognitive psychology.
3. To have an overall understanding about various areas of cognitive psychology and assessments
4. Enhance understanding of the relationship between brain, mind, and behavior in the context of cognitive processes.

Course Outcomes:

By the end of this course, students will:

1. Demonstrate an understanding of the foundational principles of cognitive psychology.
2. Apply cognitive theories to real-world scenarios.
3. Analyse and critique research methodology in cognitive psychology and neuroscience.
4. Demonstrate familiarity with major concepts, theoretical perspectives, and empirical findings in cognitive psychology.
5. Understand the relationship between brain, mind, and behavior in the context of cognitive processes

Course description

Cognitive psychopathology focuses on describing various concepts, theories and evaluation related to cognitive functioning.

Unit 1: Introduction (10 Hours)

- Overview of key historical developments in cognitive psychology: Cognitive Revolution .
- Applications of cognitive psychology in various fields such as education, healthcare, and technology.
- Concepts of top-down, and bottom-up processing.

Unit 2: Consciousness, Attention, and Perception (10 Hours)

- Consciousness :Definition and scientific constructs of consciousness, Indian perspectives on consciousness.
- Attention: Types of attention: selective, divided, and automatic, Theories of attention by Broadman and Triesman
- Perception : Theories of perception: Gestalt Theory.

Unit 3: Memory, and Language (10 Hours)

- Memory: Types and models of memory: Atkinson-Shiffrin model, Baddeley's model, Level of processing; Neurological bases of memory, Strategies of memory enhancement
- Language: Components of Language, Neurobiological bases of language, Language acquisition.

Unit 4: Thinking, Creativity, and Intelligence(10 Hours)

- Thinking: Reasoning and decision-making strategies: Heuristics; Concepts of deductive and inductive reasoning.
- Creativity: Stages of the creative process: preparation, incubation, illumination, verification.
- Concepts and theories of Intelligence; Artificial Intelligence

References:

1. Eysenck, M. W., & Keane, M. T. (2015). *Cognitive psychology: A student's handbook* (7th ed.). Psychology Press.
2. Matlin, M. W. (2013). *Cognition* (8th ed.). Wiley.
3. Neisser, U. (2014). *Cognitive psychology: Classic edition*. Psychology Press. (Original work published 1967)
4. Reisberg, D. (Ed.). (2013). *The Oxford handbook of cognitive psychology*. Oxford University Press.
5. Gazzaniga, M. S., Ivry, R. B., & Mangun, G. R. (2018). *Cognitive neuroscience: The biology of the mind* (5th ed.). W. W. Norton & Company.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**Examination Scheme:**

Components	Class Assessment	End Term
Weightage (%)	50	50

	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Demonstrate an understanding of the foundational principles of cognitive psychology.	PO1, PO5, PO12
CO2	Apply cognitive theories to real-world scenarios	PO1, PO2, PO9, PO12
CO3	Analyse and critique research methodology in cognitive psychology and neuroscience	PO5, PO3, PO7, PO12
CO4	Demonstrate familiarity with major concepts, theoretical perspectives, and empirical findings in cognitive psychology.	PO1, PO2, PO5, PO12

CO5	Understand the relationship between brain, mind, and behavior in the context of cognitive processes	PO1, PO2, PO5, PO12
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Relationship between the Course Outcomes (Cos) and Program Outcomes (Pos)

Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
PSY307	Cognitive Psychology-CC-15	3	3	-	2	3	2	2	3	-	-	-	-

1=weakly mapped

2= moderately mapped

3=strongly mapped

PSY322	PSYCHOLOGY OF WORKPLACE BEHAVIOUR- Minor	L	T	P	C
Contact Hours	48	3	0	1	4
Pre-requisites/Exposure	10 + 2 knowledge				
Co-requisites	-				

Course Objectives

1. To develop an awareness of the concepts related to organizational behavior.
2. To help students develop connectivity between concepts and practices of organizations.
3. To understand the psychological principles and practices applied in workplace settings.
4. To explore the dynamics of employee attitudes, motivation, leadership, and organizational culture.
5. To identify strategies for managing stress and promoting well-being in the workplace.

Course Outcomes

At the end of this course, students will be able to:

CO1: Discuss the historical antecedents and contemporary trends in Organizational Behavior and Industrial Psychology.

CO2: Analyze individual-level processes such as job satisfaction, organizational commitment, and organizational citizenship behavior.

CO3: Apply theories of work motivation to understand employee behavior.

CO4: Evaluate the dynamics of organizational culture, power, politics, communication, and conflict management.

CO5: Assess leadership approaches and their impact on organizational behavior.

CO6: Identify causes and management strategies for stress at work and provide effective employee counseling.

Course Description

Psychology of Workplace explores the application of psychological principles and practices in organizational settings. This course covers topics such as employee attitudes, work motivation, organizational culture, leadership, communication, conflict management, and stress management. Students will gain insights into how psychological theories and research inform practices in the workplace to enhance organizational effectiveness and employee well-being.

Course Content

Unit 1: Introduction to Organizational Behavior and Industrial Psychology (Lecture Hours: 10 hrs)

- Historical antecedents of Organizational Behavior and Industrial Psychology
- Contemporary trends and challenges in Organizational Behavior

Unit 2: Individual-Level Processes (Lecture Hours: 10 hrs)

- Employee attitudes: Job satisfaction, organizational commitment, and organizational citizenship behavior
- Work motivation: Early theories (Maslow, McClelland, Two-factor) and contemporary theories and applications

Unit 3: Dynamics of Organizational Behavior (Lecture Hours: 10 hrs)

- Organizational culture: Definition, importance, and impact
- Power and politics in organizations
- Communication and conflict management: Strategies and best practices
- Leadership: Basic approaches (trait theories, behavioral theories, contingency theories)

Unit 4: Employee Counseling and Stress Management (Lecture Hours: 10 hrs)

- Causes of stress at work and its impact on employees

- Stress management techniques and interventions
- Employee counseling: Importance, techniques, and outcomes

Unit 5: Project (Practical Hours: 10 hrs)

- Design a research study on job satisfaction and organizational commitment.
- Conduct a mini project on conflict management strategies in an organizational setting.
- Implement a stress management workshop for employees.

References

1. Chadha, N.K. (2007). *Organizational Behavior*. New Delhi: Galgotia Publishers.
2. Greenberg, J., & Baron, R.A. (2007). *Behavior in Organizations* (9th ed.). India: Dorling Kindersley.
3. Griffin, R.W., & Moorhead, G. (2009). *Organizational Behavior: Managing People & Organizations*. New Delhi: Biztantra Publishers.
4. Landy, F.J., & Conte, J.M. (2007). *Work in the 21st Century: An Introduction to Industrial and Organizational Psychology*. New York: Wiley Blackwell.
5. Luthans, F. (2009). *Organizational Behavior*. New Delhi: McGraw Hill.
6. Muchinsky, P. (2006). *Psychology Applied to Work: An Introduction to Industrial and Organizational Psychology*. NC: Hypergraphic Press.
7. Pareek, U. (2010). *Understanding Organizational Behaviour*. Oxford: Oxford University Press.
8. Prakash, A. (2011). *Organizational Behavior in India: An Indigenous Perspective*. In G. Misra (Ed.), *Handbook of Psychology*. New Delhi: Oxford University Press.
9. Robbins, S. P., & Judge, T.A. (2007). *Organizational Behavior* (12th ed.). New Delhi: Prentice Hall of India.

10. Schermerhorn, J.R., Hunt, J.G., & Osborn, R.N. (2008). *Organizational Behavior* (10th ed.). New Delhi: Wiley India Pvt. Ltd.
11. Singh, K. (2010). *Organizational Behavior: Texts & Cases*. India: Dorling Kindersley.
12. Sinha, J.B.P. (2008). *Culture and Organizational Behavior*. New Delhi: Sage.

Further Readings

1. Blum, N.L., & Naylor, J.C. (1968). *Industrial Psychology: Its Theoretical and Social Foundation*. New York: Harper & Row.
2. Schultz, D.P., & Schultz, S.E. (2010). *Psychology and Work Today: An Introduction to Industrial and Organizational Psychology* (10th ed.). New York: Prentice Hall.

Modes of Evaluation

- Quiz/Assignment/Presentation/Extempore/Written Examination

Examination Scheme

Components	Continuous Assessment	End Term
Weightage (%)	50	50

Relationship between Course Outcomes (COs) and Program Outcomes (POs)

Course Outcomes (COs)	Mapped Programme Outcomes
CO1: Discuss the historical antecedents and contemporary trends in Organizational Behavior and Industrial Psychology.	PO1, PO5, PO6
CO2: Analyze individual-level processes such as job satisfaction, organizational commitment, and organizational citizenship behavior.	PO1, PO2, PO3

Course Outcomes (COs)	Mapped Programme Outcomes
CO3: Apply theories of work motivation to understand employee behavior.	PO1, PO3, PO4
CO4: Evaluate the dynamics of organizational culture, power, politics, communication, and conflict management.	PO1, PO3, PO5
CO5: Assess leadership approaches and their impact on organizational behavior.	PO1, PO3, PO7
CO6: Identify causes and management strategies for stress at work and provide effective employee counseling.	PO1, PO3, PO7

Relationship between Course Outcomes (COs) and Program Outcomes (POs)

Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
PSY322	Psychology of Workplace	3	2	3	2	3	2	3	-	-	-	-	-

1: Weakly mapped

2: Moderately mapped

3: Strongly mapped

SEC505	RESEARCH SKILLS IN SOCIAL SCIENCES (SEC)	L	T	P	C
Contact Hours	24 Hours	2	0	0	2
Pre-requisites/Exposure	10 + 2 knowledge				
Co-requisites	-				

Course Description: This course introduces students from diverse disciplines to essential research skills in the social sciences. It covers the foundational principles of designing, conducting, and analyzing research, emphasizing both qualitative and quantitative approaches. Students will learn to formulate research questions, collect and analyze data, and effectively communicate findings through reports and presentations. With a focus on ethical research practices and practical applications, the course equips learners to address real-world issues through a research-driven lens.

Course objectives:

- To introduce students to the fundamental concepts and methodologies of social science research, making them accessible to diverse disciplines.
- To develop the ability to formulate research questions, design studies, and choose appropriate data collection methods.
- To equip students with basic data analysis skills, including qualitative and quantitative techniques, for interpreting research findings.
- To enhance students' abilities to effectively communicate research outcomes through structured reports and presentations, fostering critical thinking and ethical practices

Course outcomes-

CO1- Explain key concepts and methodologies in social science research, distinguishing between qualitative and quantitative approaches.

CO2- Formulate clear and focused research questions and hypotheses based on real-world issues.

CO3- Design a basic research study, selecting appropriate sampling methods and data collection techniques.

CO4- Analyze qualitative and quantitative data using foundational statistical and thematic techniques.

CO5-Evaluate research findings for their validity, reliability, and applicability to practical contexts.

CO6- Create structured research reports and presentations that effectively communicate findings to diverse audiences.

Course Content:

Unit 1: Introduction to Research in Social Sciences: Definition and Scope- What is research? Importance of research in social sciences, Types of Research- Qualitative vs. Quantitative Research, Exploratory, Descriptive, and Explanatory Research, Steps in the Research Process- From identifying a problem to reporting findings, Ethical Considerations- Informed consent, confidentiality, and integrity in research.

Unit 2: Designing Research: Formulating Research Questions and Hypotheses- Identifying research gaps, Sampling Techniques- Probability and non-probability sampling methods, Data Collection Methods- Surveys, interviews, observations, and case studies, Introduction to Research Tools- Basics of using tools like Google Forms or MS Excel for data collection and organization

Unit 3: Data Analysis and Interpretation: Basics of Data Analysis- Qualitative coding and thematic analysis, Descriptive statistics (mean, median, mode, standard deviation), Introduction to Visualization- Creating charts and graphs, Interpreting Results- Drawing conclusions and implications from findings, Common Errors in Analysis- Avoiding biases and misinterpretation.

Unit 4: Writing and Presenting Research: Structure of a Research Report-Abstract, introduction, methodology, findings, discussion, and conclusion, Referencing and Citation- Basics of APA and MLA formats, Presentation Skills- Tips for presenting research findings effectively, Communicating to a Non-Academic Audience- Simplifying research for broader outreach.

Further Reading:

1. Babbie, E. (2020). *The practice of social research* (15th ed.). Cengage Learning.
2. Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.
3. Neuman, W. L. (2021). *Social research methods: Qualitative and quantitative approaches* (8th ed.). Pearson Education.
4. Bryman, A. (2016). *Social research methods* (5th ed.). Oxford University Press.
5. Kumar, R. (2019). *Research methodology: A step-by-step guide for beginners* (5th ed.). SAGE Publications.
6. Flick, U. (2018). *An introduction to qualitative research* (6th ed.). SAGE Publications.
7. Palys, T., & Atchison, C. (2021). *Research decisions: Quantitative, qualitative, and mixed methods approaches* (6th ed.). Top Hat.
8. Patton, M. Q. (2015). *Qualitative research and evaluation methods* (4th ed.). SAGE Publications.
9. Bernard, H. R., & Gravlee, C. C. (2017). *Handbook of methods in cultural anthropology* (2nd ed.). Rowman & Littlefield.
10. Punch, K. F. (2014). *Introduction to social research: Quantitative and qualitative approaches* (3rd ed.). SAGE Publications.

Modes of Evaluation

- Quiz/Assignment/Presentation/Extempore/Written Examination

Examination Scheme

Components	Continuous Assessment	End Term
Weightage (%)	50	50

Relationship between Course Outcomes (COs) and Program Outcomes (POs)

Course Outcomes (COs)	Mapped Programme Outcomes
CO1: Explain key concepts and methodologies in social science	PO1, PO2, PO3, PO4, PO5, PO6,

Course Outcomes (COs)	Mapped Programme Outcomes
research, distinguishing between qualitative and quantitative approaches.	PO8, PO9, PO10, PO11, PO12
CO2: Formulate clear and focused research questions and hypotheses based on real-world issues.	PO1, PO2, PO3, PO4, PO5, PO6, PO8, PO9, PO10, PO11, PO12
CO3: Design a basic research study, selecting appropriate sampling methods and data collection techniques.	PO1, PO2, PO3, PO4, PO5, PO6, PO8, PO9, PO10, PO11, PO12
CO4: Analyze qualitative and quantitative data using foundational statistical and thematic techniques.	PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9, PO10, PO11, PO12
CO5: Evaluate research findings for their validity, reliability, and applicability to practical contexts.	PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9, PO10, PO11, PO12
CO6: Create structured research reports and presentations that effectively communicate findings to diverse audiences.	PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9, PO10, PO11, PO12

Relationship between Course Outcomes (COs) and Program Outcomes (POs)

Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
SEC505	Research Skills in Social Sciences	3	2	3	2	3	2	3	1	1	3	3	3

1: Weakly mapped

2: Moderately mapped

3: Strongly mapped

SEC506	Basic Sports Psychology Skills	L	T	P	C
	Contact Hours – 30	1	0	1	2
Pre-requisites/Exposure	10+2 Knowledge				
Co-requisites	-				

Course Description

This skill enhancement course provides a practical introduction to the fundamental psychological principles influencing athletic performance and well-being. Rooted in experiential learning and competency-based education, it will equip students with actionable mental skills training techniques and an understanding of psychological factors in sport injury, team dynamics, and athlete welfare. Through interactive sessions, case studies, and hands-on application, students will develop foundational abilities to support performance enhancement and holistic development in sports contexts.

Course Objectives

Upon successful completion of this course, students will be able to:

1. **Understand** the core concepts and historical context of sports psychology as a specialized field within human performance.
2. **Apply** foundational mental skills training techniques, such as goal setting, imagery, self-talk, and arousal regulation, to simulated athletic scenarios.
3. **Analyze** the psychological responses of athletes to injury, rehabilitation, and career transitions, identifying appropriate support strategies.
4. **Evaluate** the impact of group dynamics, leadership, and communication on team cohesion and collective performance in sports.
5. **Create** a basic, individualized mental training plan for a hypothetical athlete or team, integrating learned psychological principles for performance enhancement and well-being.

Course Outcomes

Upon successful completion of this course, students will have:

1. **Demonstrated** comprehension of key psychological factors (e.g., motivation, self-efficacy, anxiety) that influence athletic performance and participation.

2. **Utilized** practical mental skills techniques, including progressive muscle relaxation, guided imagery, and thought reframing, in simulated sports contexts.
3. **Distinguished** between various psychological responses to athletic injury and **proposed** appropriate mental support interventions during recovery.
4. **Assessed** the effectiveness of different communication styles and leadership approaches in fostering positive team environments and improving group performance.
5. **Developed and Presented** a comprehensive, evidence-informed mental training strategy for a specific sports context, showcasing the integration of diverse sports psychology principles.

Course Outline

Unit 1: Foundations of Sports Psychology and Mental Skills

Definition and scope of sports psychology, role of a sports psychologist, basic psychological concepts: Motivation, self-efficacy. Developing goal setting, visualization and imagery.

Unit 2: Stress and Attention

Arousal and stress: issues of eustress, distress, social facilitation and inhibition, counselling for sports personalities, developing relaxation techniques. Developing concentration and attention control: Strategies of developing focus.

Unit 3: Injury, teams and communication

Emotional stages and factors affecting recovery. Developing cohesive teams and developing leadership skills. Enhancing communication skills.

Unit 4: Well-being, Ethics and application

Burnout, models of well-being and developing athlete's well-being. Ethical consideration: Confidentiality, boundaries and professional conduct in sports psychology.

Practicum: Developing a Mental Training Plan for an athlete.

Essential Readings

American Psychological Association (APA) - Division 47: Society for Sport, Exercise & Performance Psychology. (n.d.). *Division 47 website*. Retrieved from <https://www.apadivisions.org/division-47>

Association for Applied Sport Psychology (AASP). (n.d.). *AASP website*. Retrieved from <https://appliedsportpsych.org/>

Bandura, A. (1997). *Self-efficacy: The exercise of control*. W. H. Freeman.

Csikszentmihalyi, M. (1990). *Flow: The psychology of optimal experience*. Harper Perennial.

Locke, E. A., & Latham, G. P. (2002). Building a practically useful theory of goal setting and task motivation: A 30-year odyssey. *American Psychologist*, 57(9), 705–717.

Weinberg, R. S., & Gould, D. (2019). *Foundations of sport and exercise psychology* (7th ed.). Human Kinetics.

Modes of Examination: Assignment / Quiz / Project / Presentation / Course Work / Article reviews / Book Reviews / Reports / Written Exam / Jury / Survey // any other method that suits to assess the given course outcome

Examination Scheme:

Components	Continuous Internal Assessment	End Term
Weightage (%)	50	50

	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Demonstrated comprehension of key psychological factors (e.g., motivation, self-efficacy, anxiety) that influence athletic performance and participation.	PO1, PO5, PO2, PO12
CO2	Utilized practical mental skills techniques, including progressive muscle relaxation, guided imagery, and thought reframing, in simulated sports contexts.	PO1, PO2, PO3, PO5, PO12
CO3	Analyze the psychological responses of athletes to injury, rehabilitation, and career transitions, identifying appropriate support strategies.	PO3, PO5, PO6, PO12

CO4	Evaluate the impact of group dynamics, leadership, and communication on team cohesion and collective performance in sports	PO3, PO2, PO7, PO12
CO5	Create a basic, individualized mental training plan for a hypothetical athlete or team, integrating learned psychological principles for performance enhancement and well-being.	PO5, PO6, PO12

Relationship between the Course Outcomes (Cos) and Program Outcomes (Pos)

		Knowledge of Psychology	Application of Psychological Principles	Knowledge of Statistical Techniques	Community Based Implementation of	Fundamentals of Psychological Research	Psychological Testing and Interpretation	Application of Modern Statistical Tools	Ethics in psychology	Soft skills and effective communication	Team work and Professionalism	Empathetic understanding of Behavior	Life-long learning
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
SEC506	Basic Sports Psychology Skills	3	3	0	2	1	3	0	3	3	3	3	3

1=weakly mapped

2= moderately mapped

3=strongly mapped

Semester VII

PSY401	BASICS OF PSYCHOTHERAPY- CC-16	L	T	P	C
Contact Hours	48	3	1	0	4
Pre-requisites/Exposure	B.A/B.Sc. Semester VI Psychology				
Co-requisites	-				

Course Objectives:

1. To develop a basic understanding of Psychotherapy.
2. To understand the basic principles of different Psychotherapeutic approaches.
3. To understand the treatment application of different therapeutic approaches.

Course Outcome:

At the end of the course students will be able to –

1. Define psychotherapy and identify its various types and modalities.
2. Understand and apply the ethical principles in psychotherapy.
3. Recognize the essential characteristics required of therapists and clients for effective psychotherapy.
4. Develop effective therapist-client relationships and demonstrate essential communication skills in psychotherapy.
5. Explain the basics of psychoanalysis and apply key psychoanalytical techniques.
6. Understand the principles of behavior therapy and cognitive behavior therapy, and utilize basic techniques of both modalities in practice.

Content Description:

This course offers a comprehensive introduction to psychotherapy, covering its various types, essential components, and ethical considerations. Students will explore the fundamental characteristics required of therapists and clients, as well as the dynamics of the therapist-client

relationship and essential communication skills. The course delves into psychodynamic psychotherapies, including key psychoanalytical techniques such as free association and dream analysis. Additionally, students will gain an understanding of behavior therapy and cognitive behavior therapy, learning basic techniques of both therapeutic modalities. This foundational knowledge prepares students to understand and apply diverse psychotherapeutic approaches in clinical practice.

