GANDHI INSTITUTE OF TECHNOLOGY AND MANAGEMENT (GITAM)
(Deemed to be University)
VISAKHAPATNAM * HYDERABAD * BENGALURU

Accredited by NAAC with A^+ Grade

CURRICULUM AND SYLLABUS

of

B.A. Psychology)

(w.e.f. 2021-22 admitted batch)

Academic Regulations

Applicable for the Undergraduate programmes in the Faculties of

Engineering, Humanities, Management and the Sciences

https://www.gitam.edu/academic-regulations

Program Educational Objectives (PEO) includes both the academic and instructional objectives directed towards learning that the student can gain upon completion of this program. The curriculum includes the following PEOs

Program Educational Objectives

- Gaining an ability on the fundamentals of core psychological concepts that are designed and aimed at students overall understanding of the subject
- Enhancing their career skills in the field of psychology.
- Will be competent for the domain specific jobs, both at academic and industry level
- Shall be able to plan analyze and implement appropriate psychological techniques for the wellbeing of the society.

Program Objectives (PO) are defined and measured through outcomes to ensure that the said objectives are met. The curriculum includes the following,

Program Outcomes (POs):

- To analyse key concepts and theoretical approaches in several areas of psychological science and use scientific reasoning to evaluate psychological phenomena
- To describe, compare and analyze psychological theories, ideas, and research findings and apply it to the core domains of psychology.
- To apply relevant sources of scientific knowledge to identify, frame, and generate novel solutions to psychological problems prevalent in the society.
- To interpret, predict and apply psychological principles to personal, social, and organizational issues.
- To recognize, appreciate, and respect the complexity of socio-cultural, national and international diversities in the inquiry and analysis of psychological issues.
- To understand and apply research methods in psychology and execute basic and applied research designs to conduct psychological research.
- To gain a comprehensive foundation of psychology as it applies to different behavioural, cognitive and emotional domains.
- To be able to analyze the basic theories, principles, and concepts of inter disciplinary areas as they relate to behaviors and wellbeing.
- To know the application and limitations of complimentary health care practices
- To execute appropriate psychological assessments in variety of settings
- To understand ethical guidelines associated to testing and assessment tools

- To gain knowledge on the therapeutics and interventions associated to various behavioural, emotional and cognitive issues.

Program Specific Outcomes (PSOs)

- To analyze the key concepts and theoretical approaches in psychology and use scientific reasoning to evaluate psychological phenomena
- To interpret, predict and apply psychological principles to personal, social, and organizational issues.
- To make appropriate use of psychological concepts, theories, and research findings to design and plan interventions to individual, social, and cultural issues in different psychology domains.
- To effectively plan and execute a career in psychology applied to Clinical, Organizational and other applied areas in Psychology.
- Shall be competent enough to undertake competitive jobs at Community level and in research.

University Core (UC)

Course code	Level	Course title	L	T	P	S	J	C
CSEN1001	1	IT Productivity Tools^	0	0	2	0	0	1*
LANG1001	1	Communication Skills in English - Beginners	0	0	4	0	0	2*
LANG1011	1	Communication Skills in English	0	0	4	0	0	2
LANG1021	1	Advanced Communication Skills in English	0	0	4	0	0	2
CLAD1001	1	Emotional Intelligence & Reasoning Skills (Softskills 1)	0	0	2	0	0	1
CLAD1011	1	Leadership Skills & Quantitative Aptitude (Softskills 2)	0	0	2	0	0	1
CLAD1021	1	Verbal Ability & Quantitative Ability (Softskills 3)	0	0	2	0	0	1
CLAD1031	1	Practicing Verbal Ability & Quantitative Aptitude (Softskills 4)	0	0	2	0	0	1
VEDC1001	1	Venture Development	0	0	0	2	0	2
DOSP10XX	1	Sports 1#	0	0	0	2	0	2*
DOSL10XX	1	Club Activity#	0	0	0	2	0	2*
POLS1001	1	Indian Constitution and History	2	0	0	0	0	2*
PHPY1001	1	Gandhi for the 21st Century	2	0	0	0	0	2*
DOSL10XX	1	Community Service#	0	0	0	0	2	2*
ENVS1001	1	Environmental Studies^	3	0	0	0	0	3*
MFST1001	1	Health and Welbeing#	0	0	2	0	0	1*
CLAD20XX	2	Softskills 5A/5B/5C	0	0	2	0	0	1
CLAD20XX	2	Softskills 6A/6B/6C	0	0	2	0	0	1
FINA3001	3	Personal Financial Planning#	0	0	2	0	0	1*

* Pass/Fail courses

\# Opt any three courses among the five

^ Online/Swayam/NPTEL Courses

Softskills courses 5 and 6

Course code	Level	Course title	L	T	P	S	J	C
CLAD2001	2	Preparation for Campus Placement - 1 (Softskills 5A)	0	0	2	0	0	1
CLAD2011	2	Preparation For Higher Education (GRE/ GMAT) - 1 (Softskills 5B)	0	0	2	0	0	1
CLAD2021	2	Preparation for CAT/ MAT - 1 (Softskills 5C)	0	0	2	0	0	1
CLAD2031	2	Preparation For Campus Placement - 2 (Softskills 6A)	0	0	2	0	0	1
CLAD2041	2	Preparation For Higher Education (GRE/ GMAT) - 2 (Softskills 6B)	0	0	2	0	0	1
CLAD2051	2	Preparation for CAT/ MAT - 2 (Softskills 6C)	0	0	2	0	0	1

Sports courses

Course code	Level	Course title	L	T	P	S	J	C
DOSP1001	1	Badminton	0	0	0	2	0	2
DOSP1011	1	Chess	0	0	0	2	0	2
DOSP1021	1	Carrom	0	0	0	2	0	2
DOSP1031	1	Football	0	0	0	2	0	2
DOSP1041	1	Volleyball	0	0	0	2	0	2
DOSP1051	1	Kabaddi	0	0	0	2	0	2
DOSP1061	1	Kho Kho	0	0	0	2	0	2
DOSP1071	1	Table Tennis	0	0	0	2	0	2
DOSP1081	1	Handball	0	0	0	2	0	2
DOSP1091	1	Basketball	0	0	0	2	0	2

DOSP1101	1	Tennis	0	0	0	2	0	2
DOSP1111	1	Throwball	0	0	0	2	0	2

Club Activity courses

Course code	Level	Course title	L	T	P	S	J	C
DOSL1001	1	Club Activity (participant)	0	0	0	2	0	2
DOSL1011	1	Club Activity (Member of club)	0	0	0	2	0	2
DOSL1021	1	Club Activity (Leader of CLub)	0	0	0	2	0	2
DOSL1031	1	Club Activity (Competitor)	0	0	0	2	0	2

Community Service courses

Course code	Level	Course title	L	T	P	S	J	C
DOSL1041	1	Community Services - Volunteer	0	0	0	0	2	2
DOSL1051	1	Community Services - Mobilizer	0	0	0	0	2	2

Faculty Core (FC)

Course code	Level	Course title	Pre-requisite	L	T	P	S	J	C
	1	Critical Thinking and Analysis	None	4	0	0	0	0	4
LANG1041	1	Academic Writing	Critical Thinking and Analysis	4	0	0	0	0	4
	1	Digital Humanities	None	4	0	0	0	0	4
		Total Credits							**12**

Programme Core/ Major Core (PC/MaC)

Course code	Level	Course title	Pre requisite	L	T	P	S	J	C
	1	Introduction to Psychology	None	3	0	0	0	0	3
	2	Social Psychology	Introduction to Psychology	3	0	0	0	0	3
	2	Development of Psychological Thought	Introduction to Psychology	4	0	0	0	0	4
	2	Experimental Psychology	Introduction to Psychology	1	1	2	0	0	3
	2	Understanding Psychological Disturbances	Introduction to Psychology	3	0	0	0	0	3
	2	Lifespan Development	Introduction to Psychology	3	0	0	0	0	3
	3	Psychological Assessment	Experimental Psychology	2	0	2	0	0	3
	3	Counselling Psychology	Understanding Psychological Disturbances		0	0	0	0	3
	3	Behavioural Economics	Experimental Psychology	4	0	0	0	0	4
	3	Yoga and Wellbeing	Introduction to Psychology	1	1	2	0	0	3
	3	Biological Psychology	Lifespan Development	4	0	0	0	0	4
	3	Internship / Project		0	0	0	0	5	5
		Total Credits							**41**

Major Elective (ME)

Course code	Level	Course title	Prerequisite	L	T	P	S	J	C	Credits for Electives
	3	Clinical Psychology	None	4	0	0	0	0	4	
	3	Psychology of Organisation	None	4	0	0	0	0	4	4
	3	Health Psychology	Clinical Psychology	4	0	0	0	0	4	
	3	Cyber Psychology	Psychology of Organization	4	0	0	0	0	4	4
	3	Community Psychology	None	4	0	0	0	0	4	
	3	Forensic Psychology	None	4	0	0	0	0	4	4
	3	Enhancing Wellbeing	Health Psychology	4	0	0	0	0	4	
	3	Sports Psychology	None	4	0	0	0	0	4	4
		Total Credits								**16**

Minors from other Departments

Sociology

Course code	Level	Course title	Pre-requisite	L	T	P	S	J	C
SOCY1001	1	Introduction to Sociology 1	None	3	0	0	0	0	3
SOCY1011	1	Introduction to Sociology 2	None	3	0	0	0	0	3
	2	Classical Sociological Thought	Introduction to Sociology 1	3	0	0	0	0	3
	2	Sociology of Religion	Introduction to Sociology 1 &2	3	0	0	0	0	3
	3	Political Sociology	Classsical Sociological Thought	3	0	0	0	0	3

	3	Science, Technology and Society	Classical Sociological Thought & Sociology of Religion	3	0	0	0	0	3
	2	Sociology of Gender		3	0	0	0	0	3
	3	Economic Sociology		3	0	0	0	0	3
		Total Credits							**24**

History

Course code	Level	Course title	Prerequisite	L	T	P	S	J	C
	1	Ancient India	None	3	0	0	0	0	3
	1	History of Medieval India-1 (1206-1526)	Ancient India	3	0	0	0	0	3
	1	Women in Indian History	None	3	0	0	0	0	3
	2	History of Medieval India - 2 (1526-1750)	History of Medieval India 1	3	0	0	0	0	3
	2	Modern History	None	3	0	0	0	0	3
	2	Glimpses of World History	None	3	0	0	0	0	3
	2	Indian National Movement	None	3	0	0	0	0	3
	3	Science and Technology in India-A Historical Perspective	None	3	0	0	0	0	3
		Total Credits							**24**