Course Contents:

UNIT I: Introduction to Psychotherapy (Lecture Hours: 10 hrs)

- Psychotherapy: Types and Definition
- Different Modalities of Psychotherapy
- Ethics in Psychotherapy

UNIT II: Essentials of Psychotherapy (Lecture Hours: 10 hrs)

- Essential Therapist characteristics
- Required Client characteristics
- Therapist-Client Relationship
- Essential Communication skills in Psychotherapy

UNIT- III: Psychodynamic Psychotherapies (Lecture Hours: 15hrs)

- Basics of Psychoanalysis
- Techniques in Psychoanalysis: Free Association, Transference, Countertransference, Working Through and Dream Analysis

UNIT-IV: Basics of Behaviour Therapy and Cognitive Behaviour Therapy :(Lecture Hours: 15hrs)

- Introduction to Behaviour Therapy and Behaviour Modification
- Introduction to Cognitive Behaviour Therapy
- Basic Behaviour Therapy techniques
- Basic CBT techniques

Recommended Readings:

1. Hersen, M., Kazdin, A. E., & Bellack, A. S. (1991) The Clinical Psychology Handbook Pergamon. New York
2. Sweet, J. J., Rozensky, A. & Tavian, S. M. (1991) Handbook of Clinical Psychology in Clinical Practice. New York: Plenum.
3. Walker, C.E. (2001) Handbook of Child Clinical Psychology. New York: John Wiley & Sons.
4. Wolman, B.B. (ed.) (1975) Handbook of Clinical Psychology. New York: McGraw-Hill.
5. Sundberg, N.D., Winebarger, A.A. & Taplin, J.R. (2002). Clinical Psychology: Evolving theory, practice and research. Upper Saddle River, N.J.: Prentice-Hall.
6. Capuzzi, D., & Gross, D.R. (2008). Counselling and Psychotherapy: theories and interventions 4th Edn. Pearson Education: India.
7. Prochaska, J.O., & Norcross, J.S. (2007). Systems of psychotherapy: a trans theoretical analysis. 9th Edition. Thomson Brooks/Cole: Belmont, CA: USA.
8. Corsini, R.J. & Wedding, D. (Eds.) (1995). Current psychotherapies. Itasca, Ill.: F.E. Peacock.
9. Woolfe, R. & Dryden, W. (Eds.) (1996). Handbook of counselling psychology. New Delhi: Sage.
10. Beck, A.T. (1976). Cognitive therapy and behavioural disorders.
11. Nelson & Jones (2003): Theory and Practice of Counselling and Psychotherapy: New Delhi Sage Publication
12. Rimm, D.C. & Masters, J.C. (1987). Behaviour therapy: Techniques and empirical findings. New York: Harcourt, Brace, Jovanich.
13. Watts, A.W. (1973). Psychotherapy: East and West. London: Penguin books.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

Components	Class Assessment	End Term
Weightage (%)	50	50

Relationship between the Course Outcomes (Cos) and Program Outcomes (Pos)

	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Define psychotherapy and identify its various types and modalities.	PO1, PO2, PO5, PO8, PO12
CO2	Understand and apply the ethical principles in psychotherapy.	PO1, PO2, PO8, PO12
CO3	Recognize the essential characteristics required of therapists and clients for effective psychotherapy.	PO1, PO2, PO4, PO12
CO4	Develop effective therapist-client relationships and demonstrate essential communication skills in psychotherapy.	PO10, PO11, PO2, PO9, PO12
CO5	Explain the basics of psychoanalysis and apply key psychoanalytical techniques.	PO1, PO2, PO5, PO12
CO6	Understand the principles of behavior therapy and cognitive behavior therapy, and utilize basic techniques of both modalities in practice.	PO1, PO2, PO3, PO5, PO7, PO12

Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
PSY401	BASICS OF PSYCHOTHERAPY	3	2	3	2	3	2	3	1	1	3	3	3

1=weakly mapped

2= moderately mapped

3=strongly mapped

PSY402	ADVANCED RESEARCH METHODOLOGY- CC-17	L	T	P	C
		3	1	0	4
Pre-requisite Exposure	- Contact Hours: 40 hours				
Co-requisites	-				

Course Objectives:

1. To introduce advanced research methodology used in Psychology
2. To introduce to the basic statistical techniques
3. To familiarize the students with the basic steps in scientific research.

Course Outcomes

At the end of this course students will be able to:	
1	Outline the philosophical foundations of research
2	Compare the different paradigms of research
3	Discover the principles underlying data collection and sampling methods in research so that researchers can make informed decisions and good practice in research
4	Analyze the principles and practices associated with experimental and non experimental designs in psychological research
5	Explain the different phases of the Research Process
6	Formulate a research report based on A.P.A guidelines

Course description

The present course of research methodology offers understanding of sampling, research designs and analysis strategies in quantitative and qualitative research. Using seminars, group discussions and lectures as the pedagogy, the course intended to bring the contemporary debate in the area of social science and psychology.

COURSE CONTENT:

UNIT I: Paradigms of research (Lecture Hours : 10 hrs)

- Framework of Research
- Paradigm of research
- Epistemology, Ontology, Methodology, Axiology
- Positivistic and post positivistic Paradigm
- Concept of Quantitative, Qualitative and Mixed Method research approach. Difference between Quantitative and Qualitative research

Unit II: Quantitative research (Lecture Hours: 10 Hours)

- Purpose of research design, difference with research methodology
- Experimental Design;
- objectives of experimental control, controlling techniques, basic principles of experimental and quasi-experimental research,
- matched group design, randomized group design, factorial design, ex-post facto design, single subject design.

Unit II: Qualitative research (Lecture Hours: 10 Hours)

- Types of Qualitative research. Biographical, grounded Theory, phenomenological, Ethnography, Case Study, Observation
- Methods of data collection: Focused group Interviews, Types of Interview (Structured, Unstructured, Semi-structured).
- Method of data analysis: thematic analysis

Unit IV: Research report writing (Lecture Hours: 10 Hours)

- Ethics in research and publication
- APA 7 style report writing

References:

- Donald R. Cooper, Pamela S. Schindler, Business Research Methods, , Tata McGraw-Hill Co. Ltd., 2006.
- Nueman W. Lawrence, Social Research Method, 7th Edition, Persons, 2015
- Simulated Annealing: Theory and Applications ; Mathematics and Its Applications, by P.J. van Laarhoven& E.H. Aarts, 2007
- Kothari, C. R. &GauravGarg,; Research Methodology. 3rd Edition, New Age International Publication. 1988

	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Outline the philosophical foundations of research	PO1, PO2, PO5, PO12
CO2	Compare the different paradigms of research	PO1, PO2, PO5, PO12
CO3	Discover the principles underlying data collection and sampling methods in research so that researchers can make informed decisions and good practice in research	PO1, PO2, PO5, PO6, PO12
CO4	Analyze the principles and practices associated with experimental and non experimental designs in psychological research	PO1, PO3, PO7, PO12
CO5	Explain the different phases of the Research Process	PO6, PO9, PO12
CO6	Formulate a research report based on A.P.A guidelines	PO5, PO9, PO10, PO12

Relationship between the Course Outcomes (Cos) and Program Outcomes (Pos)

Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
PSY402	ADVANCED RESEARCH METHODOLOGY	3	3	-	1	3	3	-	3	-	-	1	3

1: Weakly mapped

2: Moderately mapped

3: Strongly mapped

PSY403	Psychological Assessment 1- CC-18	L	T	P	C
Contact Hours	48	2	0	2	4
Pre-requisites/Exposure	BA/B.Sc. in Psychology				
Co-requisites	-				

Course Objectives :

1. To have a basic understanding of the Fundamentals of Important psychological assessments
2. To have an overall understanding about the administration, scoring, interpretation and application of Fundamentals of Important psychological assessments

Course Outcomes:

At the end of the course students will be able to -

1. Administer a variety of fundamental psychological tests accurately.
2. Score and interpret specific test results proficiently.
3. Develop comprehensive specific assessment reports.
4. Understand and apply assessments.

Course description

This practical course is designed to provide hands-on experience with psychological assessments. Students will engage in the administration, scoring, and interpretation of various psychological tests. The course aims to bridge the gap between theoretical knowledge and practical application, fostering skills necessary for effective clinical, educational, and research assessment.

Course Content

Unit1: Introduction to Psychological Assessment-

Historical development of testing and assessment, comparison between test and assessment, types of psychological tests and assessments, ethical, legal and social considerations in testing and assessment.

Unit 2: Test construction and standardization

Item writing, item analysis, norms, test standardization, reliability, validity.

Unit 3: Intelligence tests

- RPM (Raven's Progressive Matrix)
- WAIS (Wechsler Adult Intelligence Scale) or BKT (Binet Kamat Test)
- Developmental Screening Test (DST)
- Vineland Social Maturity Scale (VSMS)
- Seguin Form Board(SFB)

Unit 4: Aptitude and Personality inventories

- Assessment of Scholastic Aptitude
- Academic stress Questionnaire
- Eysenck Personality Questionnaire
- NEO PI (R)

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

Components	Class Assessment	End Term	
Weightage (%)	50	25	25

	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Administer a variety of fundamental psychological tests accurately.	PO1, PO6, PO12
CO2	Score and interpret specific test results proficiently.	PO3, PO6, PO12
CO3	Develop comprehensive specific assessment reports.	PO6, PO9, PO12
CO4	Understand and apply assessments.	PO1, PO6, PO8, PO12

		Knowledge of Psychology	Application of Psychological Principles	Knowledge of Statistical Techniques	Community Based Implementation of	Fundamentals of Psychological Research	Psychological Testing and Interpretation	Application of Modern Statistical Tools	Ethics in psychology	Soft skills and effective communication	Team work and Professionalism	Empathetic understanding of Behavior	Life-long learning
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
PSY403	Psychological Assessment 1	3	3	-	2	2	3	-	3	1	-	3	3

1=weakly mapped

2= moderately mapped

3=strongly mapped

PSY404	Research design and statistics(With research)- CC-19	L	T	P	C
	Contact Hours – 60	3	1	0	4
Pre-requisites/Exposure	BA/B.Sc. in Psychology				
Co-requisites	-				

Course Objectives:

1. To introduce higher order research design and statistics in psychology that requires developing enhanced skills
2. To acquaint the students with statistical techniques in detail
3. To familiarize the students with scientific research.

Course Outcomes

At the end of this course students will be able to:	
1	Outline the philosophical foundations of research
2	Compare the different paradigms of research
3	Discover the principles underlying data collection and sampling methods in research so that researchers can make informed decisions and good practice in research
4	Analyze the principles and practices associated with experimental and non experimental designs in psychological research
5	Explain the different phases of the Research Process
6	Formulate a research report based on A.P.A guidelines

Course description

The present course of research methodology offers understanding of sampling, research designs and analysis strategies in quantitative and qualitative research. Using seminars, group discussions and lectures as the pedagogy, the course intended to bring the contemporary debate in the area of social science and psychology.

Unit 1: introduction to multivariate statistics- types, meaning, concepts and applications

Unit 2: Two way analysis of variance, single factor experiments, a priori and post hoc- ANCOVA, MANCOVA

Unit 3- Multiple correlation- partial correlation, semi-partial correlation

Unit 4- Regression – regression equation, multiple regression, regression and prediction

References-

- Donald R. Cooper, Pamela S. Schindler, Business Research Methods, , Tata McGraw-Hill Co. Ltd., 2006.
- Nueman W. Lawrence, Social Research Method, 7th Edition, Persons, 2015
- Simulated Annealing: Theory and Applications ; Mathematics and Its Applications, by P.J. van Laarhoven& E.H. Aarts, 2007
- Kothari, C. R. &GauravGarg,; Research Methodology. 3rd Edition, New Age International Publication. 1988

	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Outline the philosophical foundations of research	PO1,PO5, PO2, PO12
CO2	Compare the different paradigms of research	PO1,PO2,PO3,PO5, PO12
CO3	Discover the principles underlying data collection and sampling methods in research so that researchers can make informed decisions and good practice in research	PO3, PO5, PO6, PO12
CO4	Analyze the principles and practices associated with experimental and non experimental designs in psychological research	PO3, PO2, PO7, PO12
CO5	Explain the different phases of the Research Process	PO5, PO6, PO12
CO6	Formulate a research report based on A.P.A guidelines	PO5, PO9, PO12

Relationship between the Course Outcomes (Cos) and Program Outcomes (Pos)

Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
PSY404	Research design and statistics	3	3	3	2	2	3	3	2	-	-	-	3

1=weakly mapped

2= moderately mapped

3=strongly mapped

PSY405	Indigenous and Cultural Concept of Health and Wellbeing (Without Research- CC-19)	L	T	P	C
Contact Hours	48	3	1	0	4
Pre-requisites/Exposure	10 + 2 knowledge				
Co-requisites	-				

Course Description:

This course examines how ancient civilizations across the world understood and approached the concepts of health, wellness, and holistic well-being. Students will explore medical, philosophical, and spiritual traditions from diverse cultural contexts, including China, India, Greece, Rome, and indigenous societies. The aim is to gain an appreciation for the diversity of ancient perspectives on the human condition, the nature of illness and disease, and the pursuit of physical, mental, and spiritual harmony.

Course Objectives:

CO1. Understand the historical, cultural, and cosmological contexts that shaped ancient views on health and well-being.

CO2. Analyze key concepts, theories, and practices related to health, healing, and the interconnections between the physical, mental, emotional, and spiritual realms.

CO3. Compare and contrast approaches to health maintenance, disease prevention, and therapeutic interventions across ancient civilizations.

CO4. Evaluate the relevance and applicability of ancient wisdom to contemporary understandings and practices of holistic health.

Course Content:

Unit 1: Foundations of Ancient Health and Well-being Traditions

- Indian definitions of health and well-being, Aurobindo's concept of consciousness
- The holistic view of the human condition in ancient cultures
- Connections between physical, mental, emotional, and spiritual aspects of well-being- The Bhagavad Gita
- The role of cosmology, mythology, and ritual in ancient health practices

Unit 2: Eastern Approaches to Health and Harmony

- Alternative Healing Techniques- Traditional Chinese Medicine: concepts of yin-yang, qi, and the five elements, Reiki, acupressure, acupuncture
- Ayurvedic Medicine: dosha, agni, and ojas, siddha, yunani
- Taoist, Yogasutra, and Vedic philosophies and practices for inner balance, Sufism, Buddhism, Integral Yoga
- Vipasana, mindfulness, sachidananda, folk healing

Unit 3: Classical Greek and Roman Perspectives on the Art of Living

- Hippocratic and Galenic models of the human body and disease
- Philosophical traditions (Stoicism, Epicureanism, Neoplatonism) and well-being
- The role of diet, exercise, and regimen in ancient health practices

Unit 4: Indigenous Worldviews and Holistic Healing Traditions

- Shamanism and the spiritual dimensions of illness and healing
- Herbal medicine, ritual, and the interconnectedness of all things
- Lessons from traditional healing practices of indigenous cultures,
- Integrating ancient wisdom into modern health and well-being

Reading References:

Sinha, D. (2011). Concept of psycho-social well-being: Western and Indian perspectives. *New directions in health psychology*, 95-108.

Clark-Decès, I., & Smith, F. M. (2017). Well-being in India: A historical and anthropological report. *The pursuit of human well-being: The untold global history*, 83-107.

Dalal, A. K. (2011). Folk wisdom and traditional healing practices: Some lessons for modern. *Foundations of Indian Psychology Volume 2: Practic*

Relationship between Course outcome and Program Outcome:

	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Understand the historical, cultural, and cosmological contexts that shaped ancient views on health and well-being.	PO1, PO2, PO12
CO2	Analyze key concepts, theories, and practices related to health, healing, and the interconnections between the physical, mental, emotional, and spiritual realms.	PO1, PO8, PO5, PO12

CO3	Compare and contrast approaches to health maintenance, disease prevention, and therapeutic interventions across ancient civilizations.	PO2, PO4, PO8
CO4	Evaluate the relevance and applicability of ancient wisdom to contemporary understandings and practices of holistic health.	PO1, PO5, PO9, PO12

		Knowledge of Psychology	Application of Psychological Principles	Knowledge of Statistical Techniques	Community Based Implementation of psychological Principle	Fundamentals of Psychological Research	Psychological Testing and Interpretation	Application of Modern Statistical Tools	Ethics in psychology	Soft skills and effective communication	Team work and Professionalism	Empathetic understanding of Behavior	Life-long learning
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
PSY405	Indigenous and Cultural Concept of Health and Wellbeing	3	3	-	1	1	1	-	2	3	-	3	3

1=weakly mapped

2= moderately mapped

3=strongly mapped

PSY421	Spirituality and Positive Psychology- Minor	L	T	P	C
Contact Hours	48	3	1	0	4
Pre-requisites/Exposure	10 + 2 knowledge				
Co-requisites	-				

Course Objectives:

- Exploring the intersection of spirituality and psychology, investigating the impact of spiritual practices on mental health and integrating spiritual principles into therapeutic approaches.
- Understanding and enhancing positive emotions, examining strengths and virtues and promoting well-being and optimal functioning.

Course Outcomes:

At the end of this course students will able to:

CO 1	Understand the foundational concepts and theories of spirituality and positive psychology, and articulate the ways in which spirituality can enhance psychological well-being.
CO 2	Identify and apply a range of spiritual practices and techniques to promote personal well-being, resilience and self-care.
CO 3	Analyze and evaluate the role of character strengths and virtues in personal growth and flourishing, developing strategies to leverage and cultivate individual strengths.
CO4	Reflect on the connection between spirituality, meaning, and purpose in life, and integrate spiritual principles and positive psychology approaches to set meaningful goals and engage in a purpose driven life.

Course Description:

This course explores the dynamic interplay between spirituality and positive psychology, offering a comprehensive understanding of how spirituality can enhance psychological well-being and contribute to a meaningful and purposeful life. Through a combination of theoretical exploration, experiential learning and practical application, students will delve into the

theoretical foundations of spirituality and positive psychology, examining the benefits of spiritual practices for psychological well-being, and develop a personal spiritual plan.

Course Contents:

Unit 1: (15 Lecture Hours)

Introduction to positive psychology, development of positive psychology perspectives on positive psychology, Eastern and Western, Aim and scope of positive psychology.

Unit 2: (15 Lecture Hours)

Positive psychology and character strength

- Introduction to positive psychology and its key concepts (optimism, hope, resilience, efficacy)
- Understanding character strengths and virtues
- Assessment and identification of personal strengths
- Applying character strengths in daily life and goal setting

Unit 3: Happiness

Introduction to the science of happiness, Approaches of happiness, relation between positive psychology and happiness, Authentic Happiness, types of happiness, happiness and prosocial behaviour, Indian concepts of happiness as given in Gita, Ramcharitmanas, and Vedas.

Unit 4: Spiritual practices and well-being (15 Lecture Hours)

- Theories of well-being (PERMA model, Carol-Riff), Psychological and Subjective well-being (Savouring, & Flourishing)
- Exploring various spiritual practices (meditation, prayer, chanting, mindfulness)
- Examining the benefits of spiritual practices for psychological well-being
- Integrating spiritual practices into daily life and self care routines
- Developing a personal spiritual practice plan

Readings:

Dutta, G., Misra, G., & Gupta, S. (Eds.). (2025). *Handbook of Positive Psychology and Indian Thought Systems: Transforming Education for Well-being and Happiness*. Springer Nature.

Herman, P. (2018). Integral psychology. *International Journal of Transpersonal Studies*, 37(1), 14.

Linley, P. A., Harrington, S., & Garcea, N. (Eds.). (2010). *Oxford handbook of positive psychology and work*. Oxford University Press.

Mehrotra, S., & Tripathi, R. (2011). Positive psychology research in India: A review and critique. *Journal of the Indian Academy of Applied Psychology*, 37(1), 9-26.

Snyder, C. R., Lopez, S. J., Edwards, L. M., & Marques, S. C. (Eds.). (2020). *The Oxford handbook of positive psychology*. Oxford university press.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

Components	Class Assessment	End Term
Weightage (%)	50	50

	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Understand the foundational concepts and theories of spirituality and positive psychology, and articulate the ways in which spirituality can enhance psychological well-being.	PO1, PO2, PO4, PO11, PO12
CO2	Identify and apply a range of spiritual practices and techniques to promote personal well-being, resilience and self-care.	PO1, PO2, PO4, PO12, PO11
CO3	Analyze and evaluate the role of character strengths and virtues in personal growth and flourishing, developing strategies to leverage and cultivate individual strengths.	PO1, PO2, PO4, PO8, PO12, PO11
CO4	Reflect on the connection between spirituality, meaning, and purpose in life, and integrate spiritual principles and positive psychology approaches to set meaningful goals and engage in a purpose driven life.	PO5, PO6, PO8, PO9, PO10

Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
		Knowledge of Psychology	Application of Psychological Principles	Knowledge of Statistical Techniques	Community Based Implementation of	Fundamentals of Psychological Research	Psychological Testing and Interpretation	Application of Modern Statistical Tools	Ethics in psychology	Soft skills and effective communication	Team work and Professionalism	Empathetic understanding of Behavior	Life-long learning
PSY421	Spirituality and Positive Psychology	3	3	-	3	1	1	-	2	1	1	3	3

1= weakly mapped

2= moderately mapped

3= strongly mapped

Semester VIII

PSY406	Gender Psychology and Inter-sectionality- CC-20 (Without Research)	L	T	P	C
Contact Hours	48	3	1	0	4
Pre-requisites/Exposure	BA/B.Sc. in Psychology				
Co-requisites	-				

Course Objectives :

1. To have a basic understanding of Psychology of gender
2. To have an overall understanding about the intersectional frame work to Psychology and mental health

Course Outcomes:

By the end of this course, students will be able to:

1. Understand key theories and concepts in gender psychology and intersectionality.
2. Analyze the ways in which gender intersects with other social categories.
3. Critically evaluate research on gender and intersectionality.
4. Apply intersectional frameworks to psychological phenomena.
5. Understand the impact of intersectionality on mental health and wellbeing.

Course description- This practical course is designed to provide hands-on experience with psychological assessments. Students will engage in the administration, scoring, and interpretation of various psychological tests. The course aims to bridge the gap between theoretical knowledge and practical application, fostering skills necessary for effective assessment in clinical, educational, and research settings.