Economics

Course code	Level	Course title	Prerequisite	L	T	P	S	J	C
	1	Microeconomic Theory	None	3	0	0	0	0	3
	1	Macroeconomic Theory	None	3	0	0	0	0	3
	2	Theory of Public Finance	Microeconomic theory, Macroeconomic Theory	3	0	0	0	0	3
	2	Development Economics	Microeconomic theory, Macroeconomic Theory	3	0	0	0	0	3
	2	International Economics	Microeconomic theory, Macroeconomic Theory	3	0	0	0	0	3
	2	Indian Economy-I	Theory of Public finance, Development Economics, International Economics	3	0	0	0	0	3
	3	Indian Economy-II	Indian Economy-I	3	0	0	0	0	3
	3	History of Economic Thought	Theory of Public Finance, Development Economics, International Economics	3	0	0	0	0	3
		Total Credits							**24**

Kuchipudi Dance

Course Code	Level	Course Title	Prerequisite	L	T	P	S	J	C
	1	Introduction to Indian Dance	None	3	0	0	0	0	3
	1	Introduction to Kuchipudi	None	2	0	2	0	0	3
	2	Intermediate Kuchipudi	Introduction to Kuchipudi	2	0	2	0	0	3
	2	Advanced Kuchipudi	Intermediate Kuchipudi	2	0	2	0	0	3
	2	*Sāttvikabhinaya* Kuchipudi	Advanced Kuchipudi	2	0	2	0	0	3
	3	Kuchipudi Performance	Advanced Kuchipudi	2	0	2	0	0	3
	3	Improvisation in Kuchipudi	*Sāttvikabhinaya* Kuchipudi	2	0	2	0	0	3
	3	Cross-cultural Dance Studies	Introduction to Indian Dance	3	0	0	0	0	3
			Total Credis						**24**

Mohiniyattam Dance

Course Code	Level	Course Title	Prerequisite	L	T	P	S	J	C
	1	Introduction to Indian Dance	None	3	3	0	0	0	3

	2	Introduction to Mohiniyattam	None	2	0	2	0	0	3
	2	Intermediate Mohiniyattam	Introduction to Mohiniyattam	1	0	4	0	0	3
	2	Advanced Mohiniyattam	Intermediate Mohiniyattam	1	0	4	0	0	3
	3	Sattvikabhinaya in Mohiniyattam	Advanced Mohiniyattam	2	0	2	0	0	3
	3	Mohiniyattam Performance	Advanced Mohiniyattam	1	0	4	0	0	3
	3	Improvisation in Mohiniyattam	Sattvikabhinaya in Mohiniyattam	2	0	2	0	0	3
	3	Cross-cultural dance studies	Introduction to Indian Dance	3	0	0	0	0	3
		Total Credits							**24**

Bharatanatyam Dance

Course Code	Level	Course Title	Prerequisite	L	T	P	S	J	C
	1	Introduction to Indian Dance	None	3	3	0	0	0	3
	2	Introduction to Bharatanatyam	None	2	0	2	0	0	3
	2	Intermediate Bharatanatyam	Introduction to Bharatanatyam	1	0	4	0	0	3
	2	Advanced Bharatanatyam	Intermediate Bharatanatyam	1	0	4	0	0	3
	3	Sattvikabhinaya in Bharatanatyam	Advanced Bharatnatyam	2	0	2	0	0	3
	3	Bharatanatyam Performance	Advanced Bharatanatyam	1	0	4	0	0	3
	3	Improvisation in Bharatanatyam	Sattvikabhinaya in Bharatanatyam	2	0	2	0	0	3
	3	Cross-cultural dance studies	Introduction to Indian Dance	3	0	0	0	0	3
		Total Credits							**24**

English

Course code	Level	Course title	Prerequisite	L	T	P	S	J	C
	1	Reading Literature	None	3	0	0	0	0	3
	1	Evolution of English Language	None	3	0	0	0	0	3
	2	Exploring New Worlds: The 16th Century British Literature	None	3	0	0	0	0	3
	2	Introduction to Cultural Studies	None	3	0	0	0	0	3
	2	British Literature: 18th Century	None	3	0	0	0	0	3
	2	Indian Writing in English	None	3	0	0	0	0	3
	3	19th Century British Literature	None	3	0	0	0	0	3
	3	20th Century British Literature	None	3	0	0	0	0	3
		Total Credits							**24**

Mass Communication

Course code	Level	Course title	Pre-requisite	L	T	P	S	J	C
	1	Introduction to Mass Communication	None	3	0	0	0	0	3
	1	Film Appreciation	None	2	0	2	0	0	3
	2	Graphic Design for Mass Media	None	1	0	4	0	0	3
	2	Photojournalism	None	1	0	4	0	0	3
	2	Media Law & Ethics	None	3	0	0	0	0	3
	2	Digital Film Making	None	1	0	4	0	0	3
	3	Foundational Concepts of Media Studies	None	2	0	2	0	0	3
	3	Digital Marketing	None	2	0	2	0	0	3
		Total Credits							**24**

Indology

Course Code	Level	Course Title	Prerequisite	L	T	P	S	J	C
	1	Introduction to Indology	None	3	0	0	0	0	3

	1	Vedic Literature and Mythology	None	3	0	0	0	0	3
	2	Religion and Religiosity in India	Vedic Literature and Mythology	3	0	0	0	0	3
	2	Introduction to Indian Philosophy	Religion and Religiousity in India	3	0	0	0	0	3
	2	Introduction to Temple Architecture and Iconography	Introduction to Indology, Introduction to Indian Philosophy	3	0	0	0	0	3
	2	Ancient Indian Social Structure	Indian Philosophy	3	0	0	0	0	3
	3	Ancient Indian Knowledge Systems	Introduction to Indology, Introduction to Temple Architecture and Iconography, Ancient Indian Social Structure	3	0	0	0	0	3
	3	Global Indian Culture and Folk studies	Introduction to Indology, Ancient Indian Knowledge Systems	3	0	0	0	0	3

Carnatic Music

Course Code	Level	Course Title	Prerequisite	L	T	P	S	J	C
	1	Introduction to Music	None	2	0	2	0	0	3
	1	Carnatic Music I	Introduction to Music	0	0	3	0	0	3
	1	Carnatic Music 2	Carnatic Music 1	2	0	2	0	0	3
	2	Compositions in Carnatic Music	Carnatic 2	0	0	4	0	0	3
	2	Carnatic and other Musical Forms	Compositions in Carnatic Music	2	0	2	0	0	3
	2	Other Music Compositions	Carnatic and other Musical Forms	0	0	4	0	0	3
	3	Other Composers	Other Music Compositions	2	0	2	0	0	3
	3	Performing Carnatic Music	Other Composers	2	0	2	0	0	3
		Total Credits							**24**

Credit Distribution

Stream	Credits	Percentage
University Core	12	10%
Faculty Core	12	10%
Program core	41	34%
Program Electiv	16	13%
Minor	24	20%
Open Electives	15	13%
Total Credits	**120**	**100%**

CSEN1001: IT Productivity Tools

L	T	P	S	J	C
0	0	2	0	0	1*

This course introduces all software tools that improve the productivity of a student in enhancing his learning experience with all the activities taken up as part of his coursework.

Course Objectives

- to enable the learner, the skill in preparing technical documents of professional quality using docs, sheets and forms.
- to involve the student in designing and creating of websites and acquaint the student with the skill of processing audio, images, documents etc.
- to create awareness in analysing data using pivot tables, query manager etc.
- to create awareness in composing emails, mail merge, e-mail merge etc.
- to provide the exposure to work with collaborative tools.

List of Experiments

1. Create a typical document consisting of text, tables, pictures, multiple columns, with different page orientations.
2. Create a technical paper / technical report consisting of table of contents, table of figures, table of tables, bibilography, index, etc.
3. Compose and send customized mail / e-mail using mail-merge.
4. Create / modify a power point presentation with text, multimedia using templates with animation.
5. Create spreadsheet with basic calculations with relative reference, absolute reference and mixed reference methods.
6. Simple report preparation using filtering tool / advanced filtering commands / pivot tables in spreadsheet application.
7. Analyse the results of a examination studentwise, teacherwise, coursewise, institute-wise.
8. Collecting and consolidating data using collaborative tools like google docs, sheets, forms.
9. Create charts / pictures using online tools like: www.draw.io or smartdraw
10. Create a website of his interest.

Text Books:

1. Katherin Murray, 'Microsoft Office 365 Connect and collaborate virtually anywhere, anytime', Microsoft Press, ISBN: 978-0-7356-5694-9
2. EXCEL 2021 The Comprehensive Beginners to Advanced Users Guide to Master Microsoft Excel 2021. Learn the Essential Functions, New Features, Formulas, Tips and Tricks, and Many More
3. https://drawio-app.com/tutorials/video-tutorials/
4. Learning Web Design: A Beginner's Guide to HTML, CSS, JavaScript, and Web Graphics Fourth Edition ISBN-13: 978-1449319274

References/Online Resources

1. https://www.coursera.org/learn/introduction-to-computers-and-office-productivity-software
2. https://www.coursera.org/projects/analyze-data-pivot-tables-crosstabs-google-sheets
3. https://www.coursera.org/learn/excel-advanced#syllabus
4. https://www.coursera.org/learn/how-to-create-a-website
5. https://support.microsoft.com/en-us/office
6. https://www.diagrams.net/
7. https://edu.google.com/

Course Outcomes

- Create / alter documents / Technical Paper / Project report with text, pictures, graphs of different styles.
- Create / modify power point presentations with text, multimedia and to add animation using / creating templates.
- Perform basic calculations / retrieve data / createpivot tables / chart using a spreadsheet application.
- Create simple diagrams / charts using online tools like: www.draw.io .
- Manage documents, presentations, spreadsheets and websites in collaborative mode.

LANG1001: Communication Skills in English - Beginners

L	T	P	S	J	C
0	0	4	0	0	2*

Communication Skills in English (Beginner) is the first of the three-level courses for a developmental enhancement of learners' communication skills in English. This course focuses on giving learners exposure to factual level of comprehension (listening and reading) and application of the learning (Speaking/Writing) with an awareness for social and personality-based variations in communication. In addition to the LSRW skills, the focus of the course is on schematic thinking skills. This course is activity-based and practice-oriented in terms of procedural knowledge of vocabulary and grammatical structure. This syllabus is carefully developed to enable learners to engage in communication in English avoiding errors and be prepared for next level of learning English.