Course Content

UNIT I: Understanding gender-related concepts

- Concept of gender and sex assigned at birth

- Beyond the binary, Concepts and needs of understanding gender-related pronouns
- Paradigm Shift by APA: A journey from “Gender Identity Disorder” to “gender Dysphoria”,
- Inclusive Parenting, Queering the Parenthood

Unit II: Theoretical Frameworks in Gender Psychology

- Social constructionism
- Feminist theories, Trans Feminist theories
- Queer theory
- Gender Performativity

UNIT III: Foundations of Intersectionality

- Origins of intersectionality (Crenshaw's work), Key concepts and principles
- Intersections of various identities in the Indian Context (religion, caste, race, gender, Disability etc.)
- Lived Experiences of Marginalisation
- Affirmation and Advocacy

Unit IV: Mental Health and Intersectionality

- Impact of intersectionality on mental health
- Minority Stress model
- Intersection of Privileges
- Research on mental health disparities across various socio-demographic intersections
- Intersectional Approaches to Professional Practices

References:

1. Judith Butler. Performative Acts and Gender Constitution: An Essay in Phenomenology and Feminist Theory, Theatre Journal, 1988
2. Judith Butler. Undoing gender , Routledge, 2004

3. Ketki Ranade, Shruti Chakravarty, Pooja Nair, Gauri Shringarpur(2022). Queer Affirmative Counselling Practices (QACP)
4. Vicki S. Helgeson. The Psychology of Gender. Perason, 2012.
5. Gust Yep . Queer Theory and Communication : From Disciplining Queers to Queering the Discipline, 2014.
6. Cooper, Brittney . "Intersectionality". In Disch, Lisa; Hawkesworth, Mary (eds.). The Oxford Handbook of Feminist Theory. Oxford University Press. (2016)
7. Simone N. Vigod, Paula A. Rochon. The impact of gender discrimination on a Woman's Mental Health, The Lancet, 2020.
8. Kerry Drabish. Health Impact of Stigma, Discrimination, Prejudice, and Bias Experienced by Transgender People: A Systematic Review of Quantitative Studies. Taylor & Francis, 2021.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination Examination Scheme:

Components	Class Assessment	End Term
Weightage (%)	50	50

	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Understand key theories and concepts in gender psychology and intersectionality.	PO1, PO2, PO5, PO12
CO2	Analyse the ways in which gender intersects with other social categories.	PO2, PO3, PO12
CO3	Critically evaluate research on gender and intersectionality	PO1, PO3, PO5, PO12
CO4	Apply intersectional frameworks to psychological phenomena.	PO2, PO4, PO7, PO12
CO5	Understand the impact of intersectionality on mental health and wellbeing.	PO8, PO9, PO12

Relationship between the Course Outcomes (Cos) and Program Outcomes (Pos)

Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
PSY406	Gender Psychology and Intersectionality	3	3	-	3	1	-	-	2	1	1	3	3

1=weakly mapped

2= moderately mapped

3=strongly mapped

PSY407	Psychological Assessment 2- CC-21 (With and Without Research)	L	T	P	C
Contact Hours	48	0	0	8	4
Pre-requisites/Exposure	BA/B.Sc. in Psychology				
Co-requisites	-				

Course Objectives :

1. To have a basic understanding of the Fundamentals of Important psychological assessments
2. To have an overall understanding about the administration, scoring, interpretation and application of Fundamentals of Important psychological assessments

Course Outcomes:

At the end of the course students will be able to -

1. Administer a variety of fundamental psychological tests accurately.
2. Score and interpret specific test results proficiently.
3. Develop comprehensive specific assessment reports.
4. Understand and apply assessments.

Course description

This practical course is designed to provide hands-on experience with psychological assessments. Students will engage in the administration, scoring, and interpretation of various psychological tests. The course aims to bridge the gap between theoretical knowledge and practical application, fostering skills necessary for effective clinical, educational, and research assessment.

Course Content

Unit 1: Projective Personality Test

- TAT (Thematic Apperception Test)
or
- RIBT (Rorschach Ink Blot Test)

Unit 2: Assessment Of Mental Health Conditions

- BAI (Beck Anxiety Inventory)
- Beck Scale of Suicide Ideation
- YBOCS (Yale-Brown Obsessive-Compulsive Scale)

Unit 3: Neuropsychological Assessment

- NAB- Attention Module
- NAB- Memory Module

Unit 4: Prominent Assessments in case handling

- Case history and MSE
- Behaviour Proforma

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

Components	Class Assessment	End Term
Weightage (%)	50	50

	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Administer a variety of fundamental psychological tests accurately.	PO1, PO2, PO6, PO12
CO2	Score and interpret specific test results proficiently.	PO1, PO6, PO3, PO12
CO3	Develop comprehensive specific assessment reports.	PO5, PO6, PO12
CO4	Understand and apply assessments.	PO1, PO2, PO3, PO6, PO7, PO12

Relationship between the Course Outcomes (Cos) and Program Outcomes (Pos)

		Knowledge of Psychology	Application of Psychological Principles	Knowledge of Statistical Techniques	Community Based Implementation of	Fundamentals of Psychological Research	Psychological Testing and Interpretation	Application of Modern Statistical Tools	Ethics in psychology	Soft skills and effective communication	Team work and Professionalism	Empathetic understanding of Behavior	Life-long learning
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
PSY407	Psychological Assessment 2	3	3	-	3	1	3	-	2	1	1	3	3

1=weakly mapped

2= moderately mapped

3=strongly mapped

PSY408	Positive Psychology- CC -22 (Without Research)	L	T	P	C
Contact Hours	48	3	1	0	4
Pre-requisites/Exposure	10 + 2 knowledge				
Co-requisites	-				

Course description:

This course offers an in-depth exploration of Positive Psychology, a scientific study of human strengths, well-being, and optimal functioning. It traces the emergence and evolution of the field, comparing perspectives from Western theorists like Martin Seligman and Paul T. Wong with insights from Eastern traditions. Students will examine the nature and science of happiness, including its cultural and spiritual dimensions as reflected in Indian scriptures such as the Gita, Ramcharitmanas, and Vedas. The course delves into key cognitive and emotional processes like resilience, wisdom, self-efficacy, mindfulness, gratitude, and empathy. Concepts such as flow, peace psychology, and theories of well-being—including Seligman's PERMA model and Carol Ryff's psychological well-being—are discussed in detail. Emphasis is placed on cultivating positive emotions and applying positive psychology in everyday life, including education, workplace, and health settings. Through both theoretical and practical lenses, students will gain tools to enhance personal growth, emotional balance, and social harmony.

Course Objectives:

1. To introduce the origin, development, and theoretical foundations of Positive Psychology from both Eastern and Western perspectives.
2. To explore the scientific study of happiness and its connection with prosocial Behaviour and cultural-religious frameworks, especially Indian scriptures.
3. To examine key positive cognitive states and processes such as flow, wisdom, resilience, optimism, and self-efficacy.
4. To understand the concepts and practices of mindfulness, forgiveness, gratitude, empathy, and peace from psychological and spiritual perspectives.

5. To familiarize students with theories of well-being, including the PERMA model and Carol Ryff's framework, and their role in positive emotional experiences.
6. To equip students with practical applications of Positive Psychology in various life domains like education, workplace, and health to enhance overall life satisfaction and well-being.

-

Course Outcomes:

1. By the end of this course, students will be able to:
2. Explain the emergence and development of Positive Psychology, including key contributions from Martin Seligman and Paul T. Wong, and distinguish between Positive Psychology 1 and 2.
3. Analyze scientific and cultural perspectives on happiness, including Indian philosophical insights from texts like the Geeta, Ramcharitmanas, and Vedas.
4. Evaluate positive cognitive processes, such as flow, wisdom, self-efficacy, resilience, and optimism, and their role in personal development.
5. Demonstrate understanding and practice of mindfulness and emotional states like gratitude, forgiveness, empathy, and compassion in promoting peace and well-being.
6. Compare and apply different models of well-being, including the PERMA model and Carol Ryff's theory, in assessing psychological and subjective well-being.
7. Apply principles of Positive Psychology in practical domains such as education, workplace, and healthcare to foster positive environments and improve life satisfaction.

-

UNIT 1: Introduction

Emergence of Positive Psychology, Perspective on positive psychology: Eastern and Western, Aim and scope of Martin Seligman's (Positive Psychology 1) and Paul T Wong's (Positive Psychology 2) outlook on Positive Psychology, comparison between positive psychology

1(focusing on flow and happiness, optimism and hope) and positive psychology 2 (post-traumatic growth, meaningful life, role of negative emotions).

UNIT 2: Happiness

Introduction to the science of happiness, Approaches of happiness, relation between positive psychology and happiness, Authentic Happiness, types of happiness, happiness and prosocial behaviour, Indian concepts of happiness as given in Gita, and Vedas, Importance of transcendence and Devotion in Psychological Healing and optimism

UNIT 3: Positive Cognitive State & Processes

Flow state, Peak Experiences, Wisdom (Theories of Wisdom, difference between intelligence & wisdom), Resilience (concept of physiological & psychological resilience), Self-efficacy, Optimism; Human Strengths and Weakness (VIA classification and virtues).

UNIT 4: Mindfulness & Peace Psychology

Concept of mindfulness (Buddhism, Practice of mindfulness); Science of Forgiveness, Gratitude, Empathy & Compassion; Peace & non-violence (Gautam Buddha, Sri Aurobindo)

Unit 5: Positive Emotional States & Processes

Definition, Cultivation Positive Emotion, Broaden & Build theory of Positive Emotions; Concepts of well-being in positive psychology, theories of well-being (PERMA model, Carol-Riff), Psychological and Subjective well-being (Savouring, & Flourishing)

Unit 6: Applications of Positive Psychology

Satisfaction with Life Scale; Positive Psychology at Workplace: Positive coaching, Positive schooling, Health, Education

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

Components	Class Assessment	End Term
Weightage (%)	50	50

	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Explain the concept of transcendence and psychology of happiness, with an understanding of theories and models of transcendence and positive psychology.	PO1, PO5, PO6, PO12
CO2	Identify and analyze the psychological processes underlying peak experiences, flow states and impact of positive emotions on well-being.	PO2, PO7, PO3, PO5, PO12
CO3	Understand the application of mindfulness, spirituality, character strengths and virtues in practical and professional contexts.	PO4, PO8, PO10, PO12
CO4	Applying transcendence for personal growth, work, and relationships and developing strategies for personal well-being while cultivating positive relationships.	PO9, PO12, PO2, PO3

Relationship between the Course Outcomes (Cos) and Program Outcomes (Pos)

		Knowledge of Psychology	Application of Psychological Principles	Knowledge of Statistical Techniques	Community Based Implementation of	Fundamentals of Psychological Research	Psychological Testing and Interpretation	Application of Modern Statistical Tools	Ethics in psychology	Soft skills and effective communication	Team work and Professionalism	Empathetic understanding of Behavior	Life-long learning
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
PSY408	Positive Psychology	3	3	-	3	-	-	-	2	1	1	3	3

1=weakly mapped

2= moderately mapped

3=strongly mapped

PSY422	Cross Cultural & Ethnic Psychology (Minor for –Both with and without Research)	L	T	P	C
Contact Hours	48	3	1	0	4
Pre-requisites/Exposure	10 + 2 knowledge				
Co-requisites	-				

Course Objective: To introduce students to the basic concepts and applications of cross-cultural and ethnic psychology, emphasizing the understanding of how cultural and ethnic factors influence human behavior and mental processes.

Course Outcome:

At the end of this course, students will be able to:

CO1: Discuss the fundamentals of cross-cultural and ethnic psychology, including key concepts and theories.

CO2: Summarize the influence of culture and ethnicity on psychological processes such as perception, cognition, and emotion.

CO3: Justify the role of cultural and ethnic factors in shaping individual and group behavior.

CO4: Apply cross-cultural and ethnic psychology theories to understand diverse psychological phenomena in various cultural contexts.

Course Description:

This course provides a comprehensive overview of cross-cultural and ethnic psychology. It explores the impact of cultural and ethnic differences on human behavior and mental processes, highlighting both theoretical and practical applications. The course also covers the

methodologies used in cross-cultural research and the relevance of these studies in understanding psychological diversity.

Course Contents:

Unit 1: Introduction to Cross-Cultural and Ethnic Psychology (Lecture Hours: 12)

- Definition and scope of cross-cultural and ethnic psychology
- History and development of the field
- Major theories and perspectives: Cultural relativism, Cultural universality, Etic and Emic approaches
- Research methods in cross-cultural psychology: Comparative studies, Cross-cultural validation, Ethical issues in cross-cultural research
- Significance of studying cross-cultural and ethnic psychology in the global context

Unit 2: Cultural and Ethnic Influences on Perception, Cognition, and Emotion (Lecture Hours: 11)

- Cultural determinants of perception: Visual perception, Perceptual constancies, and illusions
- Cognitive processes in different cultures: Problem-solving, Decision-making, Memory, and Language
- Emotional expression and experience across cultures: Universal and culture-specific aspects of emotions
- Theories of emotion in cultural contexts: James-Lange, Cannon-Bard, Schachter-Singer, and cultural models of emotion
- Role of culture in shaping attention and perceptual processes

Unit 3: Cultural and Ethnic Influences on Personality, Motivation, and Behavior (Lecture Hours: 11)

- Personality theories in cross-cultural contexts: Trait theories, Psychodynamic theories, Humanistic theories

- Cultural influences on motivation: Maslow's hierarchy of needs, Achievement motivation, Individualistic vs. collectivistic motivations
- Behavioral differences among cultures: Social norms, Conformity, Aggression, Altruism
- Intercultural communication: Barriers to effective communication, Non-verbal communication, Cultural intelligence
- Identity and self-concept in cultural and ethnic contexts: Individualism vs. collectivism, Bicultural identity, Acculturation processes

Unit 4: Cross-Cultural Research and Applications (Lecture Hours: 11)

- Cross-cultural research methodologies: Design, Sampling, Data collection, and Analysis
- Cultural competence and sensitivity in psychological practice: Ethical considerations, Techniques for working with diverse populations
- Applications of cross-cultural psychology in various fields: Health psychology, Organizational behavior, Education, Clinical psychology
- Case studies and contemporary issues: Globalization, Migration, Multicultural societies, Indigenous psychology
- Future directions in cross-cultural and ethnic psychology: Emerging trends, Challenges, and opportunities

References:

- Berry, J. W., Poortinga, Y. H., Segall, M. H., & Dasen, P. R. (2011). *Cross-Cultural Psychology: Research and Applications*. Cambridge University Press.
- Matsumoto, D., & Juang, L. (2016). *Culture and Psychology (6th Edition)*. Cengage Learning.
- Segall, M. H., Dasen, P. R., Berry, J. W., & Poortinga, Y. H. (1999). *Human Behavior in Global Perspective: An Introduction to Cross-Cultural Psychology*. Allyn & Bacon.
- Triandis, H. C. (1994). *Culture and Social Behavior*. McGraw-Hill.
- Brislin, R. W. (2000). *Understanding Culture's Influence on Behavior (2nd Edition)*. Harcourt Brace.

- Sue, D. W., & Sue, D. (2012). *Counseling the Culturally Diverse: Theory and Practice* (6th Edition). Wiley.
- Lonner, W. J., & Malpass, R. S. (1994). *Psychology and Culture*. Allyn & Bacon.
- LeVine, R. A. (2007). *Culture, Behavior, and Personality: An Introduction to the Comparative Study of Psychosocial Adaptation*. Aldine Transaction.
- Chiao, J. Y. (2009). *Cultural Neuroscience: Cultural Influences on Brain Function*. *Progress in Brain Research*, Vol. 178.

Modes of Evaluation:

Quiz/Assignment/Presentation/Extempore/Written Examination

Examination Scheme:

Components	Class Assessment	End Term
Weightage (%)	50	50

Course Outcomes (COs) Mapped to Program Outcomes (POs):

COs	Mapped Program Outcomes
CO1: Discuss the fundamentals of cross-cultural and ethnic psychology, including key concepts and theories.	PO1, PO5, PO12
CO2: Summarize the influence of culture and ethnicity on psychological processes such as perception, cognition, and emotion.	PO2, PO3, PO12
CO3: Justify the role of cultural and ethnic factors in shaping individual and group behavior.	PO4, PO8, PO9, PO12
CO4: Apply cross-cultural and ethnic psychology theories to understand diverse psychological phenomena in various cultural contexts.	PO9, PO2, PO10, PO12

Relationship between the Course Outcomes (Cos) and Program Outcomes (Pos)

		Knowledge of Psychology	Application of Psychological Principles	Knowledge of Statistical Techniques	Community Based Implementation of	Fundamentals of Psychological Research	Psychological Testing and Interpretation	Application of Modern Statistical Tools	Ethics in psychology	Soft skills and effective communication	Team work and Professionalism	Empathetic understanding of Behavior	Life-long learning
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
PSY422	Cross Cultural & Ethnic Psychology	3	3	-	3	-	-	-	2	1	1	3	3

1=weakly mapped

2= moderately mapped

3=strongly mapped

PSY423	COMMUNITY MENTAL HEALTH (Minor for- Without Research)	L	T	P	C
Contact Hours	48	3	1	0	4
Pre-requisites/Exposure	10+2 Knowledge				
Co-requisites	-				

Course Objectives:

1. To develop a basic understanding of community Mental Health and community based intervention .
2. To identify the socio demographic corelates of mental heal
3. To evaluate the ethical & legal issues in community psychology

Course Outcomes:

At the end of the course students will be able to -

1. Discuss the fundamentals of community mental health.
2. Develop the understanding of socio demographic determinants of mental health conditions
3. Identify the ethical and clinical issues in Practice
4. Summarize the knowledge of community based intervention
5. Discuss the fundamentals of community mental health.

Course description:

The goal of this course is to teach the concept of mental health and mental illness with special emphasis given on of Stress and Management of Stress.

COURSE CONTENT

UNIT I: Community Psychology and Mental Health (Lecture Hours : 10 hrs)

- Core values of community Psychology
- Concept of community mental health; Concept of mental health & mental health conditions; Attitude of community towards mental health conditions;
- Role of community Psychology in understanding and elevation of mental illness, promotion of mental health.

UNIT II: Socio-demographic determinants of mental health conditions.

- Socio-demographic correlates of mental illness in India.
- Understanding unique stressors experienced by various marginalized community.
- Contextualizing mental health

UNIT III: Community based Intervention

- Community based mental health services in India.
- Models of disability.
- Community based Intervention in Indian context: Mental Health awareness Programme, Suicide Prevention
- Mental Health Advocacy: Working with stakeholders.

UNIT IV: Ethical and legal issues: (Lecture Hours : 10 hrs)

- Ethical Consideration in Practice.
- Mental Health Act of India (2017)
- POCSO

Reference:

Kloos, B., Hill, J., Thomas, E., Wandersman, A., Elias, M. J., & Dalton, J. H. (2012). *Community psychology: Linking individuals and communities* (3rd ed.). Wadsworth/Cengage Learning.

Nelson, G., & Prilleltensky, I. (2010). *Community psychology: In pursuit of liberation and well-being* (2nd ed.). Palgrave Macmillan.

Orford, J. (2008). *Community psychology: Challenges, controversies, and emerging consensus*. John Wiley & Sons.

Rappaport, J. (1977). *Community psychology: Values, research, and action*. Holt, Rinehart, and Winston.

Trickett, E. J., & Kelly, J. G. (1985). The ecology of prevention: Illustrating mental health consultation in a community setting. In A. R. Dokecki & R. F. Slife (Eds.), *Rethinking human development* (pp. 153-172). University of Rochester Press.