Course Objectives

- Train learners to listen actively, follow what is spoken in standard English, and answer questions to demonstrate their understanding of the main points of the speech, repeat part of what someone has said to confirm mutual understanding, though occasionally, there may be a need to ask for repetition or clarification. (Bloom's Taxonomy Level/s: 2 & 3)

- Equip learners with the skills to read and comprehend straightforward texts and simple argumentative writing to identify the topic, the desired/relevant information, the main points of the argument, and the major conclusion/s. (Bloom's Taxonomy Level/s: 2 & 4)

- Help learners apply their knowledge and language skills to make mini oral presentations, and produce short coherent written texts using appropriate cohesive devices, suitable vocabulary and grammatical structures. (Bloom's Taxonomy Level/s:3)

- Enable learners to communicate with reasonable accuracy in familiar contexts with adequate fluency and generally good control by equipping them with a repertoire of frequently used vocabulary, structures, and speech patterns. (Bloom's Taxonomy Level/s: 2 & 3)

List of Activities & Tasks for Assessment

1. Listening to others and getting to know their experiences, interests and opinions
2. Introducing oneself: Salutation, basic information, relating to the context
3. Starting a conversation: Salutation, expressing purpose, expressing gratitude
4. Sharing one's experiences, interests and opinions
5. Reading short newspaper articles for gist
6. Picking new words from an article and working on them to know the meaning and usage
7. Using the new (unknown) words in own sentences
8. Sharing news with others - initiate, sustain and conclude
9. Understanding the relevance of intonation to meaning from recorded conversations, and applying the learning in pair work (role play)
10. Writing a summary of a story/personal narrative after listening to it twice and making individual notes
11. Reading graphs, charts and maps for specific information, making note of the important information and talking briefly about it within a small peer group
12. Writing a paragraph about oneself: a brief profile including major successes, failures, and goals. Giving compliments/gratitude to others

13. Writing a paragraph (descriptive, complimentary) about others (Family, friends, role model, etc.)
14. Correcting each other's' drafts: errors in language - word choice, structure, and conventions/etiquette
15. Writing a short structured descriptive/narrative essay in 3 paragraphs, reading others' essays and sharing feedback

References

1. V. Sasikumar, P. Kiranmayi Dutt, Geetha Rajeevan. (2007). Listening and Speaking - Foundation Books Cunninhum, S. & Moor, P. (nd). New Cutting Hedge (Intermediate). Longman
2. Cambrdige Academic English: An Integrated Skills Course for EAP (Intermediate) By Craig Thaine, CUP (2012)
3. Rutherford, Andrea J. (2007). Basic Communication Skills for Technology: Second Edition. Delhi: Pearson Education.
4. McCarthy, M., O'Dell, F., Mark, G. (2005). English Vocabulary in Use. Spain: Cambridge University Press.
5. New Headway Academic Skills: Reading, Writing, and Study Skills Student's Book, Level-1 by Sarah Philpot. OUP
6. Philpot, S. & Curnick, L. (2017). Headway: Academic Skills: Reaing, Writing, and Study Skills. Introductory Level. OUP.
7. Thaine, C. (2012). Cambridge Academic English: An Integrated Skills for EAP . Intermediate. CUP.

Online References

- www.teachingenglish.org.uk
- learnenglishteens.britishcouncil.org
- https://eslflow.com/
- https://www.englishclub.com/
- https://www.oxfordlearnersdictionaries.com/
- https://dictionary.cambridge.org/
- learnenglishteens.britishcouncil.org
- https://freerice.com/categories/english-vocabulary

Course Outcomes

- Listen actively, understand and extract the essential information from short talks/conversations/discussions that are delivered in clear, standard speech. (Bloom's Taxonomy Level/s: 2 & 3)
- Read, understand, and extract specific information from straightforward factual and simple argumentative texts on general topics and subjects of interest. (Bloom's Taxonomy Level/s: 2 & 3)

- Speak clearly with some confidence on matters related to his/her interests and academic work, and make short structured oral presentations on topics of personal interest. (Bloom's Taxonomy Level/s: 3)
- Write short straightforward connected texts on a range of familiar/general topics using appropriate linking devices to achieve a clear sequence of ideas. (Bloom's Taxonomy Level/s: 3)

- Acquire sufficient language competency to express oneself in speech and writing with some confidence, using appropriate vocabulary and simple grammatical structures though lexical limitations and/or difficulty with formulation might be evident at times. (Bloom's Taxonomy Level/s: 2 & 4)

LANG1011: Communication Skills in English

L	T	P	S	J	C
0	0	4	0	0	2

Communication Skills in English (Intermediate) is the second of the three-level graded courses for a developmental enhancement of communication skills in English. Based on the learning outcomes set in the beginner level syllabus, this course focuses on giving learners more exposure to the use of language for communicative purposes and equip them with next level skills (ref. Bloom's taxonomy) and practice in terms of complexity and cognitive engagement. This course also includes inferential level of comprehension (listening and reading) that involves analysis and application of the language skills and decision-making skills while speaking/writing with an awareness for social and personality-based variations in communication. This course emphasizes guided writing through adequate tasks with pre and post context building. The focus is on stimulation and application of critical thinking in addition to schematic thinking for communication in real-life situations.

Course Objectives

- Train learners to actively listen to short audio texts with familiar content; guided activity like question-making and responding to others' questions based on the audio text would help learners engage in transactional dialogue; extended activities like extrapolating/critiquing the responses would help learners enhance their schematic thinking. (Bloom's Taxonomy Level/s: 2 & 4)
- Equip learners with strategies to read actively and critically and understand the writers' viewpoints and attitude by providing reading comprehension tasks using authentic texts such as op-ed articles from newspapers, and reports on contemporary problems. (Bloom's Taxonomy Level/s: 4 & 5)
- Help learners understand various aspects and techniques of effective presentations (group/individual) through demonstration and modelling, and enabling them to develop their presentation skills by providing training in using the tips and strategies given. Learners would be encouraged to observe and express opinion on teacher-modelling. Reflection on issues like anxiety, stage-fear, confidence, and levels of familiarity with topic and audience would be addressed. Practice would be given on tone, pitch, clarity and other speech aspects. Detailed peer feedback and instructor's feedback would cover all the significant aspects. (Bloom's Taxonomy Level/s: 2 & 4)
- Enable learners to become aware of the structure and conventions of academic writing through reading, demonstration, scaffolding activities, and discussion. Corrective individual feedback would be given to the learners on their writing. (Bloom's Taxonomy Level/s: 2 & 3)

List of Tasks and Activities

S. No.	Tasks	Activities
1	Listening to subject related short discussions/ explanations/ speech for comprehension	Pre-reading group discussion, Silent reading (Note-making), Modelling (questioning), Post-reading reflection /Presentation
2	Asking for information: asking questions related to the content, context maintaining modalities	Group role-play in a context (i.e. Identifying the situation and different roles and enacting their roles)

3	Information transfer: Verbal to visual (familiar context), demonstration by teacher, learners' task (guided with scaffolding), learners' task (free), presentation and feedback	Pair work for discussion & feedback, Presentations, question-answer
4	Information transfer: Visual to verbal (unfamiliar context); demonstration by teacher, learners' task (guided with scaffolding), learners' task (free), presentation and feedback	Pre-reading game/modelling, discussion in small groups, individual writing, and feedback
5	Introducing officials to peers and vice versa - Formal context	AV support, noticing, individual performance (3-4), pair work (in context), teacher modelling, group work for Introducing self and others in a formal context
6	Introducing friends to family and vice versa - Informal context	Teacher modelling/AV support, noticing structure & note-taking, Introducing friends and family in an informal context
7	Vocabulary in context: Find clues in a text and use them to guess the meaning of words/phrases. Apply the newly learnt vocabulary in communication (speaking and writing).	Comprehending verbal communication: Identifying the contextual clues in oral and written texts; guessing the meaning of words/phrases in context while reading texts and listening to discussions/talks
8	A five-day journal (diary) writing based on learners reading from newspaper on a single relevant/current social issue. Individual oral presentation and feedback from peers and instructor.	Note-making (group work), Discussion, Feedback
9	Follow the essentials of lectures, talks, discussions, reports and other forms of academic presentations and mak2 individual and group presentations aided with images, audio, video, tabular data, etc.	Making power point presentation aided with images, audio, video, etc. with a small group by listening to academic lectures/talks/ discussions, etc.
10	Self-reflection: Re-reading one's own drafts, identifying errors, correcting the errors, and giving rationalize the changes	Pre-task discussion/modelling, Editing the texts by careful reading and identifying the errors, peer-exchange (Pair work), feedback/consolidation
11	Collaborative work (speaking and writing) in small groups of 3 or 4 learners: discussing a general/discipline-specific topic: creating outline, assigning specific roles to members of the group; and group presentation followed by peer and instructor feedback	Pre-task modelling (peer/teacher), general discussion on structure, group work (collaboration), feedback
12	Independent reading of different text types using appropriate reference sources by adapting suitable reading styles and speed. Focus on active reading for vocabulary: low-frequency collocations and idiomatic expressions.	Brain-storming, mapping of key terms (content specific), reading and note-making (individual), oral questioning, discussion
13	Role-play (specific social and academic situations): planning (making notes), understanding nuances of speaking in context, coordinating with situational clues and fellow speakers/participants	Peer discussion for outline, A-V support, observing (teacher modelling), role play (guided), role-play (free), feedback
14	Writing instructions: Guidelines - Flowcharts - Procedures to be followed	Pre-task reading, pair work, teacher/peer-discussion, feedback
15	Speaking spontaneously on topics of interest and writing short structured essays on the same topics adopting appropriate academic conventions and grammatical accuracy.	Reading for task preparation, note-making, speaking, reflection and corrective peer and teacher feedback

Reference Books

1. P. Kiranmayi Dutt, Geetha Rajeevan. (2007). Basic Communication Skills. Foundation Books. CUP
2. Harmer, J. (1998). How to teach English. Longman
3. Sanjay Kumar & Pushp Lata. (2018). Communication Skills: A Workbook. OUP.
4. Cambridge IGCSE: English as a Second Language Teacher's Book Fourth Edition. By Peter Lucantoni. CUP (2014).
5. Cambrdige Academic English: An Integrated Skills Course for EAP (Upper Intermediate) By Martin Hewings, CUP (2012)
6. Richards, J.C. and Bohlke, D. (2012). Four Corners-3. Cambridge: CUP.
7. Headway Academic Skills: Reading, Writing, and Study Skills Student's Book, Level-2 by Sarah Philpot. OUP
8. Latham-Koenig, C. & Oxenden, C. (2014). American English File. Oxfor: OUP.
9. McCarthy, M. & O' Dell. F. (2016). Academic Vocabulary in Use. Cambridge: CUP

Online Resources

1. https://www.grammarly.com/blog/
2. https://www.nationalgeographic.org/education/
3. https://www.bbc.co.uk/teach/skillswise/english/zjg4scw
4. https://www.englishclub.com/
5. https://www.oxfordlearnersdictionaries.com/
6. https://dictionary.cambridge.org/
7. learnenglishteens.britishcouncil.org
8. https://freerice.com/categories/english-vocabulary
9. http://www.5minuteenglish.com/
10. https://breakingnewsenglish.com/
11. https://www.digitalbook.io/
12. https://librivox.org/

Course Outcomes

- Understand the speaker's point of view in fairly extended talks on general or discipline-specific topics, and follow simple lines of argument in discussions on familiar contemporary issues. (Bloom's Taxonomy Level/s: 3)

- "Read and demonstrate understanding of articles and reports on limited range of contemporary issues in which the writers adopt particular stances. Also provide samples of written communication containing fairly complex information and reasons for choices/opinions/stances. (Bloom's Taxonomy Level/s: 2 & 3)"

- Make short presentations on a limited range of general topics using slides, and engage in small group discussions sharing experiences/views on familiar contemporary issues and give reasons for choices/opinions/plans. (Bloom's Taxonomy Level/s: 3 & 4)

- Write clear, fairly detailed text (a short essay) on a limited range of general topics, and subjects of interest, and communicate clearly through email/letter to seek/pass on information or give reasons for choices/opinions/plans/actions. (Bloom's Taxonomy Level/s: 3)

- Reflect on others' performance, give peer feedback on fellow learners' presentations, responses to writing tasks and reading comprehension questions. (Bloom's Taxonomy Level/s: 5)

LANG1021: Advanced Communication Skills in English

L	T	P	S	J	C
0	0	4	0	0	2

Communication Skills in English (Advanced) is the third of the three-level graded courses for a developmental enhancement of communication skills in English. Based on the learning outcomes set in the upper-intermediate syllabus, this course focuses on giving learners exposure to higher level of skills/input processing (ref. Bloom's taxonomy) and practice in terms of complexity and cognitive engagement. This course includes advanced level of comprehension i.e. anaytical, evaluative and extra-polative processing (listening and reading) and involves problem-solving, logical reasoning and decision-making skills in terms of application of the learning (speaking/writing) with an awareness for social and personality based variations in communication. This course provides opportunities with activity-based practice of advanced oral and written communicative skills besides building awareness on the finer nuances of language use for various purposes. This course emhasizes free writing through meaningfully engaging tasks with a pre and post context building. There is ample scope for application of critical thinking through simulated activities for effective communication in real life situations.

Course Objectives

1. Enable learners to listen actively become aware of tone and attitude in speech, and demonstrate their comprehension of fairly complex lines of argument presented by a variety of speakers in talks/presentations/discussions. (Bloom's Taxonomy Level/s: 2 & 4)

2. Enable learners to become aware of tone and attitude in written texts, and demonstrate their comprehension of fairly complex lines of argument and points of view presented in a variety of texts by equipping them with upper intermediate to advanced level reading skills and strategies. (Bloom's Taxonomy Level/s:2 & 3)

3. Make effective presentations, engage in formal group discussions, and write structured essays/ short reports to highlight the significance of actions/decisions/experiences, and sustain views by providing relevant evidence and argument. (Bloom's Taxonomy Level/s: 3 & 4)

4. Equip learners with the skills and strategies to communicate effectively in speech and writing using the language with a degree of fluency, accuracy and spontaneity, and fairly good grammatical control adopting a level of formality appropriate to the context. Encourage learners to apply their knowledge of language and their communication skills in real life situations. (Bloom's Taxonomy Level/s:3 & 5)

List of Activities & Tasks for Assessment

S.No.	Tasks	Activities	CO
1	Evaluative and extrapolative reading of a long text/short texts on a current topic related to technology and society, identifying and questioning the author's intention, post-reading discussion in small groups, maintaining group dynamics, arriving at a consensus	Pre-reading group discussion, silent reading (Note-making), modelling (questioning), post-reading reflection and brief presentation of thoughts/ideas/opinions on the theme of the text	3
2	Debate in pairs based on listening to two recorded contemporary speeches by well-known leaders in different fields. Peer feedback and instructor feedback.	Pre-recorded audio/video for listening, student checklist for noticing key words/concepts, pre-task orientation (by teacher), pair work, feedback	1
3	Information transfer: Verbal to visual (unfamiliar context); demonstration by teacher, learners' task (guided with scaffolding), learners' task (free), presentation, question-answer(among students), modification and feedback before the final version is done	Pair work for discussion and feedback, presentations, question-answer	2
4	Information transfer: Visual to verbal (unfamiliar context); demonstration by teacher, learners' task (guided with scaffolding), learners' task (free), presentation, question-answer(among students), modification, editing, proofreading, and feedback before the final version is done	Pre-reading game/modelling, discussion in small groups, independent writing and feedback	4
5	Expressing opinion on a short argumentative text (e.g. a journal article or a newspaper editorial) and justifying one's opinion/stance; focus on the use of appropriate conventions of formal and polite speech, and managing bias	Listening to group discussions/debates, reading news-paper articles on the current issues and expressing opinions in favour or against the topic (in GDs, debates or writing argumentative essays).	3
6	Role-play (complex social and academic/professional situations): Focus on significant aspects of delivery including clarity, tone, and use of contextually appropriate vocabulary and conventions, observation, reflective discussion, and self-reflective writing	Reading newspaper/magazine articles/blog posts on current social issues, listening to talks/discussions/debates etc. and participating in role-plays using expressions appropriate to the context.	1
7	Collborative writing in groups of 3 -4 on topics that would require data collection and reading followed by recorded peer-reflection and peer-feedback, group presentation and feedback	Pre-task modelling (peer), general discussion on structure, group work (collaboration), presnetation, peer feedback, Open-class discussion	5
8	Formal Group Discussion on topics of current interest and relevance; focus on effective participation, reflection on control over argument/counter argument, and adherence to the conventions of formal GD	Noticing strategies from AV modelling, teacher scafolding though open-house discussion, Note-making (Group work), Group Discussion (free), post perfromance discussion, Feedback	2

9	Mind-mapping for advanced reading, making correlations across texts, extending author's point of view	Reading texts on abstract topics and comprehending the author's perspective by inferring the unknown words' meaning in the context and making notes using mind-map strategy and presenting it orally.	3
10	Handling question and answer sessions after presentations: justifying arguments, taking counter-arguments, agreeing and disgreeing with rationale	Listening to some lectures, talks, and presentations in the academic seminars and adapting some strategies to handle the Q&A sessions using polite and formal expressions to agree or disagree with the statements.	1
11	Modelling an interview: with a panel of four judges (peers)	Pre-task activity for orientation/strategies (controlled/guided), Model interview (AV support), Group work (role play), interview in pair (one-to-one), Interview in group (many -to-one), oral corrective feedback (peer/teacher)	2
12	Writing a short reflective report of an event - incident/meeting/celebration	Writing a report on meetings/celebrataions/events etc. by actively involving in such events and giving a short oral presentation on the same.	4
13	Speaking on abstract and complex topics beyond his/her own area of interest/field of study, using the language flexibly and effectively.	Reading texts on abstract topics and comprehending the author's perspectives. Similarly, listening to talks and discussions on an abstract topic of other discipline and making short oral presentation by sharing views and opinions.	3
14	Self-relfection on own speech in context(recorded): tone, pitch, relevance, content; extending the reflections/ideas to others	Listening to selected general discussions (audios and videos) and observing the language production. Recording own speech on some general topic and providing a critical review (self-reflection) on it by focusing on the tone, expressions and relevance of the content, etc.	1
15	Collaborative and individual task: planning, preparing (preparing an outline, structure, setting objectives and presenting the plan of action) and executing a mini-project, and submitting a brief report on the same peer and instructor feedback after the planning stage and on completion of the mini project	Pre-task modelling (peer/teacher), general discussion on structure, group work (collaboration), oral corrective, task distribution, presentation, feedback	5

Reference Books

1. Latham-Koenig, C. & Oxenden, C. (2014). American English File-5. Oxford: OUPRichards,
2. J.C. and Bohlke, D. (2012). Four Corners-4. Cambridge: CUP.
3. Cambrdige Academic English: An Integrated Skills Course for EAP (Advanced) By Martin Hewings and Craig Thaine, CUP (2012)

4. Berlin, A. (2016). 50 Conversation Classes: 50 Sets of Conversation Cards With an Accompanying Activity Sheet Containing Vocabulary, Idioms and Grammar. Poland: CreateSpace Independent Publishing Platform
5. Zemach, D. E., Islam, C. (2011). Writing Paragraphs: From Sentence toParagraph. Germany: Macmillan Education.
6. Stewart, J. P., Fulop, D. (2019). Mastering the Art of Oral Presentations: Winning Orals, Speeches, and Stand-Up Presentations. United Kingdom: Wiley.
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8. Cunninghum, S. & Moor, P. (nd). Cutting Edge (Advanced) With Phrase Builder. Longman Publishers. CUP
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4. https://www.englishclub.com/
5. https://www.oxfordlearnersdictionaries.com/
6. https://dictionary.cambridge.org/
7. learnenglishteens.britishcouncil.org
8. https://freerice.com/categories/english-vocabulary
9. http://www.5minuteenglish.com/
10. https://breakingnewsenglish.com/
11. https://www.digitalbook.io/
12. https://librivox.org/