Jason, L. A., Glantsman, O., O'Brien, J. F., & Ramian, K. N. (Eds.). (2019). *Introduction to community psychology: Becoming an agent of change*. Rebus Community.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

Components	Class Assessment	End Term
Weightage (%)	50	50

	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Discuss the fundamentals of community mental health.	PO1, PO2, PO4, PO12
CO2	Develop the understanding of socio demographic determinants of mental health conditions	PO1, PO2, PO4, PO12
CO3	Identify the ethical and clinical issues in Practice	PO3, PO6, PO8, PO12
CO4	Summarize the knowledge of community based intervention	PO2, PO4, PO12
CO5	Discuss the fundamentals of community mental health.	PO1, PO2, PO4, PO12

Relationship between the Course Outcomes (Cos) and Program Outcomes (Pos)

		Knowledge of Psychology	Application of Psychological Principles	Knowledge of Statistical Techniques	Community Based Implementation of	Fundamentals of Psychological Research	Psychological Testing and Interpretation	Application of Modern Statistical Tools	Ethics in psychology	Soft skills and effective communication	Team work and Professionalism	Empathetic understanding of Behavior	Life-long learning
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
PSY423	COMMUNITY MENTAL HEALTH	3	3	-	3	-	-	-	2	1	1	3	3

1=weakly mapped

2= moderately mapped

3=strongly mapped

Adamas University

Syllabus for Communicative English I (AEC101) and Communicative English II (AEC102)

SEMESTER I (Units 1 and 2) & II (Units 3-5)

Credits: 2+2

Class hours: 40+40

Course objectives:

- To equip the students with the LSRW skills required to handle advanced communication situations in English in social, academic and workplace environments—Listening for complaints, Listening to news stories and podcasts, talking about careers and career choices, describing past experiences, describing emotions, describing cultural expectations, writing critical online reviews, talking about things to be accomplished in the future, Describing milestones; describing turning points; describing regrets and hypothetical situations, Describing qualities for success; giving reasons for success; interviewing for a job, Writing about complicated situations drawing conclusions, etc.
- To provide self-paced practice to consolidate their learning of skills
- To provide audio and video support to ensure meaningful skill acquisition and retention
- To equip learners to function comfortably and effectively in a multi-cultural environment

Textbook: *Interchange Level 3 - 5th edition* published by Cambridge University Press C Assessment

Total time: 80 hours (50 hrs class time + 30 hrs self-paced practice)

Communicative English I (AEC101) - SEMESTER I (Units 1 and 2)		
Unit	Topics to be covered	Time
UNIT I	<p>Subunit 1-4 [That's my kind of friend!, Working 9 to 5, Lend a hand., What happened?]</p> <ol style="list-style-type: none"> 1. Listening - Listening for descriptions of people; listening for opinions, Listening to the good and bad parts of a job; listening for complaints, Listening to people making, accepting, and declining requests, Listening to news stories; listening to messages and a podcast 2. Speaking - Describing personalities; expressing likes and dislikes; agreeing and disagreeing; complaining, Talking about possible careers; describing jobs; deciding between two jobs, Making direct and indirect requests; accepting and declining requests, Narrating a story; describing events and experiences in the past 3. Writing / Reading - Writing a description of a good friend, Reading about unusual social networking sites, Writing about two career choices, Reading about different types of workplaces, Writing a message with requests, Reading about or talking to friends about difficult situations, Writing a personal account, Reading about the reliability of online content topics 4. Grammar - Relative pronouns as subjects and objects; <i>it</i> clauses + adverbial clauses with <i>when</i>, Gerund phrases as subjects and objects; comparisons with adjectives, nouns, verbs, and past participles, Requests with modals, <i>if</i> clauses, and gerunds; indirect requests, Past continuous vs. simple past; past perfect <p>Self-paced practice with Online Workbook (Units 1-4)</p>	<p>Class time: 11 hrs</p> <p>Online practice: 6 hrs</p>
UNIT II	<p>Units 5-8 [Expanding your horizons, That needs fixing., What can we do?, Never stop learning] Listening - Listening for information about living abroad; listening to opinions about customs, Listening to complaints; listening to people exchange things in a store; listening to a conversation about a "throwaway culture", Listening to environmental problems; listening for solutions, Listening to a conversation with a guidance counselor; listening for additional information</p> <p>Speaking - Talking about moving abroad; expressing emotions; describing cultural expectations; giving advice, Describing problems; making complaints; explaining something that needs to be done, Identifying and describing problems; coming up with solutions, Asking about preferences; discussing different skills to be learned; talking about learning methods; talking about life skills</p> <p>Writing/ Reading - Writing a pamphlet for tourists, Reading about moving to another country, Writing a critical online review, Reading about a problem with a ride-sharing service, Writing a post on a community website, Reading about a creative solution to lionfish on St. Lucia, Writing about a skill, Reading about different studying styles</p> <p>Grammar - Noun phrases containing relative clauses; expectations: <i>the custom to</i>, <i>(not) supposed to</i>, <i>expected to</i>, <i>(not) acceptable to</i>, Describing problems with past participles as adjectives and with nouns; describing problems with <i>need</i> + gerund, <i>need</i> + passive infinitive, and <i>keep</i> + gerund, Passive in the present continuous and present perfect; prepositions of cause; infinitive clauses and phrases, <i>Would rather</i> and <i>would prefer</i>; <i>by</i> + gerund to describe how to do things</p> <p>Self-paced practice with Online Workbook (Units 5-8)</p>	<p>Class time: 11 hrs</p> <p>Online practice: 6 hrs</p>

Communicative English II (AEC102)- Semester II (Units 3-5)

<p>Unit III</p>	<p>Units 9-12 [Getting things done, A matter of time, Rites of Passage, Keys to success]</p> <p>Listening - Listening to New Year’s resolutions, Listening for dates and time periods; listening to predictions, Listening to descriptions of important events; listening to regrets and explanations, Listening for features and slogans</p> <p>Speaking - Talking about things you need to have done; asking for and giving advice or suggestions, Talking about historic events; talking about things to be accomplished in the future, Describing milestones; describing turning points; describing regrets and hypothetical situations, Describing qualities for success; giving reasons for success; interviewing for a job; talking about ads and slogans</p> <p>Writing / Reading - Writing a message of advice, Reading about young scientist Jack Andraka, Writing a biography, Reading about futurists and their predictions for the year 2050, Writing a message of apology, Reading about a conflict with a friend and advice on how to fix it, Writing a TV or web commercial, Reading about what makes some advertisements memorable,</p> <p>Grammar - Get or have something done; making suggestions with modals + verbs, gerunds, negative questions, and infinitives, Referring to time in the past with adverbs and prepositions: <i>during, in, ago, from...to, for, since</i>; predicting the future with <i>will</i>, future continuous, and future perfect, Time clauses: <i>before, after, once, the moment, as soon as, until, by the time</i>; expressing regret with <i>should (not) have</i> + past participle; describing hypothetical situations with <i>if</i> clauses + past perfect and <i>would/could have</i> + past participle, Describing purpose with infinitive clauses and infinitive clauses with <i>for</i>; giving reasons with <i>because, since, because of, for, due to, and the reason</i></p> <p>Self-paced practice with Online Workbook (Units 9-12)</p>	<p>Class time: 11 hrs</p> <p>Online practice: 6 hrs</p>
<p>UNIT IV</p>	<p>Units 13-16 [What might have been, Creative careers, A law must be passed!, Reaching your goals]</p> <p>Listening - Listening to explanations; listening for the best solution, Listening for parts of a movie, Listening for solutions to everyday annoyances; listening to issues and Opinions, Listening to past obstacles and how they were overcome; listening for people’s goals for the future</p> <p>Speaking - Drawing conclusions; offering explanations; describing hypothetical events; giving advice for complicated situations, Describing how something is done or made; describing careers in film, TV, publishing, gaming, and music, Giving opinions for and against controversial topics; offering a different opinion; agreeing and disagreeing, Giving opinions about inspirational sayings; talking about the past and the future</p> <p>Writing / Reading - Writing about a complicated situation, Reading about unexplained events, Writing about a process, Reading about what the job of film extra is like, Writing a persuasive essay, Reading about plagiarism in the digital age, Writing a personal statement for an application, Reading about the athlete Michael Edwards</p>	<p>Class time: 11 hrs</p> <p>Online practice: 6 hrs</p>

	<p>Grammar - Past modals for degrees of certainty: <i>must (not) have, may (not) have, might (not) have, could (not) have</i>; past modals for judgments and suggestions: <i>should (not) have, could (not) have, would (not) have</i>, The passive to describe process with <i>is/are + past participle and modal + be + past participle</i>; defining and non-defining relative clauses, Giving recommendations and opinions with passive modals: <i>should be, ought to be, must be, has to be, has got to be</i>; tag questions for opinions, Accomplishments with the simple past and present perfect; goals with the future perfect and <i>would like to have + past participle</i></p> <p>— Self-paced practice with Online Workbook (Units 13-16)</p>	
UNIT V	<p>Extended Skill Practice</p> <ul style="list-style-type: none"> ▪ Listening practice through worksheets (with audio – in class) ▪ Grammar practice through worksheets* ▪ Vocabulary practice through worksheets* ▪ Writing practice through worksheets* <p>Speaking Skill Practice (in class)</p> <ul style="list-style-type: none"> ▪ 10-minute conversation practice sessions (with guidance from Placement Test) [*Worksheets can be downloaded and emailed to the students] 	<p>Class time: 6 hrs</p> <p>Offline practice via worksheets: 6 hrs</p>

PRACTICE	TRACKING
Extensive unit-wise practice using online workbook (with audio, video) on a mobile friendly platform	Regular tracking of practice by instructors on LMS

ASSESSMENT			
Type of assessment/progress check	Frequency	Provision	Marks
Progress check	After every two units	Provided within the Student's Book	N/A
Summative assessment (Print)	Mid-term test (Covering units 1- 8; Paper-based, with audio tracks, downloadable and photocopiable)	Provided online to teachers as a downloadable	Can be determined by the institution
Summative assessment (Print)	Final test (Covering units 9-16; Paper-based, with audio tracks, downloadable and photocopiable)	Provided online to teachers as a downloadable	Can be determined by the institution

Semester I	Foreign Language: French 1 (AEC107)	L	T	P	C
Version 1.0	Contact Hours - 30	2	0	0	2
Pre-requisites/Exposure					
Co-requisites	-				
Academic Year	2025-2026				

Programme Educational Objectives (PEO)

The French Programme aims to equip students with fundamental linguistic, cultural and communicative competencies for practical applications. The educational objectives are:

PEO1 – Equip students with essential French language skills for basic communication in everyday contexts

PEO2 – Strengthen linguistic competence through a structured progression of vocabulary, grammar and writing skills

PEO3 – Foster an appreciation of Francophone cultures, enhancing intercultural sensitivity and global perspectives

Course Description

This beginner-level course is designed to introduce students to the fundamentals of the French language while fostering an appreciation for Francophone culture. Through a communicative and immersive approach, students will develop essential skills in listening, speaking, reading and writing, along with a foundational understanding of French grammar and cultural nuances.

Course Content

Module 1: French Communication

[8 hours]

- French alphabets, pronunciation and accents
- Basic expressions of greetings, expressions of politeness
- Numbers (cardinal, ordinal), Counting
- Communication in the class
 - Asking and giving information about someone
 - Saying the date and asking and telling the time
 - Colours
 - Days of the week and months of the year

Module 2: Grammar**[10 hours]**

- Definite and Indefinite Articles, Subject Pronouns
- Countries and nationalities
- Common adjectives to describe someone
- Irregular Verbs: être, avoir, aller, s'appeler
- Regular Verbs: ER, IR, RE group, Expressions with être and avoir
- Negative sentences

Module 3: French Culture and Civilisation**[6 hours]**

- French gastronomy: French cheese and wines
- Famous French perfumes
- French cities and tourist places
- Francophone countries
- Renowned French personalities
- Significance of the French flag and currency

Module 4: Writing**[6 hours]**

- Self-introduction
- Introducing someone else
- Basic conversation between two persons expressing their likes and dislikes

Course Outcomes (CO):

On completion of this first-semester course, the students will be able to

CO1 - Recall and recognize basic French alphabets, pronunciation rules, numbers, days, months and commonly used greetings and polite expressions

CO2 - Understand and explain the use of French grammatical elements such as articles, subject pronouns, common adjectives and regular/irregular verbs in simple sentences

CO3 - Evaluate and compare aspects of French culture and civilization, such as cuisine, cities, famous personalities and the role of Francophone countries, to

appreciate cultural diversity

CO4 - Create short written dialogues or compositions in French involving self-introduction, presenting others and exchanging preferences

Programme Outcomes (PO):

Upon successful completion of this two-semester programme, students will develop the following competencies:

PO1 - Speak in basic French

PO2 - Understand and apply elementary French Grammar

PO3 - Demonstrate familiarity with French culture

PO4 - Write short French e-mails and paragraphs

Programme Specific Outcomes (PSO):

PSO1 – Speak and respond confidently in daily communication scenarios and understand and apply common greetings and polite expressions

PSO2 – Grasp key grammatical concepts involving Definite and Indefinite Articles, Subject Pronouns, Adjectives, Regular, Irregular and Pronominal Verbs, Interrogative Adverbs and Prepositions

PSO3 – Get acquainted with aspects of French culture, like French cuisine, cities, tourist places, famous personalities, markets, festivals, media and Francophone countries

PSO4 – Communicate in French through short e-mails, paragraphs and dialogues

Correlation Matrix between CO and PO and CO and PSO:

	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4
CO1	2			1	3			1
CO2	3	3		3	3	3		3
CO3			3				3	
CO4	2	2	1	3	2	2	1	3

Degree of Correlation: 1 – low, 2 – medium, 3 – high

“OR”

Semester I	Foreign Language: German 1 (AEC108)	L	T	P	C
Version 1.0	Contact Hours - 30	2	0	0	2
Pre-requisites/Exposure					
Co-requisites	-				
Academic Year	2025-2026				

Programme Educational Objectives (PEO)

The German Programme aims to equip students with fundamental linguistic, cultural and communicative competencies for practical applications. The educational objectives are:

- PEO1 – Develop foundational skills in speaking, reading, writing, and listening, enabling effective communication in German
- PEO2 – Gain insight into German cultural practices, traditions and social etiquette
- PEO3 – Acquire the ability to use German in real-life contexts, such as introducing oneself, in restaurant interactions, in supermarkets, in commuting and in formal writing
- PEO4 – Develop competence in German grammar, understanding articles, pronouns, conjunctions, verb conjugations and sentence structures

Course Description

This beginner-friendly first-semester course is designed to introduce students to the fundamentals of German while immersing them in the rich cultural and linguistic landscape of German-speaking countries. This course will lay a strong foundation for communication, comprehension and cultural knowledge. Through interactive lessons, pronunciation drills, vocabulary-building exercises and cultural insights, students will gain the confidence to speak, listen and understand the basics of German in everyday scenarios.

Course Content

Module 1: Introduction [2 hours]

- Overview of the Indo-European Family of Languages
- Concept of Germanic, Romance and Slavic Languages
- European Countries where German is spoken:
Germany, Austria, Switzerland, Luxembourg, Lichtenstein et. al.
- Variation of German accents across Germany, Austria and Switzerland
Hochdeutsch, Österreichisches Deutsch and Schweizerdeutsch

Module 2: The German Alphabet [2 hours]

- Letter by Letter – Building Blocks of a New Language
- A Fun Intro to German Letters
- The four special German characters – ä, ö, ü, ß and their significance

Module 3: Pronunciation Rules (From Bahnhof to Brötchen – Speaking Like a Local) [8 hours]

- Rules for Vowels: a, o, e
- Rules for Special characters: ä, ö, ü
- Rules for Diphthongs: ie, ei, ai, au, äü, eu
- Rules for Consonants: b/d/g, h, j, r, s, v, y, z
- Rules for Consonant Clusters: ch, sch, tsch, chs, sp/st, pf, ck, tz, ng
- Rule for ig

Activity: Pronouncing unknown German words from a Word Montage

Reading elementary, unknown German texts with correct pronunciation

Module 4: German Numbers [3 hours]

- High-Five to German!
- The eins, zwei, drei of German numbers: counting from 1 to 100
- Listening Exercises on Numbers

Module 5: Reading the Clock like a Native German – Tick-Tock auf Deutsch [3 hours]

- Formal Time
- Informal Time

- Exercise: Telling the time by looking at pictures of clocks

Module 6: Grammar - Mission: Grammatik Possible **[2 hours]**

- Definite and Indefinite Articles in the Nominativ
- Personal Pronouns in the Nominativ

Module 7: Speaking German – Basic German Greetings and Expressions: **[3 hours]**

- Hallo or Guten Tag?
Navigating the Art of First Impressions: Mastering German Greetings
- From Tschüss to Bis Bald! – Saying Goodbye
Farewell in German
- Wie Geht's? – How are you?
Conversational Starters
- Danke, Bitte, Entschuldigung – The Magic Words You'll Use Every Day
Essential German Politeness
- Ja, Nein, Vielleicht – Yes, No, Perhaps
Common Responses & Reactions
- Jawohl! Ach So! – Expressions That Make You Sound Like a Local
Authentic German Exclamations

Module 8: German Culture **[3 hours]**

- Why Germans Love Punctuality – And How to Never Be 'Zu Spät!' Again!
(Understanding Social Etiquette)
- Dining etiquette: How to say "Guten Appetit!" and "Prost!" correctly
- The 'Feierabend' Philosophy – How Germans Unwind After Work
Work-Life Balance & Leisure Culture
- "Kuchen und Kaffee" – What Germans eat and drink
Traditional German Food and Everyday Eating Habits
- Karneval, Oktoberfest, Ostern, Christmas Markets & Silvester
German Festivals and Seasonal Events

Module 9: Elementary Vocabulary **[4 hours]**

- Schwarz, Weiss & everything in between – A Colourful Dive into German!
- Making colours fun

- From Oma to Onkel – Who’s Who in the Family Tree?
-Navigating Family Vocabulary
- From Küche to Keller – A Tour of Your House in German
-Essential Home Vocabulary
- Hop On, Hop Off – Mastering German Transport Without Missing Your Bus
- Understanding Transport Terms
- Audio Comprehensions

Course Outcomes (CO):

On completion of this first-semester course, the students will be able to

- CO1 - Understand the historical and linguistic background of German within the Indo-European language family
- CO2 - Master basic pronunciation rules and apply them to pronounce German words
- CO3 - Learn to count and tell time in German
- CO4 - Develop a foundation in elementary German grammar, in articles and personal pronouns
- CO5 – Learn basic German greetings and expressions and practice speaking
- CO6 - Gain insights into German cultural norms, traditions and etiquette, helping them blend into native conversations
- CO7 - Build essential vocabulary for greetings, family, colours, transport and daily interactions

Programme Outcomes (PO):

Upon successful completion of this two-semester programme, students will develop the following competencies:

- PO1 - Know about the origin of the German language vis-à-vis other European languages
- PO2 - Develop German pronunciation skills
- PO3 - Learn to count and tell time in German
- PO4 - Understand and apply elementary German Grammar
- PO5 - Speak in basic German

PO6 - Demonstrate familiarity with German culture

PO7 - Write short German sentences and messages

PO8 - Gain knowledge of basic German vocabulary

Programme Specific Outcomes (PSO):

PSO1 – Learn about German as a Germanic language and its place in the Indo-European School of Languages

PSO2 – Recognize German diphthongs, consonant clusters, sounds and phonetic patterns for accurate pronunciation.

PSO3 – Understand formal and informal time and cardinal numbers in German

PSO4 – Grasp key grammatical concepts involving main verbs, modal verbs, conjunctions and articles and personal pronouns as subjects

PSO5 – Speak and respond confidently in daily communication scenarios and understand and apply common greetings, expressions and conversational starters

PSO6 – Get acquainted with aspects of German culture, like food and dining etiquette, punctuality, festivals, media, football craze and cars

PSO7 – Communicate in German through short e-mails and messages and use conventional German salutations and valedictions

PSO8 – Acquire knowledge of vocabulary related to areas like colours, family, home, clothes, transport, cities, weather and parts of the body

Correlation Matrix between CO and PO and CO and PSO:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PS O7	PS O8
CO1	3								3							
CO2		3	2	2	2	2	2	2	2	2	2	2	2	2	2	2
CO3			3								3					
CO4				3	3		3					3	3			3
CO5					3	2	1						3	2	1	

CO6						3		3						3		3
CO7			1		2	2	3	3			1		2	2	3	3

Degree of Correlation: 1 – low, 2 – medium, 3 – high

“OR”

Semester I	Foreign Language: Spanish 1 (AEC109)	L	T	P	C
Version 1.0	Contact Hours - 30	2	0	0	2
Pre-requisites/Exposure					
Co-requisites	-				
Academic Year	2025-2026				

Programme Educational Objectives (PEO)

The Spanish Programme aims to equip students with fundamental linguistic, cultural and communicative competencies for practical applications. The educational objectives are:

PEO1 – Equip students with the ability to communicate effectively in basic spoken and written Spanish in familiar contexts

PEO2 – Provide a strong foundation in Spanish grammar, vocabulary and pronunciation

PEO3 – Develop cross-cultural awareness and appreciation of Hispanic cultures and global diversity

PEO4 – Enable students to engage in real-life situations using Spanish through listening, speaking, reading and writing practice

Course Description

This first-semester course offers a lively introduction to the Spanish language. Beginning with the Spanish alphabet and fundamental pronunciation, students will explore practical expressions used in greetings, introductions and everyday conversations. With a blend of situational vocabulary and grammar, learners will acquire useful words related to daily life—covering topics such as food, travel, time and the classroom. Simultaneously, students will master basic grammar concepts including verb conjugation, personal pronouns and articles.

Course Content

Module 1: Introduction [2 hours]

- Introduction to Spanish Language and Alphabet

Module 2: Expressions [4 hours]

- Greetings and Farewell
- Introducing yourself: name, nationality, profession

Module 3: Gender and Number [3 hours]

- Introduction to gender and number
(masculine/feminine, singular/plural)

Module 4: Spanish Number System [2 hours]

- Counting from 1 to 100

Module 5: Time in Spanish [3 hours]

- Units of Time: Days, Months, Seasons
- Telling Time and Date

Module 6: Basic Vocabulary [6 hours]

- Colours and Shapes
- Food and Drinks
- Travel and Directions
- Classroom and University

Module 7: Elementary Grammar [10 hours]

- Regular verb conjugations in the present tense (ar, er, ir)
- Verb "ser" and nationalities
Verb "estar" and location
- Personal Pronouns
- Articles (Definite / Indefinite)

Course Outcomes (CO):

On completion of this first-semester course, the students will be able to

- CO1 - Master the Spanish alphabet and build a foundation in pronunciation
- CO2 - Use basic expressions to greet others and introduce themselves
- CO3 - Understand gender and number agreement in nouns and adjectives
- CO4 - Count in Spanish, tell time and express dates, days, months and seasons
- CO5 - Identify and use common vocabulary related to food, colours, directions, and classroom settings to support communication in relevant contexts
- CO6 - Demonstrate understanding of elementary grammar, including personal pronouns, articles and present tense conjugation of regular and essential irregular verbs

Programme Outcomes (PO):

Upon successful completion of this two-semester programme, students will develop the following competencies:

- PO1 - Demonstrate understanding of fundamental Spanish pronunciation, vocabulary and sentence structures
- PO2 - Communicate simple ideas, personal information and routine expressions clearly and appropriately in Spanish
- PO3 - Construct grammatically accurate sentences in present tense using parts of speech learnt
- PO4 - Comprehend short written texts and auditory messages related to everyday situations
- PO5 - Write structured paragraphs, brief emails and personal details in correct Spanish form
- PO6 - Apply cultural knowledge to interact respectfully and meaningfully in Spanish-speaking contexts
- PO7 - Use basic interpretive strategies to extract meaning from signs, public information and short videos

Programme Specific Outcomes (PSO):

PSO1 – Engage in role-plays, basic dialogues and oral presentations to navigate familiar situations in Spanish, like shopping, asking for directions, describing people or places

PSO2 – Interpret and analyze simple reading passages and media content in Spanish with contextual understanding.

PSO3 – Apply accurate grammatical rules—including the use of personal pronouns, articles, verb conjugations, possessive adjectives and reflexive structures—in oral and written tasks

PSO4 – Draw cultural parallels and make meaningful comparisons between Indian and Hispanic customs, festivals and traditions

Correlation Matrix between CO and PO and CO and PSO:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	3	2		2		1		2	2		
CO2	2	3	2		1				2		
CO3	1	1	3					1	1	3	
CO4	2			1	1		2	1	1		
CO5	3	2		2	2		1	2	2		
CO6	2	2	3	1	3		2	3	1	3	

Degree of Correlation: 1 – low, 2 – medium, 3 – high

AI for Everyone (Code: GEN101)

Credits: 2

Total Duration: 30 Hours

Industry Collaboration: Intel (Joint Curriculum)

- CO1: Demonstrate an understanding of foundational concepts of Artificial Intelligence and its relevance across diverse non-STEM domains.
- CO2: Apply no-code AI tools and basic programming to solve simple real-world problems through use cases in fields like commerce, sociology, psychology, and humanities.
- CO3: Analyze ethical, social, and psychological implications of AI, including concerns related to data bias, privacy, and automation.
- CO4: Collaborate in teams to conceptualize and present an AI-based solution or prototype relevant to their field of study using structured problem-solving approaches.

Module-Wise Syllabus

Module 1: Introduction to AI and Project Cycle

2 Hours

- Introduction to Artificial Intelligence
- AI vs Human Intelligence
- AI Project Lifecycle (Intel Framework)

Module 2: AI in Everyday Life and Society

3 Hours

- AI applications in Commerce, Social Media, Education, and Psychology
- Case studies from History, Literature, and Language
- Examples: Chatbots, Recommendation Systems, Voice Assistants

Module 3: No-Code AI Tools and Use Cases

6 Hours

- Hands-on with GUI-based AI tools

- Use cases:
 - Predictive Maintenance
 - Image Classification
 - Viral Post Prediction
 - Employee Attrition Prediction

Module 4: Ethics, Data & Society 3 Hours

- How AI learns from Data
- Bias and Fairness in AI
- Ethical concerns: Privacy, Surveillance, Job Displacement
- Classroom Debate or Discussion

Module 5: Introduction to Python for AI (Guided) 4 Hours

- Python Basics: Syntax, Variables, Loops
- Using Python Libraries: NumPy, Pandas
- Simple Data Visualization using Matplotlib

Module 6: AI for Non-STEM Domains 4 Hours

- Psychology: Emotion Recognition, Sentiment Analysis
- History: Archiving, OCR, Text Classification
- Sociology: Behavioral Analysis, Surveys
- Commerce: Recommendation Engines, Fraud Detection

Module 7: Mini-Project (Team-Based) 5 Hours

- Select a real-world domain-specific problem
- Use a no-code tool or basic Python to propose a solution
- Create a dashboard or concept prototype

Module 8: Career Growth & AI Skills 3 Hours

- Design Thinking for AI Projects
- Entrepreneurial Thinking in AI Age
- Future Skills and AI Readiness

Course Outcomes \ Program Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	1			2	2	1			1		2
CO2	2	2	3	1	3					2	1	2
CO3		1			1	3	3	3		2		2
CO4		2	2		2	1		1	3	3	2	3

Reference Books:

1. AI for Everyone

Author: Saptarshi Goswami

Publisher: Pearson Education

2. Introduction to Artificial Intelligence

Author: Dr. Dinesh Peter & Dr. Ajay Rana

Publisher: Cengage Learning

3. Artificial Intelligence: Made Simple

Author: H. S. Behera

Publisher: BPB Publications

4. Artificial Intelligence Simplified

Author: Amit Konar

Publisher: New Age International

The choice of these subjects depends on the choice of these subjects in the first semester

Semester II	Foreign Language: French 2 (AEC110)	L	T	P	C
Version 1.0	Contact Hours - 30	2	0	0	2
Pre-requisites/Exposure					
Co-requisites	-				
Academic Year	2025-2026				

Programme Educational Objectives (PEO)

The French Programme aims to equip students with fundamental linguistic, cultural and communicative competencies for practical applications. The educational objectives are:

PEO1 – Equip students with essential French language skills for basic communication in everyday contexts

PEO2 – Strengthen linguistic competence through a structured progression of vocabulary, grammar and writing skills

PEO3 – Foster an appreciation of Francophone cultures, enhancing intercultural sensitivity and global perspectives

Course Description

This second-semester course builds upon foundational knowledge to deepen students' linguistic competence in the French language and awareness of French culture. Designed for learners with prior exposure to elementary French, the course reinforces everyday communication, introduces nuanced grammatical structures and expands students' confidence in both oral and written expression.

Course Content

Module 1: French Communication

[6 hours]

- Asking questions
- Visualising someone's daily life
- Describing the classroom
- Portraying the house

Module 2: Grammar

[12 hours]

- Interrogative adverbs, Near future, Recent past
- Possessive adjectives, Pronominal verbs
- Irregular verbs : Faire, Prendre, Mettre, Lire, Venir, Voir, Boire, Savoir, Connaître, écrire
- Prepositions

Module 3: French Culture and Civilisation

[6 hours]

- Markets in France
- French Festivals
- Sports
- French Newspapers and Magazines
- French Television Channels

Module 4: Writing

[6 hours]

- Writing an informal e-mail to a friend
- Passage on unseen topic
- Writing a paragraph on: My best friend / Summer vacation / Visiting France

Course Outcomes (CO):

On completion of this second-semester course, the students will be able to

CO1 - Converse in French by asking questions and describing daily routines, items in the classroom and parts of the house

CO2 - Understand and apply French grammatical structures, including possessive adjectives, pronominal verbs, interrogative adverbs, near future and recent past

CO3 - Evaluate aspects of French culture such as markets, festivals and media

CO4 - Create written compositions in the form of informal e-mails and descriptive paragraphs

Programme Outcomes (PO):

Upon successful completion of this two-semester programme, students will develop the following competencies:

PO1 - Speak in basic French

PO2 - Understand and apply elementary French Grammar

PO3 - Demonstrate familiarity with French culture

PO4 - Write short French e-mails and paragraphs

Programme Specific Outcomes (PSO):

PSO1 – Speak and respond confidently in daily communication scenarios and understand and apply common greetings and polite expressions

PSO2 – Grasp key grammatical concepts involving Definite and Indefinite Articles, Subject Pronouns, Adjectives, Regular, Irregular and Pronominal Verbs, Interrogative Adverbs and Prepositions

PSO3 – Get acquainted with aspects of French culture, like French cuisine, cities, tourist places, famous personalities, markets, festivals, media and Francophone countries

PSO4 – Communicate in French through short e-mails, paragraphs and dialogues

Correlation Matrix between CO and PO and CO and PSO:

	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4
CO1	3	3			3	3		
CO2	3	3		3	3	3		3
CO3			3				3	
CO4	2	2	1	3	2	2	1	3

Degree of Correlation: 1 – low, 2 – medium, 3 – high

“OR”

Semester II	Foreign Language: German 2 (AEC111)	L	T	P	C
Version 1.0	Contact Hours - 30	2	0	0	2
Pre-requisites/Exposure					
Co-requisites	-				
Academic Year	2025-2026				

Programme Educational Objectives (PEO)

The German Programme aims to equip students with fundamental linguistic, cultural and communicative competencies for practical applications. The educational objectives are:

- PEO1 – Develop foundational skills in speaking, reading, writing, and listening, enabling effective communication in German
- PEO2 – Gain insight into German cultural practices, traditions and social etiquette
- PEO3 – Acquire the ability to use German in real-life contexts, such as introducing oneself, in restaurant interactions, in supermarkets, in commuting and in formal writing
- PEO4 – Develop competence in German grammar, understanding articles, pronouns, conjunctions, verb conjugations and sentence structures

Course Description

The Second Semester of the German Language Course is designed to equip students with fundamental grammar, vocabulary, conversational skills and cultural insights essential for effective communication. Students will gain practical exposure to real-life scenarios, including introductions, ordering food, shopping and navigating public transport. Through structured activities such as role-playing, writing exercises and interactive simulations, learners will develop confidence in expressing themselves in German while understanding key aspects of German culture.

Course Content

Module 1: Grammar - Mission: Grammatik Possible

[10 hours]

- Everyday Verbs in the Present Tense
Verbs of type: kaufen / antworten / fahren / essen / geben / lessen / haben / sein

and similar verbs

- The Power of German Modal Verbs - From “Ich kann nicht!” to “Ich muss doch!”
Modal Verbs: sollen / wollen / können / dürfen / mögen / müssen / möchten
- Coordinate Conjunctions: und / oder / aber / sondern / wenn
- Quizzes and Worksheets

Module 2: Speaking German – Real Life Scenarios in Germany:

[10 hours]

- The Art of Introducing Yourself in German - "Ich heiße... und du?"
Speaking Topics: Personal / Family / Studies / Food / Hobbies and Spare Time
Activity: Pair Work -
Students pair up for casual dialogues and switch partners every 3 minutes
- Essential Ordering Phrases in a German Restaurant
" Von Schnitzel bis Erdbeerkuchen mit Sahne"
Activity: Restaurant Simulation -
Students practice ordering different items using a mock menu
- Lost in the Aisles? Navigating a German Supermarkt Without Panic
Shopping Conversations: Prices, Discounts, Preferences
Activity: Simulated Shopping - "Customer and Store Attendant / Cashier" practice
- Asking for Directions and using Public Transport
Navigating bus stops and train stations
Buying tickets and asking about timetables
Activity: Role Play -
Students ask for directions to famous places in Germany
Students buy train tickets at a railway station

Module 3: German Culture

[3 hours]

- Mastering German Greetings on Occasions and Holidays:
Alles Gute!
Gesundheit!
Herzlichen Glückwunsch zum Geburtstag! / zur Hochzeit!
Alles Gute zum Jahrestag!
Viel Glück für die Zukunft!
Frohe / Fröhliche Weihnachten!

Frohes neues Jahr! / Prosit Neujahr! / Guten Rutsch ins neue Jahr!

Frohe Ostern!

- German Media: Brief Overview
Newspapers – Die Zeit / Frankfurter Allgemeine / Süddeutsche Zeitung / Bild
Magazines: Spiegel / Stern / Focus / Kicker
Television: Deutsche Welle (DW) / ZDF / ARD / RTL
Popular talk shows (Markus Lanz, Anne Will)
- Tor! German Football: Snapshot
Bundesliga – The top-tier football league
German Football Clubs – FC Bayern München, Borussia Dortmund, RB Leipzig,
Bayer 04 Leverkusen
- German Car Industry: Brief Overview
Brands – Mercedes Benz, Audi, BMW, Volkswagen, Porsche

Module 4: Writing Skills

[3 hours]

- Writing 20-25 word brief e-mails or messages on instant messaging apps
Formal e-mails -
Greetings and Salutations: Sehr geehrte / Sehr geehrter
Valedictory Address: Mit freundlichen Grüßen / Mit freundlichem Gruß
Informal e-mails -
Greetings and Salutations: Hallo / Liebe / Lieber
Valedictory Address: Tschüss / Bis bald!
Activity: Students write a short email / message based on a given scenario like
fixing up or cancelling an appointment, then peer-review each other's
work

Module 5: Elementary Vocabulary

[4 hours]

- Surviving in a German City Without Getting Lost
Urban Vocabulary for Everyday Use: From Bahnhof to Brücke
- Dressing the German Way
Essential Clothing Vocabulary: From Mantel to Mütze
- Talking About the Weather Like a True German
Mastering Weather Terms: Regen oder Schnee?

- Learning about parts of the body without losing your head
Requisite Vocabulary for Anatomy: Von Kopf bis Fuß
- Audio Comprehensions

Course Outcomes (CO):

On completion of this second-semester course, the students will be able to

CO1 - Use essential verbs, modal verbs and conjunctions to form sentences

CO2 - Introduce themselves, express personal preferences and participate in casual dialogues

CO3 - Order food, handle shopping interactions and ask for directions in German

CO4 - Learn common German greetings, football culture and about German media and
German car brands

CO5 - Compose short messages and emails, using appropriate salutations and valedictions

CO6 - Recognize essential words for urban navigation, clothing, weather and parts of the body

Programme Outcomes (PO):

Upon successful completion of this two-semester programme, students will develop the following competencies:

PO1 - Know about the origin of the German language vis-à-vis other European languages

PO2 - Develop German pronunciation skills

PO3 - Learn to count and tell time in German

PO4 - Understand and apply elementary German Grammar

PO5 - Speak in basic German

PO6 - Demonstrate familiarity with German culture

PO7 - Write short German sentences and messages

PO8 - Gain knowledge of basic German vocabulary

Programme Specific Outcomes (PSO):

PSO1 – Learn about German as a Germanic language and its place in the Indo-European
School of Languages

PSO2 – Recognize German diphthongs, consonant clusters, sounds and phonetic patterns
for accurate pronunciation

PSO3 – Understand formal and informal time and cardinal numbers in German

PSO4 – Grasp key grammatical concepts involving main verbs, modal verbs, conjunctions and articles and personal pronouns as subjects

PSO5 – Speak and respond confidently in daily communication scenarios and understand and apply common greetings, expressions and conversational starters

PSO6 – Get acquainted with aspects of German culture, like food and dining etiquette, punctuality, festivals, media, football craze and cars

PSO7 – Communicate in German through short e-mails and messages and use conventional German salutations and valedictions.

PSO8 – Acquire knowledge of vocabulary related to areas like colours, family, home, clothes, transport, cities, weather and parts of the body

Correlation Matrix between CO and PO and CO and PSO:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PS O7	PS O8
CO1				3	3		3					3	3		3	
CO2		2		3	3			2		2		3	3			2
CO3		2		3	3			2		2		3	3			2
CO4		2			2	3						2	2	3		
CO5				3			3	3				3			3	1
CO6		2			1		1	3		2			1		1	3

Degree of Correlation: 1 – low, 2 – medium, 3 – high

“OR”

Semester II	Foreign Language: Spanish 2 (AEC112)	L	T	P	C
Version 1.0	Contact Hours - 30	2	0	0	2
Pre-requisites/Exposure					
Co-requisites	-				
Academic Year	2025-2026				

Programme Educational Objectives (PEO)

The Spanish Programme aims to equip students with fundamental linguistic, cultural and communicative competencies for practical applications. The educational objectives are:

PEO1 – Equip students with the ability to communicate effectively in basic spoken and written Spanish in familiar contexts

PEO2 – Provide a strong foundation in Spanish grammar, vocabulary and pronunciation

PEO3 – Develop cross-cultural awareness and appreciation of Hispanic cultures and global diversity

PEO4 – Enable students to engage in real-life situations using Spanish through listening, speaking, reading and writing practice

Course Description

This course is the continuation of the foundational Spanish program, designed to deepen students' practical language abilities while expanding their understanding of Hispanic cultures. The course begins with thematic vocabulary relevant to daily life—covering clothes, shopping, health, weather and seasons. Grammar instruction emphasizes constructing simple but varied sentence structures using prepositions, essential irregular verbs and reflexive forms. Modules in reading and writing reinforce literacy skills through short texts, emails and practical forms, while speaking sessions offer real-life communicative practice through role plays, dialogues and short oral presentations. Listening materials, including songs and authentic audio-visual resources, support comprehension and pronunciation. A dedicated culture module invites students to explore the traditions, festivals and social customs of the Spanish-speaking world, with thoughtful comparisons to Indian conte

Module 1: Basic Vocabulary**[4 hours]**

- Clothes and Shopping
- Body Parts and Health
- Weather and Seasons

Module 2: Elementary Grammar**[9 hours]**

- Basic sentence structure: affirmative, negative, interrogative
- Prepositions (en, a, de, con, etc.)
- Introduction to important irregular verbs: ser, estar, tener, ir, hacer
- Possessive Adjectives
- Introduction to Reflexive Verbs

Module 3: Reading**[3 hours]**

- Reading Short Texts, Personal Info, Public Signs

Module 4: Writing**[3 hours]**

- Writing brief e-mails
- Filling up Forms in Spanish

Module 5: Speaking**[5 hours]**

- Guided Pronunciation Practice
- Role plays and mini dialogues
(in markets, at a restaurant, asking for directions)
- Oral presentations (introduce a friend, describe a city)

Module 6: Listening**[3 hours]**

- Audio and Video Comprehension
- Spanish Songs / Short Spanish Videos

Module 7: Spanish Culture**[3 hours]**

- Introduction to Spanish-speaking countries & Spanish and Latin American Cultural Norms & Customs
- Famous festivals: La Tomatina, Día de los Muertos, Semana Santa
- Brief intro to Hispanic cuisine, music, cinema
- Cultural comparisons: India and the Hispanic World

Course Outcomes (CO):

On completion of this first-semester course, the students will be able to

CO1 - Demonstrate understanding of essential vocabulary related to clothing, shopping health and weather in oral and written communication

CO2 - Construct grammatically accurate affirmative, negative and interrogative sentences using key irregular verbs, essential prepositions and reflexive structures

CO3 - Read and comprehend short Spanish texts, signs and personal information with contextual accuracy

CO4 - Write brief personal emails and fill out basic forms in Spanish for real-world communication

CO5 - Engage in guided spoken interactions through dialogues, presentations and role plays

CO6 - Comprehend the main ideas from short Spanish audio and video content, including songs and everyday conversations

CO7 - Recognize cultural aspects of the Hispanic world, including festivals, customs and social norms and relate them meaningfully to Indian contexts

Programme Outcomes (PO):

Upon successful completion of this two-semester programme, students will develop the following competencies:

PO1 - Demonstrate understanding of fundamental Spanish pronunciation, vocabulary and sentence structures

PO2 - Communicate simple ideas, personal information and routine expressions clearly and appropriately in Spanish

PO3 - Construct grammatically accurate sentences in present tense using parts of speech learnt

PO4 - Comprehend short written texts and auditory messages related to everyday situations

PO5 - Write structured paragraphs, brief emails and personal details in correct Spanish form

PO6 - Apply cultural knowledge to interact respectfully and meaningfully in Spanish-speaking contexts

PO7 - Use basic interpretive strategies to extract meaning from signs, public information and short videos

Programme Specific Outcomes (PSO):

PSO1 – Engage in role-plays, basic dialogues and oral presentations to navigate familiar situations in Spanish, like shopping, asking for directions, describing people or places)

PSO2 – Interpret and analyze simple reading passages and media content in Spanish with contextual understanding.

PSO3 – Apply accurate grammatical rules—including the use of personal pronouns, articles, verb conjugations, possessive adjectives and reflexive structures—in oral and written tasks

PSO4 – Draw cultural parallels and make meaningful comparisons between Indian and Hispanic customs, festivals and traditions

Correlation Matrix between CO and PO and CO and PSO:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	3			1	3			2	1		
CO2	2	2	3	1	3		2	3	1	3	
CO3	2			3	1		3	1	3		
CO4	2	2	3		3	1				3	
CO5	2	3	3					3		3	
CO6	3			3		1	2		3	2	
CO7	2			2		3	2	1	2	2	3

Degree of Correlation: 1 – low, 2 – medium, 3 – high

Semester 2	Soft Skills and Aptitude I (CLL103)	L	T	P	C
Version 1.0	Contact Hours - 30	2	0	0	1
Pre-requisites/Exposure					
Co-requisites	-				
Academic Year	2025-2026				

SOFT SKILLS

Programme Educational Objectives (PEO)

The six-semester Soft Skills Programme aims to equip undergraduate students with communication, leadership, emotional intelligence and career readiness skills essential for professional success and personal growth. The Programme Educational Objectives (PEO) focus on long-term competencies that prepare students for dynamic work environments, lifelong learning, and ethical leadership.

PEO1 – Impart skills required for employability and ensure career readiness

PEO2 – Develop leadership skills and ability for effective teamwork

PEO3 – Encourage critical thinking, creativity, and innovation

PEO4 – Develop self-awareness, emotional regulation, adaptability and resilience

PEO5 – Instill professionalism and a sense of ethical work culture

PEO6 – Ensure proficiency in professional communication

PEO7 – Encourage self-reflection, continuous learning and personal growth

Course Description

The starting semester of the Six-Semester Soft Skills Programme serves as the foundation for essential professional and interpersonal skills that will shape students' success in both academia and industry. This semester focuses on building communication proficiency, career readiness, and self-presentation techniques. Students will develop expertise in crafting cover letters, interview strategies, group discussions and personal branding, ensuring they are well-prepared for professional engagements and long-term career growth.