Course Outcomes

- Listen to extended lectures, presentations, and discussions on a wide range of contemporary issues and demonstrate understanding of relatively complex lines of argument. (Bloom's Taxonomy Level/s: 2)
- Make presentations using suitable AV aids and engage in formal group discussions on a wide range of topics of contemporary interest, demonstrating awareness of standard/widely accepted conventions. (Bloom's Taxonomy Level/s: 3)
- Read and demonstrate understanding of the writer's stance/viewpoint in articles and reports on a wide range of contemporary issues and discipline-specific subjects. (Bloom's Taxonomy Level/s: 2 & 4)
- Write analytical essays on a wide range of general topics/subjects of interest, and engage in written communication (emails/concise reports) to exchange relatively complex information, giving reasons in support of or against a particular stance/point of view. (Bloom's Taxonomy Level/s: 3 & 4)
- Complete a mini project that necessitates the use of fairly advanced communication skills to accomplish a variety of tasks and submit a report in the given format. (Bloom's Taxonomy Level/s: 4 & 5)

CLAD1001: Emotional Intelligence & Reasoning Skills (Soft Skills 1)

L	T	P	S	J	C
0	0	2	0	0	1

Course Description:

Emotional intelligence is a set of skills that are thought to contribute to the appraisal of emotions in oneself and others. It can also help contribute to the effective regulation of emotions as well as feelings (Salovey & Mayer, 1990). In terms of emotional intelligence, self-awareness and self-management have to do with our ability to relate to ourselves. Social awareness and relationship management have to do with our ability to relate to others. Similarly, the ability to solve questions on Analytical Reasoning and Data Sufficiency is a critical area tested in almost all competitive examinations and admission tests. Upon completion, students should be able (1) to deal with their own emotions as well as the emotions of others and relate better with both. Using better knowledge of EI, students will also be able to set more meaningful goals for themselves, choose suitable time management techniques that work best for them and work in teams more effectively. (2) to apply different concepts, ideas and methods to solve questions in reasoning and data sufficiency

Course Objectives:

1. Use EI to relate more effectively to themselves, their colleagues and to others. Apply self awareness and self assessment (SWOT) to better understand and manage their own emotions. Apply social awareness to empathize with others and build stronger relationships with others.
2. Set meaningful goals based on their strengths and weaknesses and apply time management techniques, such as Q4 organizing to put first things first.
3. Manage conflicts and work in teams in an emotionally intelligent manner.
4. Solve questions on non-verbal and analytical reasoning, data sufficiency and puzzles

Unit	Topics	Hours
1	Self Awareness & Self Regulation: Introduction to Emotional Intelligence, *Self Awareness:* Self Motivation, Accurate Self Assessment (SWOT Analysis), Self Regulation: *Self Control, Trustworthiness & Adaptability*	3
2	Importance, Practising Social Awareness, Building Relationships, Healthy and Unhealthy Relationships, Relationship Management Competencies- Influence, Empathy, Communication, Types of Conflicts, Causes, Conflict Management	3
3	Social Media: Creating a blog, use of messaging applications, creating a website to showcase individual talent, creation of a LinkedIn Profile	2
4	Goal Setting & Time Management: Setting SMART Goals, Time Wasters, Prioritization, Urgent Vs Important, Q2 Organization	3
5	Teamwork: Team Spirit, Difference Between Effective and IneffectiveTeams, Characteristics of High Performance Teams, Team Bonding, Persuasion, Team Culture, Building Trust, Emotional Bank Account	4
6	Verbal Reasoning: Introduction,Coding-decoding, Blood relations, Ranking, Directions, Group Reasoning	6
7	Analytical Reasoning: Cubes and Dices, Counting of Geometrical figures	3
8	Logical Deduction: Venn diagrams, Syllogisms, Data Sufficiency, Binary logic	4
9	Spatial Reasoning: Shapes, Paper Cutting/Folding, Mirror images, Water images and Rotation of figures	2
	Total Hours	30

Course Outcomes

- Students will be able to relate more effectively to themselves, their colleagues and to others
- Students will be able to set their short term and long term goals and better manage their time
- Students will be able to manage conflicts in an emotionally intelligent manner and work in teams effectively
- Students will be able to solve questions based on non-verbal and analytical reasoning, data sufficiency and puzzle

References:

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay
2. Study material for CAT, SAT, GRE, GMAT by TIME, CareerLauncher and IMS etc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications

CLAD1011: Leadership Skills & Quantitative Aptitude
(Soft Skills 2)

L	T	P	S	J	C
0	0	2	0	0	1

Course Description:

Communication Skills is having the ability to convey information to others so that messages are understood and outcomes delivered. Some essential qualities of Communication Skills include understanding the needs of others, clearly communicating messages, adapting the communication style, and using a range of communication methods. Presentation Skills is having the ability to confidently deliver an engaging message to a group of people which achieves the objectives. Some essential qualities of Presentation Skills include a thorough preparation of content, structuring content logically, managing nerves, engaging your audience, delivering presentation objectives, positively influencing the audience, and responding to audience needs. Tackling questions based on numbers, arithmetic, data interpretation and puzzles requires the application of different rules and concepts of numerical computation, numerical estimation, and data estimation.

Course Objectives:

1. Learn and apply, through different individual and group activities, different ideas and skills to communicate in a positive and impressive manner.
2. Apply the goal setting process (based on SWOT) and Q2 organizing for effective time management.
3. Apply different concepts in numbers, numerical computation and numerical estimation to solve questions that often appear in various competitive examinations and admission tests.
4. Apply different concepts for tackling questions based on data interpretation, progression and series that are frequently given in various competitive examinations and admission tests.

Unit	Topics	Hours
1	Communication Skills: *The Communication Process*, Elements of Interpersonal Communication, *Non-Verbal Communication:* Body Language, Posture, Eye Contact, Smile, Tone of Voice, *Barriers to Communication.* Effective Listening Skills: Active Listening, Passive Listening, Asking Questions, Empathizing, Being Non Judgemental, Being Open Minded, Mass Communication: Design of Posters, Advertisements, notices, writing formal and informal invitations	5
2	Focus on Audience Needs, Focus on the Core Message, Use Body Language and Voice, Start Strongly, Organizing Ideas & Using Visual Aids: SPAM Model, Effective Opening and Closing Techniques, Guy Kawasaki's Rule (10-20-30 Rule), Overcoming Stage Fear, Story Telling	3
3	Problem Solving & Decision Making: Difference Between the Two, Steps in Rational Approach to Problem Solving: Defining the Problem, Identifying the Root Causes, Generating Alternative Solutions, Evaluating and Selecting Solutions, Implementing and Following-Up, Case Studies	3

4	Group Discussion: Understanding GD, Evaluation Criteria, Nine Essential Qualities for Success, Positive and Negative Roles, Mind Mapping, Structuring a Response, Methods of Generating Fresh Ideas	4
5	Number Theory: Number System, Divisibility rules, Remainders and LCM & HCF	3
6	Numerical Computation and Estimation - I : Chain Rule, Ratio Proportions, Partnerships & Averages, Percentages, Profit-Loss & Discounts, Mixtures, Problems on Numbers & ages	6
7	Data Interpretation: Interpretation and analysis of data in Tables, Caselets, Line-graphs, Pie-graphs, Box-plots, Scatter-plots and Data Sufficiency	3
8	Mental Ability: Series(Number, Letter and Alphanumeric), Analogy(Number, Letter and Alphanumeric) and Classifications	3
	Total Hours	30

Course Outcomes

- Students will be able to communicate 'one-on-one' and 'one-on-many' confidently using both verbal and non-verbal messages and deliver impressive talks/ presentations to a group both with and without the use of PPTs and create posters, advertisements, etc.
- Students will be able to apply the the rational model of problem solving and decision making in their problem solving and decision making efforts.
- Students will be able to solve questions based on numbers and arithmetic given in various competitive examinations
- Students will be able to solve questions based on data interpretation, progressions and series.

References:

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay
2. Study material for CAT, SAT, GRE, GMAT by TIME, CareerLauncher and IMS etc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications

CLAD1021: Verbal Ability & Quantitative Ability (Soft Skills 3)

L	T	P	S	J	C
0	0	2	0	0	1

Course Description:

Vocabulary is an important part of verbal ability. An understanding of word formation, prefixes, suffixes and roots is necessary to remember and use a vast repository of words. Approaching words through word families and other ways of groupings is an effective way of gaining mastery over vocabulary. Understanding and getting acquainted with the different rules and exceptions in the use of grammar and structure, especially from the relevant examination point of view, is crucial to cracking questions given in many competitive tests. Similarly, improving reading comprehension skills and test taking abilities in this area takes time and effort, especially given the fact that most students do not possess strong reading habits. In so far as quantitative aptitude is concerned, students need to develop a strong foundation on the basic mathematical concepts of numerical estimation, geometry, mensuration, data sufficiency, etc. to be able to crack different round 1 tests of major recruiters and admission tests of top Indian and foreign universities.

Course Objectives:

1. List and discuss the different word formation methods, word denotation, connotation, collocation, etc. and introduce selected high frequency words, their antonyms, synonyms, etc
2. Apply different advanced reading skills to solve questions based on author's tone, main ideas and sub-ideas, inferences, parajumbles, etc. that are frequently asked in various competitive exams and admission tests.
3. Solve different types of questions based on vocabulary, such as word analogy; structure, grammar and verbal reasoning; introduce common errors and their detection and correction.
4. Solve questions on numerical estimation, mensuration, data sufficiency based on quantitative aptitude. This includes questions on time and work, time and distance, pipes and cisterns, lines and angles, triangles, quadrilaterals, polygons and circles, 2 & 3 dimensional mensuration.

1. **Vocabulary Builder:** Understanding Word Formation, Prefixes, Suffixes and Roots, Etymology, Word Denotation, Connotation and Collocation, Synonyms and Antonyms

2. **Reading Comprehension:** Advanced Reading Comprehension: Types of RC passages, Types of Text Structures, Types of RC Questions: Distinguishing Between Major Ideas and Sub Ideas, Identifying the Tone and Purpose of the Author, Reading Between the Lines and Beyond the Lines, Techniques for Answering Different Types of Questions

3. **Para Jumbles:** Coherence and Cohesion, Idea Organization Styles, Concept of Mandatory Pairs and Its Application: Transitional Words, Antecedent-Pronoun Reference, Article Reference, Cause and Effect, Chronological Order, General to Specify, Specify to General, Idea-Example, Idea-Explanation, Etc.