Course Content

Module 1: Introduction to Soft Skills

[1 hour]

- Concept of Soft Skills

- Soft Skills vis-à-vis Hard Skills (Subject Knowledge / Technical Skills)
- Importance of Soft Skills in Academia (Presentations and Seminars) and Industry (Internships, Projects, Placements and Workplace Success)
- Overview of the Course

Module 2: Curricula Vitae, Résumés, Crafting Cover Letters

[3 hours]

- Understanding the difference between a CV and Résumé and when to use each (Academic / Research, Corporate)
- Key Components of a Professional Résumé (Contact Information, Educational Background, Work Experience, Skills and Certifications, Achievements, Internships, Projects)
- Cover Letters
Purpose and Importance
Structure and Format: Introduction, Body, Closing
Tailoring Cover Letters to Job Descriptions / Specific Roles
Common Mistakes and how to avoid them
Live Drafting of a Cover Letter based on a real Job Posting with instant Peer Review and Faculty Feedback

Module 3: Interview Skills

[4 hours]

- Stages of an Interview:
Pre-Interview Preparation, Actual Interview Process, Post-Interview Follow-Up
- Pre-Interview Preparation:
Importance of pre-interview preparation
Understanding job descriptions and role expectations
Mapping skills and qualifications to job roles
Industry and employer research techniques
Interview Dress
- Post-Interview Follow-Up:
Thank-you emails: tone, structure, timing
Accepting Job Offers gracefully
Handling rejections and requesting feedback
Maintaining professional relationships for future opportunities
- Employer Expectations and Common Evaluation Criteria

- Mock Interview with Feedback

Module 4: Group Discussions

[3 hours]

- Why GDs are used in admissions and placements
- Types of GDs
(Structured / Unstructured / Case-based or Situation-based / Abstract)
- Skills and Strategies for effective participation in a GD
How to start a GD: The art of Initiation
Structuring Arguments and speaking with clarity
Listening actively and interjecting diplomatically
Building on the points of others vs. contradicting respectfully
Handling dominance, interruptions and time pressure
- Non-verbal communication - posture, gestures, and eye contact
- Common do's and don'ts in a GD
- Practice GD with Observer Feedback

Module 5: Personal Branding and Online Presence

[2 hours]

- Importance of online presence in modern job markets
- How recruiters screen candidates online
- Consistency between Résumé and Digital Profiles
- Creating and optimising LinkedIn Profiles

Module 6: Professional Skills

[2 hours]

- Adaptability and resilience in the workplace
Flexibility and Importance of Relocation
- Practice Professionalism Everyday (Arrive on Time, Dress for Success, Work Smart, Manage and live up to Expectations, Lead by Example, Be Consistent)
- Time management, discipline and organizational skills
- Problem-solving and decision-making skills
- Teamwork and collaboration
- Leadership and interpersonal skills

Course Outcomes (CO):

On completion of this course, the students will be able to

- CO1 - Understand the significance of soft skills and their impact on academic and career success
- CO2 - Develop professional résumés and cover letters, optimizing them for diverse roles
- CO3 - Master interview strategies, handling pre- and post-interview interactions confidently
- CO4 - Engage effectively in group discussions, using structured communication and logical reasoning
- CO5 - Build a strong online presence, aligning LinkedIn profiles with résumé content for maximum visibility
- CO6 - Cultivate workplace professionalism, including adaptability, time management, leadership and problem-solving skills

Programme Outcomes (PO):

Upon successful completion of this six-semester programme, students will develop the following competencies:

- PO1 – Professional Documentation and Career Readiness
- PO2 – Excellence in Interviews and Group Discussions
- PO3 – Workplace Readiness and Adaptivity
- PO4 – Leadership and Teamwork Skills
- PO5 – Emotional Intelligence and Interpersonal Skills
- PO6 – Critical Thinking, Creativity and Problem-Solving Skills
- PO7 – Workplace Ethics and Professional Integrity
- PO8 – Public Speaking Skills and Persuasive Communication

Programme Specific Outcomes (PSO):

- PSO1 - Develop professional résumés and cover letters tailored to various industries and job roles.
- PSO2 - Exhibit confidence in interviews and engage effectively in group discussions.
- PSO3 - Exhibit flexibility and resilience, adapting to dynamic work environments and cultural settings.
- PSO4 - Demonstrate leadership qualities, strategic thinking and decision-making in team settings.

PSO5 - Cultivate self-awareness, empathy and resilience in professional and personal interactions.

PSO6 - Apply logical reasoning, innovation, and creative thinking to address real-world challenges.

PSO7 - Exhibit professionalism through responsible conduct, cultural sensitivity and ethical leadership.

PSO8 - Deliver impactful speeches and presentations, integrating storytelling, structuring and audience engagement techniques.

Correlation Matrix between CO and PO and CO and PSO:

	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PS O7	PS O8
CO 1	2	2	2	2	2	2	2	2	1	2	2	2	2	2	2	2
CO 2	3	2	2			1		2	3	2				1		
CO 3	2	3	1	2	2	2		2	2	3	1	2	2	2	1	2
CO 4	1	3	1	3	3	2		3		3	1	3	3	2	1	2
CO 5	3		1			2			1					2		
CO 6	3	3	3	3	2	3		1		3	3	3	2	2		

Degree of Correlation: 1 – low, 2 – medium, 3 – high

APTITUDE

Programme Educational Objectives (PEO)

The Six-Semester Aptitude Programme for undergraduate students aims to achieve the following broad educational objectives:

PEO1 – Develop Quantitative and Logical Reasoning Abilities

Equip students with advanced numerical and analytical skills.

PEO2 – Enhance Problem-Solving Efficiency

Foster a structured approach to tackling aptitude-based challenges, strengthening students' cognitive agility and strategic thinking.

PEO3 – Improve Spatial and Abstract Reasoning

Cultivate proficiency in non-verbal reasoning, pattern recognition, and spatial intelligence.

PEO4 – Promote Real-World Applications of Aptitude

Ensure students can integrate mathematical reasoning into practical domains such as financial analysis, data interpretation, and business problem-solving.

PEO5 – Strengthen Career and Professional Readiness

Provide a foundation for students to develop the aptitude required for job placements and in appearing for competitive exams.

Course Description

This initial aptitude course is designed to develop students' quantitative reasoning and logical thinking skills. The syllabus builds a strong foundation in algebra, sequences, coding-decoding, divisibility rules and problem-solving strategies essential for analytical thinking and professional success. Through structured exercises and practical applications, students will strengthen their ability to approach aptitude-based assessments with confidence.

Course Content

Module 1: Algebraic Powers & Roots

[3 hours]

Calculating squares, cubes, square roots, cube roots and solving equations related to powers and radicals

Module 2: Problems Involving Sequences and Series

[2 hours]

Arithmetic and Geometric sequences, where the terms follow a specific pattern

Module 3: Alphabetical Problems (Lexical Reasoning)

[1 hour]

Solving problems based on the order and position of letters in the alphabet, including finding alphabetical ranks and letter shifts.

Module 4: Letter Series [1 hour]

Identifying and continuing patterns in sequences of letters, such as alternating letters or alphabet shifts.

Module 5: Cryptology (Coding - Decoding) [2 hours]

Deciphering coded messages or applying letter transformations (e.g. Caesar cipher) to solve problems.

Module 6: Calendars and Chronology [2 hours]

Calculating days of the week, determining leap years and solving time-based problems using calendar systems

Module 7: Rules of Divisibility [2 hours]

Rules to check if a number is divisible by another, using criteria for numbers like 2, 3, 5, etc. and modular arithmetic

Module 8: Fractions, Decimals and Percentages [2 hours]

Conversions between fractions, decimals and percentages

Course Outcomes (CO):

On completion of this course, the students will be able to:

CO1 - Solve numerical problems efficiently, including algebraic equations involving powers, roots and sequences.

CO2 - Apply logical reasoning techniques to lexical pattern recognition, letter series, and coding-decoding challenges.

CO3 - Strengthen their understanding of calendar systems and chronology for time-based problem-solving.

CO4 - Develop computational accuracy in percentage calculations, divisibility rules, and

modular arithmetic.

CO5 - Enhance analytical skills through structured problem-solving techniques used in aptitude-based assessments.

Programme Outcomes (PO):

Upon successful completion of this six-semester programme, students will develop the following competencies:

PO1 - Apply numerical techniques:

Use advanced mathematical strategies to solve problems

PO2 - Develop logical thinking for structured problem solving

PO3 - Interpret data effectively

PO4 - Enhance speed and accuracy:

Apply mental math techniques to improve problem-solving efficiency in competitive environments

PO5 - Improve decision-making skills

PO6 - Develop confidence in aptitude tests commonly required for recruitment processes and competitive exams

Programme Specific Outcomes (PSO):

PSO1 - Master advanced calculation methods using numerical shortcuts and approximation

PSO2 - Solve logical and analytical puzzles by applying reasoning strategies in syllogisms, coding- decoding, seating arrangements, pattern recognition, analogy and classification

PSO3 - Strengthen financial and business aptitude by computing percentages, interest rates, work and wages, mixtures and alligations and profit-loss scenarios including sharing of profit or loss in a partnership, with accuracy

PSO4 - Analyze spatial and directional challenges by interpreting problems involving time, speed, distance, mensuration, cube-dice arrangements and figure classifications

PSO5 - Improve decision-making skills:

Apply statistical concepts like probability, mean, mode and median and permutation and combination techniques for structured problem-solving

PSO6 – Prepare systematically for aptitude-based job assessments and competitive exams

Correlation Matrix between CO and PO and CO and PSO:

	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	2		2		3	3					3
CO2		3		2	2	3		3				3
CO3	3		2	2		3	3			3		3
CO4	3	2	2	2	1	3	3		2			3
CO5	3	2	2	2	2	3	3	2		2		3

Degree of Correlation: 1 – low, 2 – medium, 3 – high

Semester 3	Soft Skills and Aptitude II (CLL203)	L	T	P	C
Version 1.0	Contact Hours - 30	2	0	0	1
Pre-requisites/Exposure					
Co-requisites	-				
Academic Year	2025-2026				

SOFT SKILLS

Programme Educational Objectives (PEO)

The six-semester Soft Skills Programme aims to equip undergraduate students with communication, leadership, emotional intelligence and career readiness skills essential for professional success and personal growth. The Programme Educational Objectives (PEO) focus on long-term competencies that prepare students for dynamic work environments, lifelong learning, and ethical leadership.

PEO1 – Impart skills required for employability and ensure career readiness

PEO2 – Develop leadership skills and ability for effective teamwork

PEO3 – Encourage critical thinking, creativity, and innovation

PEO4 – Develop self-awareness, emotional regulation, adaptability and resilience

PEO5 – Instill professionalism and a sense of ethical work culture

PEO6 – Ensure proficiency in professional communication

PEO7 – Encourage self-reflection, continuous learning and personal growth

Course Description

Building upon the foundational skills developed in the starting semester, the next semester focuses on advanced professional communication, career readiness and workplace etiquette. This semester refines résumé crafting, interview strategies, group discussion techniques and business correspondence, ensuring that students enhance their interpersonal abilities and become well-prepared for recruitment and professional engagements.

Course Content

Module 1: Professional Communication

[2 hours]

- Types of Communication (Verbal, Non-Verbal et. al.)

- Components of effective Communication: Confidence, Enthusiasm, Listening
- Barriers to Communication
(Language Differences, Semantic, Physical, Psychological, Physiological, Perceptual, Cultural, Hierarchical)
- Strategies to overcome Communication Barriers

Module 2: Crafting Résumés

[3 hours]

- Formatting tips (font, alignment, sectioning)
- Formatting best practices (ATS-friendly resumes)
- Tailoring Résumés for different Job Descriptions / Specific Roles
- Action Verbs, Industry-specific Keywords, Quantifying Impact
- Resume Template Walkthrough
(Use of Canva Resume Builder, ResumeGenius, Zety, Novo Résumé, VisualCV or other applications)
- Submission of individual Student Résumés with Correction and Feedback
(to be continued throughout the semester, irrespective of actual classes, until each student has a professional résumé)
Live Drafting of a Cover Letter based on a real Job Posting with instant Peer Review and Faculty Feedback

Module 3: Interview Skills

[4 hours]

- Techniques to reduce nervous habits and increase confidence in Interviews
- Importance of a Résumé in an Interview
- General Interview Questions:
Discussion of questions asked in actual job interviews of senior university students
Formulating responses to the questions
Reviewing and refining answers
- Mock Interview Practice:
Video-recording of the Interviews
Structured feedback from Instructors using standardised rubrics

Module 4: Group Discussions

[3 hours]

- Review of important points of a Group Discussion
- Hands-on Sessions (Mock Group Discussions)

Topics: Current Affairs / Business and Economics / Social Issues / Technology / Environmental Issues / Ethical Dilemmas / Abstract Concepts / Domain related
Video-recording of the GDs with Peer and Instructor Evaluation using Rubrics

Module 5: Handling official correspondence

[3 hours]

- Importance of professional tone, clarity and structure in official correspondence:
Tone – direct vs. polite, positive framing
Keeping emails concise and clear
Key elements of an e-mail: subject line, salutation, body, closing and signature
- Email Etiquettes:
Response time and digital courtesy
- Common Errors in email writing:
Vague / Uninformative Subject Lines
Forgotten Attachments
Inappropriate “Reply All”
(using "Reply All" when you only need to address a single person)
Failing to review e-mails before sending them
Sending emails to wrong recipients
Use of ‘bcc’ without pre-thought
Confusing homophones, grammatical errors, missed punctuation, redundancy
- Email Formatting - Good Practices:
Allocating ample amount of white space so that recipients don't have to squint their eyes
If there are a list of things to do, presenting it in a list format
No long paragraphs
Legible font size and colour
Using bold text for key points
- Hands-on practice with email writing exercises

Course Outcomes (CO):

On completion of this course, the students will be able to

CO1 - Exhibit confident and effective communication, overcoming barriers in diverse professional settings

CO2 - Craft professionally formatted résumés and cover letters, optimized for industry-specific job

applications

CO3 - Demonstrate interview mastery, applying structured techniques to handle common questions with clarity and composure

CO4 - Participate in group discussions strategically, refining articulation, argument structuring and diplomatic engagement

CO5 - Apply business communication principles, mastering professional email etiquette and correspondence

Programme Outcomes (PO):

Upon successful completion of this six-semester programme, students will develop the following competencies:

PO1 – Professional Documentation and Career Readiness

PO2 – Excellence in Interviews and Group Discussions

PO3 – Workplace Readiness and Adaptivity

PO4 – Leadership and Teamwork Skills

PO5 – Emotional Intelligence and Interpersonal Skills

PO6 – Critical Thinking, Creativity and Problem-Solving Skills

PO7 – Workplace Ethics and Professional Integrity

PO8 – Public Speaking Skills and Persuasive Communication

Programme Specific Outcomes (PSO):

PSO1 - Develop professional résumés and cover letters tailored to various industries and job roles.

PSO2 - Exhibit confidence in interviews and engage effectively in group discussions.

PSO3 - Exhibit flexibility and resilience, adapting to dynamic work environments and cultural settings.

PSO4 - Demonstrate leadership qualities, strategic thinking and decision-making in team settings.

PSO5 - Cultivate self-awareness, empathy and resilience in professional and personal interactions.

PSO6 - Apply logical reasoning, innovation and creative thinking to address real-world challenges.

PSO7 - Exhibit professionalism through responsible conduct, cultural sensitivity and ethical leadership.

PSO8 - Deliver impactful speeches and presentations, integrating storytelling, structuring and audience engagement techniques.

Correlation Matrix between CO and PO and CO and PSO:

	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PS O7	PS O8
CO 1	2	3	3	3	2			3	2	3		1				3
CO 2	3	2	2			2			3	2				2		
CO 3	2	3	2		1	2		3	2	3		2	1			2
CO 4	2	3		3	2	3		3		3	1	3	1	3		3
CO 5	3		3	1		2		2			1		2	1		

Degree of Correlation: 1 – low, 2 – medium, 3 – high

APTITUDE

Programme Educational Objectives (PEO)

The six-semester Aptitude Programme for postgraduate students aims to achieve the following broad educational objectives:

PEO1 – Develop Quantitative and Logical Reasoning Abilities

Equip students with advanced numerical and analytical skills.

PEO2 – Enhance Problem-Solving Efficiency

Foster a structured approach to tackling aptitude-based challenges, strengthening students’ cognitive agility and strategic thinking.

PEO3 – Improve Spatial and Abstract Reasoning

Cultivate proficiency in non-verbal reasoning, pattern recognition, and spatial intelligence.

PEO4 – Promote Real-World Applications of Aptitude

Ensure students can integrate mathematical reasoning into practical domains such as financial analysis, data interpretation, and business problem-solving.

PEO5 – Strengthen Career and Professional Readiness

Provide a foundation for students to develop the aptitude required for job placements and In appearing for competitive exams.

Course Description

This aptitude course is designed to build on the foundational numerical and logical reasoning skills acquired by students in the initial semester. It introduces practical applications of mathematical concepts, ensuring that learners develop efficiency in problem-solving and analytical thinking. The syllabus covers arithmetic simplifications, numerical sequences, ratio-proportion analysis and financial mathematics, fostering essential cognitive abilities for professional success.

Course Content

Module 1: Simplification **[1 hour]**

Solving complex mathematical expressions by applying basic arithmetic operations (addition, subtraction, multiplication, division) and simplifying them step by step

Module 2: Number Series **[2 hours]**

- Identifying patterns in a sequence of numbers and determining the next number or missing term in the series
- Identifying a wrong number in a sequence of numbers and correcting it

Module 3: HCF and LCM **[2 hours]**

Finding the smallest multiple common to two or more numbers and the largest factor common to them

Module 4: Clock **[2 hours]**

Solving problems related to time, such as calculating angles between clock hands or determining the time when certain events occur on a clock

Module 5: Percentage **[2 hours]**

Solving problems related to percentage calculations, such as finding percentage values, increase/decrease

Module 6: Profit and Loss **[2 hours]**

Calculating profit, loss, cost price, selling price, and percentage profit/loss and solving real-life business-related scenarios

Module 7: Ratio and Proportion **[2 hours]**

Exploring problems based on the relationship between two or more quantities, expressed in ratios or proportions

Module 8: Blood Relations (Logical Reasoning) **[2 hours]**

Determining the relationships between different family members based on given information, such as identifying family connections (e.g., mother, father, sibling)

Course Outcomes (CO):

On completion of this course, the students will be able to:

CO1 - Apply arithmetic simplification techniques to solve complex numerical problems efficiently

CO2 - Recognize and analyze number series patterns, detecting anomalies and missing terms

CO3 - Compute the Highest Common Factor (HCF) and Lowest Common Multiple (LCM) for problem-solving in real-world scenarios

CO4 - Solve time-based reasoning problems using clock calculations and chronological applications

CO5 – Master percentage calculations and analyze profit and loss situations

CO6 - Develop logical reasoning skills through problems concerning blood relations

CO7 - Strengthen ratio and proportion concepts for accurate quantitative evaluations

Programme Outcomes (PO):

Upon successful completion of this six-semester programme, students will develop the following competencies:

PO1 - Apply numerical techniques:

Use advanced mathematical strategies to solve problems

PO2 - Develop logical thinking for structured problem solving

PO3 - Interpret data effectively

PO4 - Enhance speed and accuracy:

Apply mental math techniques to improve problem-solving efficiency in competitive environments

PO5 - Improve decision-making skills

PO6 - Develop confidence in aptitude tests commonly required for recruitment processes and competitive exams

Programme Specific Outcomes (PSO):

PSO1 - Master advanced calculation methods using numerical shortcuts and approximation

PSO2 - Solve logical and analytical puzzles by applying reasoning strategies in syllogisms, coding- decoding, seating arrangements, pattern recognition, analogy and classification

PSO3 - Strengthen financial and business aptitude by computing percentages, interest rates, work and wages, mixtures and alligations and profit-loss scenarios including sharing of profit or loss in a partnership, with accuracy

PSO4 - Analyze spatial and directional challenges by interpreting problems involving time, speed, distance, mensuration, cube-dice arrangements and figure classifications

PSO5 - Improve decision-making skills:

Apply statistical concepts like probability, mean, mode and median and permutation and combination techniques for structured problem-solving

PSO6 – Prepare systematically for aptitude-based job assessments and competitive exams

Correlation Matrix between CO and PO and CO and PSO:

	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	2		3	1	3	3					3
CO2		3		3	1	3		3				3
CO3	3			3	1	3	3					3
CO4		3	1	3	1	3				3		3
CO5	3			3	1	3	3		3			3
CO6		3	2	3	2	3		3				3
CO7	3			3	1	3	3		1			3

Degree of Correlation: 1 – low, 2 – medium, 3 – high

	Soft Skills and Aptitude III (CLL204)	L	T	P	C
	Semester 4				
Version 1.0	Contact Hours - 30	2	0	0	1
Pre-requisites/Exposure					
Co-requisites	-				
Academic Year	2025-2026				

SOFT SKILLS

Programme Educational Objectives (PEO)

The six-semester Soft Skills Programme aims to equip undergraduate students with communication, leadership, emotional intelligence and career readiness skills essential for professional success and personal growth. The Programme Educational Objectives (PEO) focus on long-term competencies that prepare students for dynamic work environments, lifelong learning and ethical leadership.

PEO1 – Impart skills required for employability and ensure career readiness

PEO2 – Develop leadership skills and ability for effective teamwork

PEO3 – Encourage critical thinking, creativity and innovation

PEO4 – Develop self-awareness, emotional regulation, adaptability and resilience

PEO5 – Instill professionalism and a sense of ethical work culture

PEO6 – Ensure proficiency in professional communication

PEO7 – Encourage self-reflection, continuous learning and personal growth

Course Description

The current semester of the Six-Semester Soft Skills Programme is designed to enhance students' communication, leadership and self-awareness skills through advanced presentation techniques, interview mastery, group discussion strategies and self-assessment tools. This semester deepens students' ability to deliver impactful speeches, refine body language and analyze personal growth, ensuring they develop the confidence and adaptability necessary for professional success.

Course Content

Module 1: Presentation Skills

[2 hours]

- 7Cs of Presentation
 - Clarity: Ensuring the message is clear and concise
 - Conciseness: Keeping the presentation brief and to the point
 - Consistency: Maintaining a consistent style and format
 - Confidence: Projecting confidence through body language and voice modulation
 - Connection: Engaging the audience and maintaining eye contact
 - Creativity: Using creative elements to make the presentation memorable
 - Conclusion: Summarizing key points and providing a strong closing
- Live Presentations by Students with instant Peer Review and Faculty Feedback
(General and Domain-Related Topics)

Module 2: Non-Verbal Communication / Body Language

[2 hours]

- Understanding Non-Verbal Communication
- Key Elements of Body Language:
 - Posture and Stance
 - Gestures and Hand Movements
 - Facial Expressions and Microexpressions
 - Proxemics and Haptics
- Professional Etiquette:
 - Appropriate vs. Inappropriate Body Language in Professional Settings
- Body Language for Interviews:
 - Making a strong First Impression
 - Confident Handshakes and maintaining Eye Contact
- Body Language for Leadership and Public Speaking:
 - How to command presence in Meetings and Presentations
 - Using purposeful Gestures and Vocal Tone effectively

Module 3: Interview Skills

[3 hours]

- Types of Interviews:
 - Behavioural Interview (STAR method of answering - Situation, Task, Answer, Result),
 - Situational Interview, Panel Interview, Group Interview, Technical Interview,
 - HR Interview, Case Interview, Stress Interview, Virtual Interview
- General Interview Questions:

Discussion of questions asked in actual job interviews of senior university students

Formulating responses to the questions

Reviewing and refining answers

- Mock Interview Practice:

Video-recording of the Interviews

Structured feedback from Instructors using standardised rubrics

Module 4: Group Discussions

[2 hours]

- Hands-on Sessions (Mock Group Discussions)

Topics: Current Affairs / Business and Economics / Social Issues / Technology / Environmental Issues / Ethical Dilemmas / Abstract Concepts / Domain related

Video-recording of the GDs with Peer and Instructor Evaluation using Rubrics

Module 5: Self-Reflection and Self-Assessment

[3 hours]

- Techniques for effective Self-Reflection:

Journaling, thought exercises and guided introspection

Johari Window – building self-awareness and trust

- Understanding self-assessment and its role in career success

- Conducting a personal SWOT Analysis

(Strengths, Weaknesses, Opportunities, Threats)

- Developing a Self-Improvement Roadmap:

Setting SMART goals (Specific, Measurable, Achievable, Relevant, Time-bound goals)

Strategies for continuous growth and adaptability

Building accountability for self-progress

Managing Failures and learning from setbacks

Module 6: Public Speaking

[3 hours]

- Overcoming glossophobia and other psychological barriers

- Techniques for confidence building

- Content organization and story-telling techniques:

Structuring a compelling speech (introduction, body, conclusion)

Using rhetorical devices for persuasion and engagement

Incorporating story-telling and humour effectively

- Persuasive Communication: Ethos, Pathos, Logos

- Analysis of a TED Talk for structure and appeal

- Individual student speeches (both prepared and extempore / impromptu) with constructive critique by faculty

Course Outcomes (CO):

On completion of this course, the students will be able to

- CO1 - Master public speaking and presentation skills, applying structured techniques to engage audiences.
- CO2 - Demonstrate professional body language, ensuring effective communication in interviews and leadership roles.
- CO3 - Refine interview skills, understanding various interview formats and strategic response techniques.
- CO4 - Participate in structured group discussions, applying diplomatic communication and analytical reasoning.
- CO5 - Engage in self-reflection and career assessment, using frameworks for continuous improvement.

Programme Outcomes (PO):

Upon successful completion of this six-semester programme, students will develop the following competencies:

- PO1 – Professional Documentation and Career Readiness
- PO2 – Excellence in Interviews and Group Discussions
- PO3 – Workplace Readiness and Adaptivity
- PO4 – Leadership and Teamwork Skills
- PO5 – Emotional Intelligence and Interpersonal Skills
- PO6 – Critical Thinking, Creativity and Problem-Solving Skills
- PO7 – Workplace Ethics and Professional Integrity
- PO8 – Public Speaking Skills and Persuasive Communication

Programme Specific Outcomes (PSO):

- PSO1 - Develop professional résumés and cover letters tailored to various industries and job roles.
- PSO2 - Exhibit confidence in interviews and engage effectively in group discussions.
- PSO3 - Exhibit flexibility and resilience, adapting to dynamic work environments and cultural settings.
- PSO4 - Demonstrate leadership qualities, strategic thinking and decision-making in team settings.

PSO5 - Cultivate self-awareness, empathy and resilience in professional and personal interactions.

PSO6 - Apply logical reasoning, innovation and creative thinking to address real-world challenges.

PSO7 - Exhibit professionalism through responsible conduct, cultural sensitivity and ethical leadership.

PSO8 - Deliver impactful speeches and presentations, integrating storytelling, structuring and audience engagement techniques.

Correlation Matrix between CO and PO and CO and PSO:

	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PS O7	PS O8
CO 1	1		2	1	2	2		3			1	2	1	2		3
CO 2	2	3	2	1	1			2	2				1			1
CO 3	2	3	2	2	1	3		2			3	2	1	1		
CO 4	2	3		3	2	2		2			3	3	2	1		2
CO 5	3	2	2	2	2	2	1	2		2	2	2	2	2	1	2

Degree of Correlation: 1 – low, 2 – medium, 3 – high

APTITUDE

Programme Educational Objectives (PEO)

The six-semester Aptitude Programme for postgraduate students aims to achieve the following broad educational objectives:

PEO1 – Develop Quantitative and Logical Reasoning Abilities

Equip students with advanced numerical and analytical skills.

PEO2 – Enhance Problem-Solving Efficiency

Foster a structured approach to tackling aptitude-based challenges, strengthening students' cognitive agility and strategic thinking.

PEO3 – Improve Spatial and Abstract Reasoning

Cultivate proficiency in non-verbal reasoning, pattern recognition and spatial intelligence.

PEO4 – Promote Real-World Applications of Aptitude

Ensure students can integrate mathematical reasoning into practical domains such as financial analysis, data interpretation and business problem-solving.

PEO5 – Strengthen Career and Professional Readiness

Provide a foundation for students to develop the aptitude required for job placements and in appearing for competitive exams.

Course Description

This aptitude course strengthens students' problem-solving skills, focusing on financial mathematics, spatial reasoning, logical deduction and data interpretation. The syllabus emphasizes structured analytical thinking, preparing students for professional assessments conducted by recruiters and competitive exams.

Course Content

Module 1: Average **[2 hours]**

Calculating the mean of a set of numbers by dividing the sum of all terms by the number of terms, and solving related problems like weighted averages

Module 2: Relative Positions and Directions **[2 hours]**

Working out problems related to directions and movement in those directions to determine relative positions

Module 3: Non-Verbal Reasoning **[1 hour]**

Problems that involve patterns, shapes and figures, testing the ability to recognize visual patterns and logical relationships between them, such as figure completion, analogy, and classification

Module 4: Simple and Compound Interest**[4 hours]**

- Calculating interest on a principal amount over time at a fixed rate, where the interest is proportional to the principal and time
- Calculating interest on both the initial principal and the accumulated interest over multiple periods, reflecting exponential growth

Module 5: Sitting Arrangements**[2 hours]**

Arranging people in a certain order or pattern, typically around a table or in rows, based on given conditions or clues

Module 6: Surds and Indices**[2 hours]**

- Irrational Roots
- Rules and Regulations related to powers / exponents

Module 7: Partnership**[2 hours]**

Figuring out problems related to the sharing of profits or losses among partners in a business, based on their investment ratios and time periods

Module 8: Venn Diagram and Set Theory**[1 hour]**

- Concept of Venn Diagram and its usage
- Solving problems of Set Theory with the help of Venn Diagrams

Course Outcomes (CO):

On completion of this course, the students will be able to:

CO1 - Compute averages, including weighted means, and apply them in statistical analysis

CO2 - Develop pattern recognition skills through non-verbal reasoning exercises such as analogies and figure classifications.

CO3 - Solve directional and positional problems by analyzing movements and spatial relationships

CO4 - Apply simple and compound interest calculations in financial contexts and analyze partnership-based financial issues, distributing profits or losses effectively

CO5 – Strategically arrange seating configurations based on logical constraints

CO6 - Understand surds and indices, solving problems involving irrational roots and rules of exponents

CO7 - Utilize Venn diagrams and set theory to evaluate logical relationships in structured datasets.

Programme Outcomes (PO):

Upon successful completion of this six-semester programme, students will develop the following competencies:

PO1 - Apply numerical techniques:

Use advanced mathematical strategies to solve problems

PO2 - Develop logical thinking for structured problem solving

PO3 - Interpret data effectively

PO4 - Enhance speed and accuracy:

Apply mental math techniques to improve problem-solving efficiency in competitive environments

PO5 - Improve decision-making skills

PO6 - Develop confidence in aptitude tests commonly required for recruitment processes and competitive exams

Programme Specific Outcomes (PSO):

PSO1 - Master advanced calculation methods using numerical shortcuts and approximation

PSO2 - Solve logical and analytical puzzles by applying reasoning strategies in syllogisms, coding- decoding, seating arrangements, pattern recognition, analogy and classification

PSO3 - Strengthen financial and business aptitude by computing percentages, interest rates, work and wages, mixtures and alligations and profit-loss scenarios including sharing of profit or loss in a partnership, with accuracy

PSO4 - Analyze spatial and directional challenges by interpreting problems involving time, speed, distance, mensuration, cube-dice arrangements and figure classifications

PSO5 - Improve decision-making skills:

Apply statistical concepts like probability, mean, mode and median and permutation and combination techniques for structured problem-solving

PSO6 – Prepare systematically for aptitude-based job assessments and competitive exams

Correlation Matrix between CO and PO and CO and PSO:

	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3			3	1	3	3					3
CO2		3	2	3	1	3		3		2		3
CO3		3	1	3	2	3		3		3		3
CO4	3			3	1	3	3		3			3
CO5		3	2	3	2	3		3		2		3
CO6	3			3		3	3					3
CO7		3	3	3	1	3		3				3

Degree of Correlation: 1 – low, 2 – medium, 3 – high

	Soft Skills and Aptitude IV (CLL303)	L	T	P	C
	Semester 5				
Version 1.0	Contact Hours - 30	2	0	0	1
Pre-requisites/Exposure					
Co-requisites	-				
Academic Year	2025-2026				

SOFT SKILLS

Programme Educational Objectives (PEO)

The six-semester Soft Skills Programme aims to equip undergraduate students with communication, leadership, emotional intelligence and career readiness skills essential for professional success and personal growth. The Programme Educational Objectives (PEO) focus on long-term competencies that prepare students for dynamic work environments, lifelong learning and ethical leadership.

PEO1 – Impart skills required for employability and ensure career readiness

PEO2 – Develop leadership skills and ability for effective teamwork

PEO3 – Encourage critical thinking, creativity and innovation

PEO4 – Develop self-awareness, emotional regulation, adaptability and resilience

PEO5 – Instill professionalism and a sense of ethical work culture

PEO6 – Ensure proficiency in professional communication

PEO7 – Encourage self-reflection, continuous learning and personal growth

Course Description

The current semester of the Six-Semester Soft Skills Programme focuses on advanced professional skills that foster leadership, workplace success and interpersonal excellence. It integrates key concepts such as personal effectiveness, group dynamics, virtual interview readiness, conflict management and public speaking to enhance students' preparedness for professional engagements. This semester equips graduates with refined communication strategies and workplace adaptability, ensuring they excel in competitive academic and corporate environments.

Course Content

Module 1: Being Successful:

[2 hours]

- The 7 Habits of Highly Effective People:
(From Steven Covey's Book)
Habit 1 – Be proactive
Take responsibility for one's life and choices
Focus on what can be controlled rather than dwelling on the uncontrollable
Habit 2 – Begin with the end in mind
Define long-term goals
Have a clear vision of the desired destination
Habit 3 – Put First Things First
Manage time and priorities
Steven Covey's Time Management Matrix based on importance and urgency of tasks
Habit 4 – Think Win-Win
Strive for outcomes that benefit all involved
Habit 5 – Seek first to understand, then to be understood
Listen empathetically
Understand others' perspectives before sharing your own
Habit 6 – Synergize:
Importance of open-mindedness, creativity, and teamwork in achieving synergy and leveraging the collective strengths of a group
Habit 7 – Sharpen the Saw:
Maintain effectiveness by investing time in continuous learning and personal development

Module 2: Group Dynamics

[2 hours]

- Understanding group roles and responsibilities
- Understanding individual roles in a team
- Psychological aspects of group cohesion
- Effective collaboration and strategies to enhance team engagement
- Intergroup dynamics vs. intragroup dynamics

Module 3: Group Discussions

[2 hours]

- Hands-on Sessions (Mock Group Discussions)
Topics: Current Affairs / Business and Economics / Social Issues / Technology / Environmental Issues / Ethical Dilemmas / Abstract Concepts / Domain related

Video-recording of the GDs with Peer and Instructor Evaluation using Rubrics

Module 4: Interview Skills

[4 hours]

- Virtual Interviews:
 - Differences between remote and in-person interviews
 - Communicating clearly and effectively
 - Speaking clearly and at a moderate pace
 - Listening attentively
 - Maintaining eye contact through the camera to convey engagement and sincerity
 - Using appropriate body language
 - Technical Setup & Professional Online Presence
 - Optimizing video, audio, lighting, and background
 - Dressing professionally
 - Managing distractions and ensuring a stable internet connection
 - Artificial Intelligence (AI) as an Assessment Tool in Virtual Interviews
 - NLP and Sentiment Analysis
- Mock Interview Practice:
 - Video-recording of the Interviews
 - Structured feedback from Instructors using standardised rubrics

Module 5: Conflict Management

[2 hours]

- Causes of Conflict:
 - Miscommunication, competing interests, resistance to change, personality differences, lack of trust, differing values and beliefs, stress and pressure, limited resources
- The psychology of conflict: emotional vs. rational responses
- Conflict Resolution:
 - Thomas-Kilmann conflict resolution model
 - Assertiveness vs. Cooperativeness Matrix
 - competing, collaborating, compromising, avoiding, accommodating
 - Techniques for de-escalating heated situations

Module 6: Presentation Skills

[3 hours]

- Content Structuring:

Organising ideas logically, framing a clear objective and supporting points with data / examples / stories

- Voice Modulation: Pitch, Tone, Emphasis
- Clear articulation and appropriate speed of flow of speech
- Avoiding filler words
- Confidence and stage presence
- Slide Design and Visual Literacy
- Live Presentations by Students with instant Peer Review and Faculty Feedback
(General and Domain-Related Topics)

Course Outcomes (CO):

On completion of this course, the students will be able to

CO1 - Adopt success-oriented habits for personal and professional effectiveness based on Stephen Covey's principles

CO2 - Understand group dynamics and apply teamwork strategies to enhance collaboration and engagement

CO3 - Participate effectively in structured group discussions, using logical reasoning and persuasive communication

CO4 - Master virtual interviews, ensuring professional presence, technical preparedness and adaptability

CO5 - Navigate workplace conflicts, applying psychological and strategic conflict resolution techniques.

CO6 - Deliver high-impact presentations, refining content structure, confidence, voice modulation and stage presence.

Programme Outcomes (PO):

Upon successful completion of this six-semester programme, students will develop the following competencies:

PO1 – Professional Documentation and Career Readiness

PO2 – Excellence in Interviews and Group Discussions

PO3 – Workplace Readiness and Adaptivity

PO4 – Leadership and Teamwork Skills

PO5 – Emotional Intelligence and Interpersonal Skills

PO6 – Critical Thinking, Creativity and Problem-Solving Skills

PO7 – Workplace Ethics and Professional Integrity

PO8 – Public Speaking Skills and Persuasive Communication

Programme Specific Outcomes (PSO):

PSO1 - Develop professional résumés and cover letters tailored to various industries and job roles

PSO2 - Exhibit confidence in interviews and engage effectively in group discussions

PSO3 - Exhibit flexibility and resilience, adapting to dynamic work environments and cultural settings

PSO4 - Demonstrate leadership qualities, strategic thinking and decision-making in team settings

PSO5 - Cultivate self-awareness, empathy and resilience in professional and personal interactions

PSO6 - Apply logical reasoning, innovation and creative thinking to address real-world challenges

PSO7 - Exhibit professionalism through responsible conduct, cultural sensitivity and ethical leadership

PSO8 - Deliver impactful speeches and presentations, integrating storytelling, structuring and audience engagement techniques

Correlation Matrix between CO and PO and CO and PSO:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO1	2	3	3	3	3	2		1		3	3	3	3	3		1
CO2	1	3	3	3	2	2		2		3	3	3	3	2	2	2
CO3	2	3	1	3	3	3		3		3	3	3	3	3		2
CO4	2	3	3	2	3	3		3	3	3	3	3	3	3		1
CO5	2		3	3	3	3		1			3	3	3	3		
CO6	1	1	2	2	2	3		3		1		3	3	3		3

Degree of Correlation: 1 – low, 2 – medium, 3 – high

APTITUDE

Programme Educational Objectives (PEO)

The six-semester Aptitude Programme for postgraduate students aims to achieve the following broad educational objectives:

PEO1 – Develop Quantitative and Logical Reasoning Abilities

Equip students with advanced numerical and analytical skills.

PEO2 – Enhance Problem-Solving Efficiency

Foster a structured approach to tackling aptitude-based challenges, strengthening students' cognitive agility and strategic thinking.

PEO3 – Improve Spatial and Abstract Reasoning

Cultivate proficiency in non-verbal reasoning, pattern recognition and spatial intelligence.

PEO4 – Promote Real-World Applications of Aptitude

Ensure students can integrate mathematical reasoning into practical domains such as financial analysis, data interpretation and business problem-solving.

PEO5 – Strengthen Career and Professional Readiness

Provide a foundation for students to develop the aptitude required for job placements and in appearing for competitive exams.

Course Description

This aptitude course deepens students' numerical, logical and analytical thinking abilities by introducing structured problem-solving techniques applicable in aptitude assessments conducted by recruiters, competitive exams and practical decision-making scenarios. The syllabus covers diverse topics ranging from number systems to spatial reasoning and logical puzzles, equipping students with essential cognitive skills for advanced analytical challenges.

Course Content

Module 1: Problems on Age

[1 hour]

Problems on calculating the ages of individuals at different points in time, typically using relationships between their ages in the past, present, or future

Module 2: Analogy and Classification [1 hour]

- Finding relationships between pairs of items
- Grouping objects based on common characteristics or patterns

Module 3: Number System [3 hours]

- Study of different types of numbers (natural, whole, integers, rational, irrational) and their properties
- Conversions between number systems like binary, decimal and hexadecimal

Module 4: Puzzles [1 hour]

Solving logical and abstract puzzles that require critical thinking, pattern recognition and step-by-step deduction to find the solution

Module 5: Mensuration 2D and 3D [3 hours]

- Calculating areas and perimeters of flat shapes (2D)
- Calculating volumes and surface areas of three-dimensional objects (3D)

Module 6: Time and Work [2 hours]

Problems related to the time taken to complete a task based on the efficiency of individuals or groups, often involving rates of work

Module 7: Work and Wages [1 hour]

Calculating wages earned based on work done, considering the rate of pay, time spent and efficiency of workers

Module 8: Pipes and Cisterns [1 hour]

Solving problems related to the filling and emptying of tanks or cisterns using pipes, with varying rates of inflow and outflow

Module 9: Dice and Cubes [2 hours]

Figuring out problems related to the arrangement of dots on dice or the faces of

cubes, often involving rotations, positions and symmetry

Course Outcomes (CO):

On completion of this course, the students will be able to:

CO1 - Apply problem-solving techniques to age-related calculations across different timeframes

CO2 - Understand the number system comprehensively, including conversions between different numerical formats (binary, decimal, hexadecimal)

CO3 - Solve logical puzzles through critical thinking and stepwise deductions

CO4 - Compute areas, perimeters, surface areas and volumes of 2D and 3D shapes using mensuration techniques

CO5 - Evaluate time and work problems to determine efficiency and output in collaborative work scenarios and calculate wages in work-based settings, understanding payment structures based on time and efficiency

CO6 - Analyze pipes and cisterns problems, determining rates of inflow and outflow in varying conditions

CO7 - Develop spatial reasoning skills using dice and cube-based problems involving symmetry, rotations and pattern recognition

Programme Outcomes (PO):

Upon successful completion of this six-semester programme, students will develop the following competencies:

PO1 - Apply numerical techniques:

Use advanced mathematical strategies to solve problems

PO2 - Develop logical thinking for structured problem solving

PO3 - Interpret data effectively

PO4 - Enhance speed and accuracy:

Apply mental math techniques to improve problem-solving efficiency in competitive environments

PO5 - Improve decision-making skills

PO6 - Develop confidence in aptitude tests commonly required for recruitment processes and competitive exams

Programme Specific Outcomes (PSO):

PSO1 - Master advanced calculation methods using numerical shortcuts and approximation

PSO2 - Solve logical and analytical puzzles by applying reasoning strategies in syllogisms,

coding- decoding, seating arrangements, pattern recognition, analogy and classification

PSO3 - Strengthen financial and business aptitude by computing percentages, interest rates, work and wages, mixtures and alligations and profit-loss scenarios including sharing of profit or loss in a partnership, with accuracy

PSO4 - Analyze spatial and directional challenges by interpreting problems involving time, speed, distance, mensuration, cube-dice arrangements and figure classifications

PSO5 - Improve decision-making skills:

Apply statistical concepts like probability, mean, mode and median and permutation and combination techniques for structured problem-solving

PSO6 – Prepare systematically for aptitude-based job assessments and competitive exams

Correlation Matrix between CO and PO and CO and PSO:

	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3			3		3	3					3
CO2	3	3		3		3						3
CO3		3	2	3	1	3		3				3
CO4	3			3		3	3			3		3
CO5	3			3		3	3		3			3
CO6	3			3		3	2					3
CO7		3		3	2	3		3		3		3

Degree of Correlation: 1 – low, 2 – medium, 3 – high

	Soft Skills and Aptitude V (CLL304) Semester 6	L	T	P	C
Version 1.0	Contact Hours - 30	2	0	0	1
Pre-requisites/Exposure					
Co-requisites	-				
Academic Year	2025-2026				

SOFT SKILLS

Programme Educational Objectives (PEO)

The six-semester Soft Skills Programme aims to equip undergraduate students with communication, leadership, emotional intelligence and career readiness skills essential for professional success and personal growth. The Programme Educational Objectives (PEO) focus on long-term competencies that prepare students for dynamic work environments, lifelong learning and ethical leadership.

PEO1 – Impart skills required for employability and ensure career readiness

PEO2 – Develop leadership skills and ability for effective teamwork

PEO3 – Encourage critical thinking, creativity and innovation

PEO4 – Develop self-awareness, emotional regulation, adaptability and resilience

PEO5 – Instill professionalism and a sense of ethical work culture

PEO6 – Ensure proficiency in professional communication

PEO7 – Encourage self-reflection, continuous learning and personal growth

Course Description

The penultimate semester of the Six-Semester Soft Skills Programme is designed to enhance students' personal effectiveness, professional motivation and emotional intelligence. It introduces success strategies, self-management techniques and advanced communication skills that prepare graduates for leadership roles and workplace excellence. Students will refine their problem-solving abilities and stress management strategies through structured activities, hands-on practice and instructor feedback.