4. **Grammar Usage:** Rules Governing the Usage of Nouns, Pronouns, Adjectives, Adverbs, Conjunctions, Prepositions and Articles

5. **Numerical Computation and Estimation - II:** Time and Work, Pipes and Cisterns, Time and Distance, Problems on Trains, Boats and Streams, Races and Games of Skill, Simple Interest & Compound Interest

6. **Geometry:** Lines and Angles, Triangles, Quadrilaterals & Polygons, and Circles

7. **Mensuration:** 2-Dimensional Mensuration (Triangles, Quadrilaterals and Circles), 3-Dimensional Mensuration (Cubes, Cuboids, Cylinder, Cone, Sphere)

Course Outcomes:

1. List and discuss word formation methods, selected high frequency words, their antonyms, synonyms, etc.
2. Analyze reading passages and quickly find out the correct responses to questions asked, including para jumbles, by using reading skills like skimming, scanning, reading between the lines, etc.
3. Solve different types of questions based on vocabulary, structure, grammar and verbal reasoning
4. Solve questions on numerical estimation, mensuration, data sufficiency based on quantitative aptitude

References:

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay
2. Study material for CAT, SAT, GRE, GMAT by TIME, CareerLauncher and IMS etc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications

CLAD1031: Practicing Verbal Ability & Quantitative Aptitude (Soft Skills 4)

L	T	P	S	J	C
0	0	2	0	0	1

Course Description:

A sound knowledge of the rules of English grammar, structure and style and its application in detecting errors in writing are important areas of Verbal Ability frequently tested as a part of the written test in many competitive examinations and admission tests of major recruiters and universities respectively. This module focuses on all important areas of grammar and structure commonly asked in major tests, such as GMAT, CAT, XLRI, CRT, etc. Similarly, in the area of Quantitative Aptitude, different kinds of questions are asked from Combinatorics (Permutations & Combinations, Probability], Cryptarithmetic & Modular Arithmetic (Cryptarithmetic, Application of base system (7, 24), Clocks (Base 24), Calendars (Base 7), and Mental Ability (Number series, Letter series & Alpha numeric series, Analogies (Numbers, letters), Classifications, Algebra (Exponents, Logarithms, Problems related to Equations, Special Equations, and Statistics) . This module focuses on all these areas by building on what the students already learnt in their earlier studies.

Course Objectives:

1. Apply the rules of grammar to solve questions in Error Detection, Sentence Correction and Sentence Improvement.
2. Apply the rules of structure to solve questions in Error Detection, Sentence Correction and Sentence Improvement, Fill-in-blanks and Cloze Passages.
3. Explain methods of solving problems in Combinatorics (Permutations & Combinations, Probability], Cryptarithmetic & Modular Arithmetic (Cryptarithmetic, Application of base system (7, 24), Clocks (Base 24), Calendars (Base 7)]
4. Explain how to solve questions in Mental Ability (Number series, Letter series & Alpha numeric series, Analogies, Numbers, letters, Classifications] and Algebra (Exponents, Logarithms, Problems related to Equations, Special Equations, Statistics)

1. Error Detection: Pronouns, Conjunctions, Prepositions and Articles
2. Error Detection: Tenses and their Uses
3. Sentence Correction: Subject-Verb Agreement, Antecedent-Pronoun Agreement, Conditional Clauses
4. Sentence Correction: Modifiers (Misplaced and Dangling) & Determiners, Parallelism & Word Order, and Degrees of Comparison
5. Combinatorics: Permutations & Combinations, Probability

6. Crypt arithmetic & Modular Arithmetic: Crypt arithmetic, Application of Base System (7, 24), Clocks (Base 24), Calendars (Base 7)

7. Algebra: Exponents, Logarithms, Word-problems related to equations, Special Equations, Progressions, Statistics

Course Outcomes:

1. Identify and correct errors in English grammar and sentence construction
2. Identify and correct errors in Structure, Style and Composition
3. Solve problems in Combinatorics, Cryptarithmetic, and Modular Arithmetic
4. Solve problems in Mental Ability and Algebra

References:

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay
2. Study material for CAT, SAT, GRE, GMAT by TIME, CareerLauncher and IMS etc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications

VEDC1001: Venture Development

L	T	P	S	J	C
0	0	0	2	0	2

Course Description

In this course, you will discover your deeper self in terms of how you might contribute to society by creating exciting new products and services that can become the basis of a real business. Your efforts, creativity, passion, and dedication to solving challenging problems are the future of our society, both in your country and worldwide.

The course is divided into four sections:

1. Personal discovery of your core values and natural skills
2. Ideation and improving the impact
3. Business model design for the innovation
4. Presenting your idea in a professional manner suitable for a new venture pitch

Each section has key frameworks and templates for you to complete, improving your idea step by step until the final presentation.

First, you will discover your personal values and emerging areas of knowledge that are the foundations of any successful company. Next, you will learn how to develop insight into the problems and desires of different types of target customers and identify the design drivers for a specific innovation. Then, you will learn specific design methods for new products and services. And as important as the product or service itself, it is a strategy for monetizing the innovation – generating revenue, structuring the operating costs, and creating the operating profit needed to support the business, hire new employees, and expand forward.

This project is intended to be for teams of students. Innovation and entrepreneurship are inherently team-based. This course will give you that entrepreneurial experience.

This is the beginning of what might be the most important journey of personal and career discovery so far in your life, one with lasting impact. This is not just a course but potentially an important milestone in your life that you remember warmly in the years to come.

Course Objectives

Students will have the opportunity to:

- Discovery who you are – Values, Skills, and Contribution to Society
- Understand how creativity works and permeates the innovation process
- Learn the basic processes and frameworks for successful innovation.
- Gain experience in actually going through the innovation process.
- Conduct field research to test or validate innovation concepts with target customers.
- Understand innovation outcomes: issues around business models, financing for start-ups, intellectual property, technology licensing, corporate ventures, and product line or service extensions.

Course Materials

- Meyer and Lee (2020), Personal Discovery through Entrepreneurship, The Institute for Enterprise Growth, LLC. Boston, MA., USA
- Additional readings

- Additional videos, including case studies and customer interviewing methods.

Expectations of you in the classroom: Each student is expected to be prepared to discuss the readings/exercises assigned for each class. It's not optional! Students will be randomly asked to discuss and summarize the material. Your learning – and your success—in this course are heavilydependent upon your willingness to participate actively in class discussion. Your class participation will be assessed on the quality and consistency of your effort in each and every class.

Late assignments: Late assignments are subject to grade penalty. Lateness will only be considered for grading if prior notice was given to the instructor before the due date.

Presentation: Achieving success with an innovative idea requires you to package and present the idea in a crisp, creative, and powerful manner. The activity of presenting helps you to internalize your idea -- as you talk about it and obtain feedback – and improve upon it. There would be two major presentations during the course, plus a series of other smaller unscheduled presentations of work in progress or course material. Prepare, practice, and succeed!

Time spent outside of class: The course is hands-on and requires students to conduct field research through direct interactions with people (interviews/surveys) and online/in the library. Specifically, the course requires that students conduct studies with potential target users and stakeholders. You must be prepared to go out of your comfort zone to dig for information. You will need to search for information online and arrange to meet or talk to relevant people who may have the information you need.

Group Project Overview

This is a semester length project and the cornerstone component of the course. The group project will give you the opportunity to apply the course concepts to a real situation. You will learn about the entrepreneurship for your own business or your work in organizations. Even if you are not going to be an entrepreneur, you need to know how to identify the opportunities, who to persuade people, and how to create economic and social values in many different contexts.

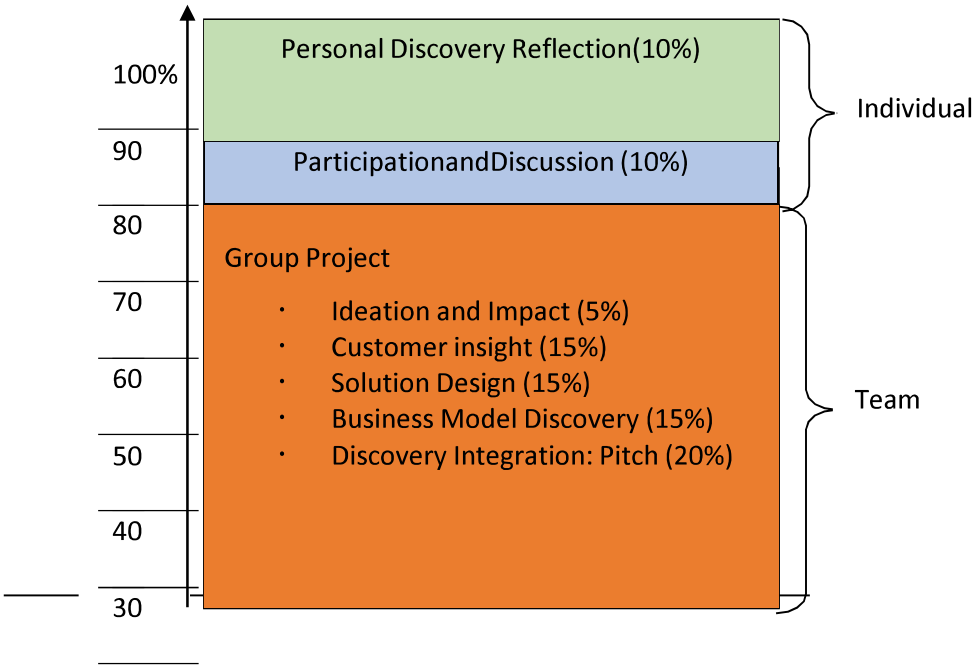
Talking to customers is one of the most important steps in investigating your business because your entrepreneurial vision must correspond to a true market opportunity. With your group, select 5-6 potential customers willing to be interviewed. They should represent a cross-section of our target market and should provide information that helps you refine your opportunity. This is not a simple survey: you are seeking in-depth understanding of the lifestyle and behaviors of your customer that can help you shape your opportunity. Please remember, you are not simply looking to confirm you have a great idea, but to shape your idea into a great opportunity. You will maximize your chances for success and your ability to execute your business cost-effectively by making early (rather than later) changes to your concept.
"Design" is fun, particularly when you merge customer insight with your own creativity. Enjoy! In this book, we provide structured methods to be an active listener and learner from customers as well as a product or service designer.

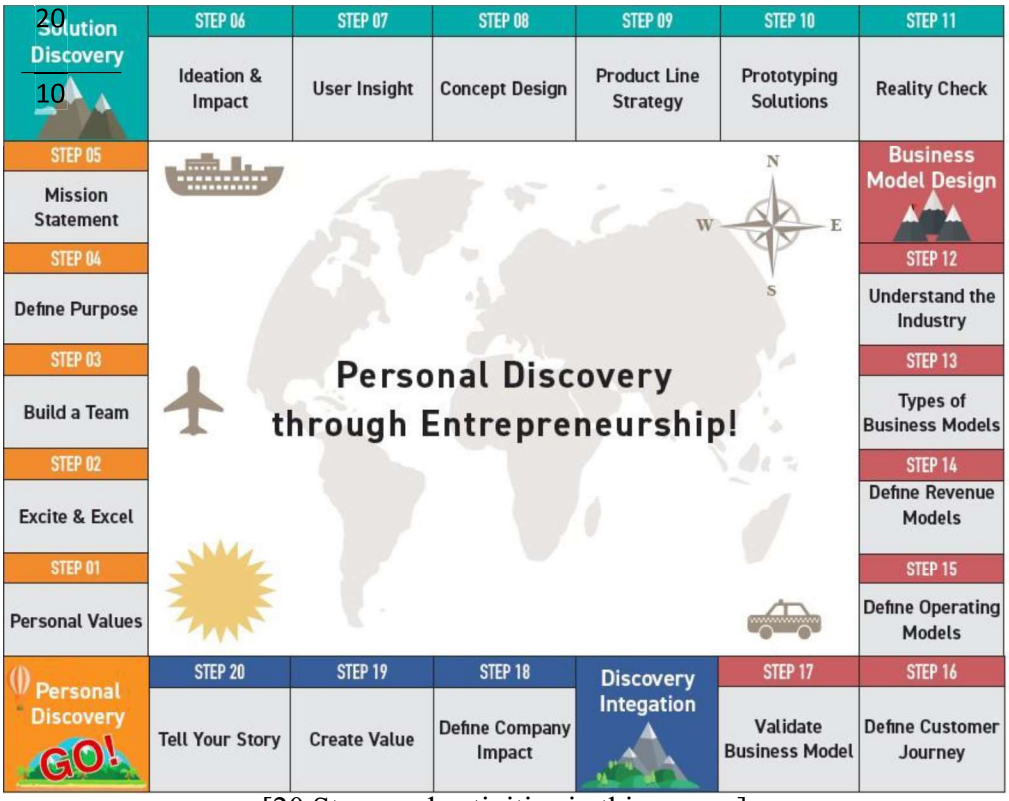
Business modeling is not as hard as it might sound. This is the design of your business – how it charges customers, what is spent producing and selling products or services, and the money that can be made for each unit sold. We keep it simple – so should you.

For the final outcome, you will be required to come up with Pitch that can used as the basis for actually starting a company based on an impactful innovation. Once again, we provide a specific format and tools for creating a compelling Pitch. We also want you to think about an exciting proposition that is more than just making money, but rather, one that helps society. This will give

you innovation and venture concept greater lift with customers – and it will also make you feel better, deep inside.

Project Components and Grading





[20 Steps and activities in this course]

Deliverables

There are a number or different deliverables for the course that follow the templates presented in the book, as applied to your own venture idea. Do your best to keep up with the timeline of the

class; do not fall behind! Later templates build on the learnings from prior templates. Make the most of your team! Everyone needs to pitch in. In no case, should one person be taking the lead on all templates.Rather,different team members should take the lead on specific deliverables. Coordinate well. Let your teacher know if a team member is not carrying his or her load.

Specific Deliverables

Ideation and Impact Hand-in Package: 5% of total grade
clearly written, with a one-page explanation for the team's decision

- Problem to Solve Templates, Step 4, Page 62 and 63
  (with a page of additional explanation if needed)
- Idea Impact Template, Step 6, Page 69 (with a page of explanation)

Customer Interviews and Insight Hand-in Package: 15%
(1st Round of Customer Interviews)

- Customer Interviews Template, Step 7, Pages 75-78,plus add additional template forms for each additional customer interview. The more, the better.
- Idea Reshaping Template, Step 7, Pages 84 and 85. Integration into overall conclusions. How have you improved your original idea through customer research?
- Latent Needs Template, Step 7, Page 93 – what are the frustrations of users that are not solved by current products or services?
- Full Use Case Template, Step 7, Page 99 – how do you customers' needs change over the full use case, and what innovative ideas can you propose at each step of the way?

Concept Design (and Test) Hand-in Package: 15%

- Customer Value Proposition Template: Step 8, Page 107. This becomes the landing point for what you learned in your customer interviews.
- Competitive Analysis Template: Step 8, Page 109. (Use the Web or actual stores/dealers)
- Product Vision and Subsystem Design Templates:Step 10, Pages 121 and 126 (You can add additional pages with design illustration and explanations of your bubble chart)
- Reality Check Survey Template and Results: Step 11, Page 141, 143-144
  (You can use more than 2 pages for reporting the results.)

Business Model Design Hand-in Package: 15%

- Industry Analysis Templates: Step 12, Pages 153 and 154
- Illustrate the Business Model Template: Step 13, Page 170
  (Use different colours or line patterns to show the flows of product, money, and information)
- Revenue Model Template: Step 14, Page 177
- Operating Model Template: Step 15, Page 187
- Customer Journey Template: Step 16, Page 195
- Validating the Business Model Template: Step 17, Pages 199 and 200

Discovery Integration Hand-in Package: 20%

- Business and Social Vision Impact Statement Template: Step 18, Page 210.
- Per Unit Profitability Template: Step 19, Page 229
- Your Venture Story Pitch: Step 20(PowerPoint)
- Overall Pitch Design Template:Page 264

Assemble the templates from all your work above, plus any others that you found particularly meaningful, and from these, create your Team's Innovation Pitch.The book has lists specific templates that fit for each part of the final presentation.

Do not just regurgitate the templates in your pitch; rather, take the key points from them to create your own, unique presentation. The templates help you think – but most are toocomplex to present to outside people who have not taken the course. Therefore, design thispitch as if you presenting to a new set of investors.

And don't forget to add an attractive title page with your team members names and email addresses!You can also add an Appendix at the very back with particularly interesting information, such as industry data or the results of your customer interviews and Reality Check.

Individual Innovation Assignments

You will be required to submit two Reflection Journalsas well as a maximum two pages double spaced Synthesis, Integration and Application paper by email at the Week 4 and Week 14 respectively. Please note, this exercise is not about regurgitating the course concepts.

(1) Personal Discovery Reflection Journal (10%)

At the beginning of this semester, you will have a time to think about your self (who you are, what you are good at, what areas you want to contribute on) using a couple of templates. After that sessions, you will have a quiet moment to think about yourself, yourcareer, and your happiness in your life. Please write 2-page reflectional journal what you feel and learning through the personal discovery sessions.

(2) Insight Learning Reflection Journal (10%)

At the end of this semester, you are to prepare a short reflection of impressive sessions aswell as related activities outside the classroom. Specially, (1) reflect on the key points from lectures, reading, discussion, guest speakers, and interviews, (2) apply this to your own situation, and (3) outline ways that you intend to use this knowledge in the future.

Course Schedule

Week	Session	Topics and Steps	Key CONCEPTS Introduced in Class	Class Focus Activity
1	1	**Course Overview**	1. Why is entrepreneurship important? 2. What is Personal Discovery through Entrepreneurship? 3. Four Stages; Personal Discovery, Solution Discovery, Business Model Discovery, Discovery Integration 4. Preparation (finding interesting areas)	**Lecture and Discussion**
	2	**Personal Discovery** (Step 01, Step 02)	1. Personal Values 2. Strength and Weakness	Individual: · Work with the templates provided on pages: · Core values: 22, 23 · Skills: 27, 28, 29, 30, 31 · Societal Contribution: 33, 34
2	3	**Find Teammates** (Step 03)	1. Review Problem Area Template at the beginning of the book to find classmates who want to work on the same problem area. 2. Findteammates (1) Shared values (2) Levels of commitment (3) Skills and experiences (Same or Different?)	Problem template: Page 9 · Talk to your classmates and find teammates. See who wants to work on in the same problem space, with a shared vision of solutions, and complementary skill sets. · Sit back and assess: Team templates on Pages 44, 45, and 46. · Prepare to present your team, the problem it is going to tackle, and its collective skills.
	4	**Define Purpose** (Step 04) **Create Mission** (Step 05)	1. Methods for defining and refining a venture's purpose 2. Defining a Venture's Purpose 3. Creating a Vision Statement	Team: · Purpose and Mission Templates: Pages 49 and 52 · Be prepare to present to the class. · Personal Discovery Reflection Journal Due

Week	Session	Topics and Steps	Key CONCEPTS Introduced in Class	Class Focus Activity
3	5	**Ideation & Impact** (Step 06)	Ideation Methods · An in-class ideation exercise	Team: · Problem to Solve Templates, Step 4, Page 62, and 63
	6		Increasing the Impact of an Idea. (The Eat-Your-Coffee Video – a good example of ideation)	Team: · Idea Impact Template, Step 6, Page 69
4	7	**User Insights Frameworks** (Step 07)	· Identifyand find the right target users. · Interview style and methods · The Customer Interview template.	Team: · Customer Interviews Template, Step 7, Pages 75 · Edit interview template for your project.
	8		Laddering methods for interviews	Team: · Latent Needs Template, Step 7, Page 93
5	9	**User Insights Customer Interviews** (Step 07)	· Finding latent needs · Field work check-in	Team: · Latent Needs Template, Step 7, Page 93 · Field work – customer interviewing
	10		· Think about innovation across the entire use case · Field work check-in	Team: · Full Use Case Template, Step 7, Page 99 · Field work – customer interviewing
6	11	**User Insights Interpreting Results** (Step 07)	· Interpreting customer interview results · Field work check-in	Team: · Field work – customer interviewing · Also talk to retailers/dealers if appropriate
	12		· Idea Reshaping based on Customer Interviews · Field work check-in	Teams prepare results of results from customer interviews and how the original ideas have been reshaped& improved.
7	13	**User Insights Interpreting Results** (Step 07)	· Customer Research Reports · Implications for product and service design	· Teams prepare PPTs for class presentation · **Customer Insight Template Hand-in Package**
	14			