Course Content

Module 1: Being Successful:

[2 hours]

- The 5 A.M. Club:

(From Robin Sharma's book)

The four Focus Areas of Top Performers

Using Materialisation IQ – Focussing on materialising talent

Working free from distractions

Making continual improvements till mastery is achieved

Stacking small and consistent wins day after day until excellence is reached.

The 20/20/20 Formula

Waking up at 5 o'clock in the morning each day and spending the first hour focussing on Personal Development, using a 20/20/20 model, such as:

20 minutes of exercise

20 minutes of self-reflection

20 minutes of progressing towards chosen goals

Benefits – Improved cognitive performance, greater self-control, learning new skills

- Working with Yourself:

(From Chapter 7 of Josh Kaufman's book: The Personal MBA)

Overcoming Akrasia

Locus of Control

Externalization

Four methods of completing tasks: Completion, Deletion, Delegation, Deferment

Monoidealism as an alternative to multitasking

Module 2: Motivation

[3 hours]

- Importance of motivation in professional settings
- Intrinsic vs. extrinsic motivation
- Maslow's Hierarchy and Self-Determination Theory
- Barriers to motivation -

Intrinsic Barriers

Fear of failure, Resistance to feedback, Lack of clear goals, Low self-efficacy,

Limiting beliefs, Lack of autonomy, Burnout and fatigue

Extrinsic Barriers

Lack of support, Lack of Resources, Lack of clarity, Unrealistic expectations,

Lack of reward, Stressful situations

- Techniques to stay motivated -
 - Set clear and achievable goals
 - Break down large tasks into smaller, manageable chunks
 - Track progress on a regular basis
 - Positive Reinforcement – Reward yourself for achieving milestones
 - Surround yourself with positive support
 - Schedule time for breaks and enjoyable activities to recharge and prevent burnout

Module 3: Group Discussions

[2 hours]

- Hands-on Sessions (Mock Group Discussions)
 - Topics: Current Affairs / Business and Economics / Social Issues / Technology / Environmental Issues / Ethical Dilemmas / Abstract Concepts / Domain related
 - Video-recording of the GDs with Peer and Instructor Evaluation using Rubrics

Module 4: Interview Skills

[4 hours]

- General Interview Questions:
 - Discussion of questions asked in actual job interviews of senior university students
 - Formulating responses to the questions
 - Reviewing and refining answers
- Mock Interview Practice:
 - Video-recording of the Interviews
 - Structured feedback from Instructors using standardised rubrics

Module 5: Emotional Intelligence

[2 hours]

- Concept of Emotional Intelligence
- Daniel Goleman’s EI Model:
 - Self-awareness, Self-regulation, Motivation, Empathy and Social skills
- Emotion Information Processing (EIP) as a component of EI:
 - Definition
 - Steps - Emotion Stimulus Detection, Emotional Interpretation, Cognitive Processing, Physiological Response, Behavioural Response
- Mindfulness and Emotion Regulation Techniques
- Importance of EI in Career and Interpersonal Relationships

Module 6: Stress Management and Anger Management

[2 hours]

- Psychology of Stress and Anger
Triggers, Physiological responses and Behavioural Patterns
- Types of Stress – Acute vs. Chronic Stress
- Stress Management Strategies:
Cognitive approaches – Reframing negative thoughts and mindfulness
Physical Techniques - Breathing exercises, progressive muscle relaxation and movement therapy
- Anger Management Strategies:
Recognizing Anger Patterns - Self-awareness & emotional triggers
Assertiveness vs. Aggression
Constructive Expression vs. Suppression - Healthy communication strategies
- Handling stress and anger in professional settings

Course Outcomes (CO):

On completion of this course, the students will be able to

CO1 - Adopt success-oriented habits to improve personal and professional effectiveness

CO2 - Understand motivation theories and apply strategies to stay engaged in work and personal life

CO3 - Participate in structured group discussions, analyzing complex topics with logical reasoning and interpersonal awareness.

CO4 - Master interview techniques, handling real-world job questions with confidence.

CO5 - Develop emotional intelligence, strengthening self-awareness, empathy and resilience in workplace interactions.

CO6 - Manage stress and anger effectively, applying psychological frameworks to maintain professional composure.

Programme Outcomes (PO):

Upon successful completion of this six-semester programme, students will develop the following competencies:

PO1 – Professional Documentation and Career Readiness

PO2 – Excellence in Interviews and Group Discussions

PO3 – Workplace Readiness and Adaptivity

PO4 – Leadership and Teamwork Skills

PO5 – Emotional Intelligence and Interpersonal Skills

PO6 – Critical Thinking, Creativity and Problem-Solving Skills

PO7 – Workplace Ethics and Professional Integrity

PO8 – Public Speaking Skills and Persuasive Communication

Programme Specific Outcomes (PSO):

PSO1 - Develop professional résumés and cover letters tailored to various industries and job roles.

PSO2 - Exhibit confidence in interviews and engage effectively in group discussions.

PSO3 - Exhibit flexibility and resilience, adapting to dynamic work environments and cultural settings.

PSO4 - Demonstrate leadership qualities, strategic thinking and decision-making in team settings.

PSO5 - Cultivate self-awareness, empathy and resilience in professional and personal interactions.

PSO6 - Apply logical reasoning, innovation and creative thinking to address real-world challenges.

PSO7 - Exhibit professionalism through responsible conduct, cultural sensitivity and ethical leadership.

PSO8 - Deliver impactful speeches and presentations, integrating storytelling, structuring, and audience engagement techniques.

Correlation Matrix between CO and PO and CO and PSO:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO1	2	2	3	2		3				2	2	3	2	3		
CO2	2	3	2	2	2	2		2	2	2	2	2	2	2	2	2
CO3	2	3		3	3	3		3		3	2	3	2	3		1
CO4	2	3	3	2	3	3		2	2	3	2	3	3	3		1
CO5	2	2	3	3	3			1		2	3	3	3			2
CO6	1	2	3	2	3			1		2	2	2	3			1

Degree of Correlation: 1 – low, 2 – medium, 3 – high

APTITUDE

Programme Educational Objectives (PEO)

The six-semester Aptitude Programme for postgraduate students aims to achieve the following broad educational objectives:

PEO1 – Develop Quantitative and Logical Reasoning Abilities

Equip students with advanced numerical and analytical skills.

PEO2 – Enhance Problem-Solving Efficiency

Foster a structured approach to tackling aptitude-based challenges, strengthening students' cognitive agility and strategic thinking.

PEO3 – Improve Spatial and Abstract Reasoning

Cultivate proficiency in non-verbal reasoning, pattern recognition and spatial intelligence.

PEO4 – Promote Real-World Applications of Aptitude

Ensure students can integrate mathematical reasoning into practical domains such as financial analysis, data interpretation and business problem-solving.

PEO5 – Strengthen Career and Professional Readiness

Provide a foundation for students to develop the aptitude required for job placements and in appearing for competitive exams.

Course Description

This aptitude course is designed to develop students' proficiency in problem-solving techniques related to speed, movement, logical deduction and quantitative analysis. The curriculum integrates applied mathematics, logical reasoning and data sufficiency, ensuring students acquire analytical skills necessary for competitive exams and aptitude assessments conducted by recruiters.

Course Content

Module 1: Time, Speed and Distance

[2 hours]

Solving problems that involve the relationship between time, speed and distance

Module 2: Trains

[2 hours]

Problems related to the motion of trains, including relative speeds, meeting points and distance travelled over time

Module 3: Boats and Streams

[2 hours]

Problems related to boats moving in a river or stream, where the speed of the boat is affected by the speed of the current (upstream or downstream)

Module 4: Races and Games

[1 hour]

Figuring out problems based on the concepts of relative speed, time taken and the positions of participants in races or other competitive scenarios

Module 5: Syllogism

[3 hours]

Logical reasoning to determine the validity of conclusions based on given statements. It includes understanding "if-then" relationships and categorical logic

Module 6: Data Sufficiency

[1 hour]

Determining whether the information provided in a problem is sufficient to answer a given question, without necessarily solving the entire problem

Module 7: Mean, Median, Mode

[1 hour]

Calculation of central tendency measures: mean (average), median

(middle value) and mode (most frequent value) and applying them to data analysis

Module 8: Permutation and Combination

[3 hours]

Covers counting techniques to determine the number of ways to arrange or select items

Course Outcomes (CO):

On completion of this course, the students will be able to:

- CO1 - Solve problems involving time, speed and distance by applying structured mathematical formulas
- CO2 - Understand the mechanics of train motion, calculating meeting points and relative speeds
- CO3 - Evaluate the effect of stream currents on boat movement, analyzing upstream and downstream scenarios and apply reasoning strategies to race-based problems, determining winner projections and competitor positions
- CO4 - Develop categorical logic proficiency through syllogistic reasoning and "if-then" relationships
- CO5 - Assess data sufficiency problems effectively, determining whether given information is adequate for conclusions
- CO6 - Compute statistical measures—mean, median and mode—for data interpretation and analysis
- CO7 - Master permutation and combination concepts for structured counting techniques in arrangements and selections

Programme Outcomes (PO):

Upon successful completion of this six-semester programme, students will develop the following competencies:

- PO1 - Apply numerical techniques:
Use advanced mathematical strategies to solve problems
- PO2 - Develop logical thinking for structured problem solving

PO3 - Interpret data effectively

PO4 - Enhance speed and accuracy:

Apply mental math techniques to improve problem-solving efficiency in competitive environments

PO5 - Improve decision-making skills

PO6 - Develop confidence in aptitude tests commonly required for recruitment processes and competitive exams

Programme Specific Outcomes (PSO):

PSO1 - Master advanced calculation methods using numerical shortcuts and approximation

PSO2 - Solve logical and analytical puzzles by applying reasoning strategies in syllogisms, coding- decoding, seating arrangements, pattern recognition, analogy and classification

PSO3 - Strengthen financial and business aptitude by computing percentages, interest rates, work and wages, mixtures and alligations and profit-loss scenarios including sharing of profit or loss in a partnership, with accuracy

PSO4 - Analyze spatial and directional challenges by interpreting problems involving time, speed, distance, mensuration, cube-dice arrangements and figure classifications

PSO5 - Improve decision-making skills:

Apply statistical concepts like probability, mean, mode and median and permutation and combination techniques for structured problem-solving

PSO6 – Prepare systematically for aptitude-based job assessments and competitive exams

Correlation Matrix between CO and PO and CO and PSO:

	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3		1	3		3	3			3		3
CO2	3			3		3	3			2		3
CO3	3			3		3	3			2		3
CO4		3	1	3	2	3		3		2		3
CO5		3	3	3	3	3	2					3
CO6	3		3	3		3	3				3	3
CO7	3	2	1	3		3	3				3	3

Degree of Correlation: 1 – low, 2 – medium, 3 – high

	Soft Skills and Aptitude VI (CLL405) Semester 7	L	T	P	C
Version 1.0	Contact Hours - 30	2	0	0	1
Pre-requisites/Exposure					
Co-requisites	-				
Academic Year	2025-2026				

Soft Skills- Programme Educational Objectives (PEO)

The six-semester Soft Skills Programme aims to equip undergraduate students with communication, leadership, emotional intelligence and career readiness skills essential for professional success and personal growth. The Programme Educational Objectives (PEO) focus on long-term competencies that prepare students for dynamic work environments, lifelong learning and ethical leadership.

PEO1 – Impart skills required for employability and ensure career readiness

PEO2 – Develop leadership skills and ability for effective teamwork

PEO3 – Encourage critical thinking, creativity and innovation

PEO4 – Develop self-awareness, emotional regulation, adaptability and resilience

PEO5 – Instill professionalism and a sense of ethical work culture

PEO6 – Ensure proficiency in professional communication

PEO7 – Encourage self-reflection, continuous learning and personal growth

Course Description

The final semester of the Six-Semester Soft Skills Programme is designed to empower graduates with advanced leadership, ethical decision-making and innovation skills. This semester focuses on refining critical thinking, creativity, emotional intelligence and integrity, ensuring that students are fully prepared for complex workplace challenges. With hands-on practice in interviews, group discussions and professional ethics, students will develop the interpersonal and strategic skills necessary for long-term career success.

Course Content

Module 1: Interview Skills

[4 hours]

- General Interview Questions:
Discussion of questions asked in actual job interviews of senior university students
Formulating responses to the questions
Reviewing and refining answers

- Mock Interview Practice:
Video-recording of the Interviews
Structured feedback from Instructors using standardised rubrics

Module 2: Group Discussions

[4 hours]

- Hands-on Sessions (Mock Group Discussions):
Topics - Current Affairs / Business and Economics / Social Issues / Technology /
Environmental Issues / Ethical Dilemmas / Abstract Concepts / Domain related
Video-recording of the GDs with Peer and Instructor Evaluation using Rubrics

Module 3: Leadership Skills

[3 hours]

- Importance of Leadership:
Driving Vision and Purpose, Driving Change and Innovation, Promoting Efficiency,
Motivating and Inspiring, Facilitating Collaboration, Building Trust and Accountability,
Creating a positive Work Environment, Developing Future Leaders
- Leadership Styles:
Transformational, Transactional, Authoritative, Participative, Laissez-faire,
Coaching, Pace-setting
- Emotional Intelligence and Leadership
Managing oneself before managing others
- Leadership vs. Management

Module 4: Ethics and Integrity

[2 hours]

- Common Ethical Dilemmas in Business:
Bribery, Data Misuse, Discrimination, Conflict of Interest, Insider Trading
- Importance of Ethics in Business:
Building Trust and Credibility, Legal Compliance, Positive Work Culture, Long Term
Sustainability and Profitability, Enhanced Reputation
- Indian Philosophical Traditions:
Dharma, Nishkama Karma, Gandhian Ethics
- Organisational Values and Code of Conduct
- Integrity as a Leadership Competency

(Ethical Behaviour, Honesty and Transparency, Accountability, Building Trust, Leading by Example, Fairness and Respect)

Module 5: Critical Thinking, Creativity and Innovation

[2 hours]

Critical Thinking

- Involves:
Enhancing the ability to evaluate information, identify patterns, and make well-reasoned decisions
- Importance:
Critical thinking ensures accurate assessments of situations, reducing errors and enhancing problem-solving efficiency.
- Key Competencies in Critical Thinking:
Logical Analysis: Breaking complex data into understandable elements.
Objective Evaluation: Setting biases aside when forming judgments.
Risk Assessment: Considering possible outcomes before implementing solutions.

Creativity and Innovation

- Involves:
Encouraging innovative thinking and the capacity to convert fresh ideas into actionable results
- Importance:
In a fast-evolving world, creativity fuels innovation, helping businesses differentiate themselves and remain competitive
- Key Competencies in Creativity and Innovation:
Brainstorming Skills: Generating diverse and original ideas
Divergent Thinking: Exploring multiple approaches to problem-solving
Practical Implementation: Translating concepts into successful outcomes

Course Outcomes (CO):

On completion of this course, the students will be able to

CO1 - Master interview techniques by formulating effective responses and handling diverse interview formats.

CO2 - Engage in structured group discussions, applying critical reasoning to complex topics.

- CO3 - Develop leadership skills, understanding different leadership styles and emotional intelligence in leadership roles.
- CO4 - Apply ethical decision-making strategies, integrating integrity and accountability into professional scenarios.
- CO5 - Enhance critical thinking and problem-solving skills, using logical analysis and objective evaluation.
- CO6 - Foster creativity and innovation, developing the ability to generate and implement original ideas effectively.

Programme Outcomes (PO):

Upon successful completion of this six-semester programme, students will develop the following competencies:

- PO1 – Professional Documentation and Career Readiness
- PO2 – Excellence in Interviews and Group Discussions
- PO3 – Workplace Readiness and Adaptivity
- PO4 – Leadership and Teamwork Skills
- PO5 – Emotional Intelligence and Interpersonal Skills
- PO6 – Critical Thinking, Creativity and Problem-Solving Skills
- PO7 – Workplace Ethics and Professional Integrity
- PO8 – Public Speaking Skills and Persuasive Communication

Programme Specific Outcomes (PSO):

- PSO1 - Develop professional résumés and cover letters tailored to various industries and job roles.
- PSO2 - Exhibit confidence in interviews and engage effectively in group discussions.
- PSO3 - Exhibit flexibility and resilience, adapting to dynamic work environments and cultural settings.
- PSO4 - Demonstrate leadership qualities, strategic thinking and decision-making in team settings.
- PSO5 - Cultivate self-awareness, empathy and resilience in professional and personal interactions.
- PSO6 - Apply logical reasoning, innovation and creative thinking to address real-world challenges.
- PSO7 - Exhibit professionalism through responsible conduct, cultural sensitivity and ethical leadership.
- PSO8 - Deliver impactful speeches and presentations, integrating storytelling, structuring and audience engagement techniques.

Correlation Matrix between CO and PO and CO and PSO:

	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PS O7	PS O8
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CO 2		3	1	3	3	3		3		3	1	3	2	3	1	
CO 3	1	3	2	3	2	2	2	2		3	2	3	2	2	1	
CO 4	2		2	2	1	2	3				2	2	1	2	3	
CO 5	2	3	3	2	1	3	2	1		3	3	2	1	3	1	1
CO 6	1	2	3	2		3		1	1	2	3	2		3		1

Degree of Correlation: 1 – low, 2 – medium, 3 – high

APTITUDE

Programme Educational Objectives (PEO)

The six-semester Aptitude Programme for postgraduate students aims to achieve the following broad educational objectives:

PEO1 – Develop Quantitative and Logical Reasoning Abilities

Equip students with advanced numerical and analytical skills.

PEO2 – Enhance Problem-Solving Efficiency

Foster a structured approach to tackling aptitude-based challenges, strengthening students' cognitive agility and strategic thinking.

PEO3 – Improve Spatial and Abstract Reasoning

Cultivate proficiency in non-verbal reasoning, pattern recognition and spatial intelligence.

PEO4 – Promote Real-World Applications of Aptitude

Ensure students can integrate mathematical reasoning into practical domains such as financial analysis, data interpretation and business problem-solving.

PEO5 – Strengthen Career and Professional Readiness

Provide a foundation for students to develop the aptitude required for job placements and in appearing for competitive exams.

Course Description

This aptitude course focuses on advanced mathematical concepts, logical reasoning techniques and data analysis strategies. Designed for undergraduate students, the curriculum integrates problem-solving methods relevant to job assessments conducted by recruiters and competitive exams. By covering core areas such as probability, algebra, trigonometry and logical reasoning, students will develop critical thinking skills and quantitative accuracy.

Course Content

Module 1: Probability **[2 hours]**

Calculating the likelihood of an event occurring, based on the ratio of favourable outcomes to total possible outcomes

Module 2: Coded Inequalities **[2 hours]**

Solving inequality problems represented in coded form, where symbols or letters are used to convey inequalities

Module 3: Mixture and Alligation **[1 hour]**

Working out problems involving the mixing of different substances (e.g., liquids, alloys) at different concentrations, using the concept of allegation to find the ratios for mixing

Module 4: Logical Reasoning **[1 hour]**

Solving problems based on logic, such as puzzles, pattern recognition, sequences and deductive reasoning, often tested through verbal and non-verbal reasoning questions

Module 5: Trigonometry **[2 hours]**

Deals with the relationships between the angles and sides of triangles, including concepts like sine, cosine, tangent and their applications in solving problems related to angles and distances

Module 6: Data Interpretation **[3 hours]**

Analyzing and interpreting data presented in various forms (e.g. graphs, charts, tables) to answer questions and draw conclusions

Module 7: Algebra **[2 hours]**

Solving linear and quadratic equations involving variables and constants

Module 8: Geometry **[2 hours]**

Study of shapes, sizes and the properties of figures, including topics like angles, triangles, circles, polygons and their properties

Course Outcomes (CO):

On completion of this course, the students will be able to:

CO1 - Apply probability principles to determine event likelihoods in practical scenarios

CO2 - Solve coded inequalities using symbolic representations and logical deductions

CO3 - Compute mixture and alligation solutions for real-world applications

CO4 - Strengthen logical reasoning skills through pattern recognition, puzzles and structured problem-solving

CO5 - Utilize trigonometric concepts to solve problems involving angles and distances

CO6 - Interpret data effectively using charts, graphs and tables to make informed decisions

CO7 - Solve algebraic equations, including linear and quadratic expressions, with precision and analyze aspects of geometry

Programme Outcomes (PO):

Upon successful completion of this six-semester course, students will develop the following competencies:

PO1 - Apply numerical techniques:

Use advanced mathematical strategies to solve problems

PO2 - Develop logical thinking for structured problem solving

PO3 - Interpret data effectively

PO4 - Enhance speed and accuracy:

Apply mental math techniques to improve problem-solving efficiency in competitive environments

PO5 - Improve decision-making skills

PO6 - Develop confidence in aptitude tests commonly required for recruitment processes and competitive exams

Programme Specific Outcomes (PSO):

PSO1 - Master advanced calculation methods using numerical shortcuts and approximation

PSO2 - Solve logical and analytical puzzles by applying reasoning strategies in syllogisms, coding- decoding, seating arrangements, pattern recognition, analogy and classification

PSO3 - Strengthen financial and business aptitude by computing percentages, interest rates, work and wages, mixtures and alligations and profit-loss scenarios including sharing of profit or loss in a partnership, with accuracy

PSO4 - Analyze spatial and directional challenges by interpreting problems involving time, speed, distance, mensuration, cube-dice arrangements and figure classifications

PSO5 - Improve decision-making skills:

Apply statistical concepts like probability, mean, mode and median and permutation and combination techniques for structured problem-solving

PSO6 – Prepare systematically for aptitude-based job assessments and competitive exams

Correlation Matrix between CO and PO and CO and PSO:

	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	2	1	3	1	3	3				3	3
CO2		3	2	3		3	1	3				3
CO3	3			3		3	3		3			3
CO4		3	2	3	2	3		3				3
CO5	3		2	3		3	3					3
CO6		3	3	3	2	3	1					3
CO7	3	2	2	3		3	3					3

Degree of Correlation: 1 – low, 2 – medium, 3 – high