Week	Session	Topics and Steps	Key CONCEPTS Introduced in Class	Class Focus Activity
8	15	**Concept Design** (Step 08)	· Defining Customer Value · Understanding Customer Value Proposition	Team: · Customer Value Proposition · Template: Step 8, Page 107 · Draft the CVP
	16		· Presentation and review of CVPs	Team: · Complete CVP
9	17	**Competitive Analysis and Positioning** (Step 08)	· Understanding of Competitive Matrix · Competitive positioning: creating your separate space	Team: · Identify major competitors, and dimensions for analysis · Template: Step 8, Page 109
	18		· Presentations of Competitive Analyses and Positionings	Team: · Perform the competitive analysis and present results, including positioning
10	19	**Product Line Strategy** (Step 09)	· Product line framework: good, better, best on underlying platforms, plus application to Services.	Team: · Identify good, better, best variations based on the underlying concept. · Product line template: Page 115
	20	**Product Visioning Subsystem Design, and Prototype Sketch** (Step 10)	· The structured bubble chart, showing implementation options and the team's choices · Prototype sketching (The Bluereo Video is a good example of iterative prototyping driven by customer discovery.)	Team: · Prototype sketch, and for Web apps, a wireframe. For physical products, an initial bill of materials. · Underlying bubble chart showing your decision process. · Product Vision and Subsystem Design Templates: Step 10, Pages 121 and 126
Week	**Session**	**Topics and Steps**	**· Key CONCEPTS Introduced in Class**	**Team or Individual Activity**
11	21	**Reality Check** (Step 11)	· The purpose of the Reality Check, testing the product concept, channel preferences, and much other.	Team: · Reality Check Survey Template and Results: Step 11, Page 141, 143-144

	22		· Guidance on the number or additional customers for the reality check survey · How to analyze and interpret the results	· Customize the Reality Check template for your venture. · Do a quick round of customer surveying. Aim for 12 more interviews.
12	23	**Industry Analysis** (Step 12)	· Team reports on Reality Check Results · Examine major components of an Industry Analysis · Review Templates	Team: · Prepare and present the results of your reality check, plus any pivots you wish to make. · **Concept Design (and Test) Hand-in Package** · Industry Analysis Templates: Step 12, Pages 153 and 154s
	24	**Business Model** (Step 13)	· Defining the Business Model: · Lecture on basic structure and different types. · Illustrating it as the flow of product, money, and information.	Team: · Business Model Illustration Template, Step 13, Page 170

Week	Session	Topics and Steps	· Key CONCEPTS Introduced in Class	Team or Individual Activity
13	25	**Business Model** (Steps 14, 15, 16, 17)	· Revenue and Expenses · The key decision points in the Revenue Model · The key decision points in the Operating Model · Designing the Customer Journey · Validating the Business Model (The Polka Dog Bakery Video: an example of creating a new retail experience, plus new products.)	Team · Step 14, Page 177 · Step 15, Page 187 · Step 16, Page 195 · Step 17, Pages 199 and 200 · Validate the Revenue and Operating Model by trying to have phone calls with a few Sellers and Manufacturers to validating pricing, channels, and costs.
	26			
14	27	**Impact Visioning** (Step 18)	· Develop clear statements for business and societal impact. · Look at good existing examples of companies that do both.	Team: · Start integrating your research and templates towards the final presentation, provided in Step 20, Page 264 · **Business Model Design Hand-in Package**
	28	**Creating Value** (Step 19)	· Develop a project of the profitability in make low volumes for a product, a service, and a Web app. · Discuss applications of the framework to your venture.	Team: · Develop and present Unit of 1 Economics Template, Step 19, Page 229 · Keep working on the Final presentation

Week	Session	Topics and Steps	Key CONCEPTS Introduced in Class	Team or Individual Activity
15	29 30	**Tell Your Story**	· Presentation Format and Style · Format: (1) Title Slide with names and contact information (2) The Target Customer and the Problem to be Solved (3) The Market Opportunity (4) The Innovation Story (5) The Business Model Story (6) The Customer Journey (7) The Team (8) The Proposed Action Steps. (9) Appendices (if needed or desired) · If you have built a prototype during the class, please bring it and show it to us! (The Fortify Video is a good example of how a good technical idea can translate into a business model, and next, into a well-funded venture.)	Team: · The PPT Presentation · Practice, practice, practice! · Not too many words on one slide · Use pictures · Use template to develop your thinking, but try to create slides that are not just the templates.
Final Course Deliverables			Due on the Monday after the weekend of the final class meeting.	**Team: Your Venture PPTs** **Individual: Insight Learning Reflection Journal**

Course Outcomes

5. Identify one's values, passions, skills and their will to contribute to society
6. Formulate an idea and validate it with customers
7. Demonstrate prototyping and analyze the competition for the product
8. Create business models for revenue generation and sustainability of their business
9. Come up with a pitch that can used as the basis for actually starting a company based on an impactful innovation and societal impact

DOSP1001: Badminton

L	T	P	S	J	C
0	0	0	2	0	2*

This course provides instruction and the opportunity for participation in sports and physical fitness activities. Skills, strategies, rules, and personal wellness goals are included as appropriate. This course will provide students with an understanding of the fundamental concepts of the physiological functions and training principles associated with the chosen sport.

Course Objectives:

1. Understand training principles used in the sport
2. Demonstrate knowledge of the game in a recreational /competitive play setting
3. Organize an event around the sport
4. Demonstrate concepts of warm up, game conditioning, training plans

Course Outcomes:

1. Learn to play Badminton
2. Understanding of the fundamental concepts such as rules of play, game variations
3. Understanding of the governing structure and administration of the sport
4. Understand the event management of the sport
5. Apply sport concepts into an active physical lifestyle

List of Activities:

1. Watch a sport documentary / training video / game history
2. On field coaching and demonstration session
3. Guided practice and play
4. Event management & game officiating
5. Friendly competitions and structured matches

Instructional Plan:

1. Introduction to Badminton - History and development
2. Rules of the Game, Play Area & dimensions
3. Fundamental Skills - Badminton: Grips - Racket, shuttle
4. Sports Specific fitness and warmup drills
5. Stances and footwork
6. Badminton Gameplay: Service, Forehand, Backhand
7. Preparatory Drills and Fun Games
8. Game Variations: Singles/ Doubles/ Mixed

Reference:

1. Handbook of the Badminton World Federation (BWF)

DOSP1011: Chess

L	T	P	S	J	C
0	0	0	2	0	2*

This course provides instruction and the opportunity for participation in sports and physical fitness activities. Skills, strategies, rules, and personal wellness goals are included as appropriate. This course will provide students with an understanding of the fundamental concepts of the physiological functions and training principles associated with the chosen sport.

Course Objectives:

1. Understand training principles used in the sport
2. Demonstrate knowledge of the game in a recreational /competitive play setting
3. Organize an event around the sport
4. Demonstrate concepts of warm up, game conditioning, training plans

Course Outcomes:

1. Learn to play Chess
2. Understanding of the fundamental concepts such as rules of play, game variations
3. Understanding of the governing structure and administration of the sport
4. Understand the event management of the sport
5. Apply sport concepts into an active physical lifestyle

List of Activities:

1. Watch a sport documentary / training video / game history
2. On field coaching and demonstration session
3. Guided practice and play
4. Event management & game officiating
5. Friendly competitions and structured matches

Instructional Plan:

1. Introduction to Chess - History and development
2. Rules of the Game, Play Area & dimensions
3. Fundamental Skills - Chess: Pieces & functions, basic play
4. Chess board moves & terminology
5. Chess Gameplay: Openings, castling, strategies & tactics
6. Preparatory Drills and Fun Games
7. Game Variations & Officiating

Reference:

1. International Chess Federation (FIDE) Handbook

DOSP1031: Football

L	T	P	S	J	C
0	0	0	2	0	2*

This course provides instruction and the opportunity for participation in sports and physical fitness activities. Skills, strategies, rules, and personal wellness goals are included as appropriate. This course will provide students with an understanding of the fundamental concepts of the physiological functions and training principles associated with the chosen sport.

Course Objectives:

1. Understand training principles used in the sport
2. Demonstrate knowledge of the game in a recreational /competitive play setting
3. Organize an event around the sport
4. Demonstrate concepts of warm up, game conditioning, training plans

Course Outcomes:

1. Learn to play Football
2. Understanding of the fundamental concepts such as rules of play, game variations
3. Understanding of the governing structure and administration of the sport
4. Understand the event management of the sport
5. Apply sport concepts into an active physical lifestyle

List of Activities:

1. Watch a sport documentary / training video / game history
2. On field coaching and demonstration session
3. Guided practice and play
4. Event management & game officiating
5. Friendly competitions and structured matches

Instructional Plan:

1. Introduction to Football - History and development
2. Rules of the Game, Play Area & dimensions
3. Fundamental Skills - Kicking, heading, ball control, Keeping
4. Movement, throwins, tackling, defense, scoring, defense
5. Gameplay- Formations, passing, FKs, CKs, PK, tactics
6. Preparatory Drills and Fun Games
7. Game Variations: Small sided games, 7v7, 11v11

Reference:

1. FIFA Laws of the Game

DOSP1041: Volleyball

L	T	P	S	J	C
0	0	0	2	0	2*

This course provides instruction and the opportunity for participation in sports and physical fitness activities. Skills, strategies, rules, and personal wellness goals are included as appropriate. This course will provide students with an understanding of the fundamental concepts of the physiological functions and training principles associated with the chosen sport.

Course Objectives:

1. Understand training principles used in the sport
2. Demonstrate knowledge of the game in a recreational /competitive play setting
3. Organize an event around the sport
4. Demonstrate concepts of warm up, game conditioning, training plans

Course Outcomes:

1. Learn to play Volleyball
2. Understanding of the fundamental concepts such as rules of play, game variations
3. Understanding of the governing structure and administration of the sport
4. Understand the event management of the sport
5. Apply sport concepts into an active physical lifestyle

List of Activities:

1. Watch a sport documentary / training video / game history
2. On field coaching and demonstration session
3. Guided practice and play
4. Event management & game officiating
5. Friendly competitions and structured matches

Instructional Plan:

1. Introduction to Volley - History and development
2. Rules of the Game, Play Area & dimensions
3. Fundamental Skills - Striking, Ball control, Lifting
4. Sports Specific fitness and warmup drills
5. Stances and footwork
6. Preparatory Drills and Fun Games
7. Gameplay: Jumps, strikes, layoffs, attack, defense

Reference:

1. FIVB - Official Volleyball Rules

DOSP1051: Kabaddi

L	T	P	S	J	C
0	0	0	2	0	2*

This course provides instruction and the opportunity for participation in sports and physical fitness activities. Skills, strategies, rules, and personal wellness goals are included as appropriate. This course will provide students with an understanding of the fundamental concepts of the physiological functions and training principles associated with the chosen sport.

Course Objectives:

1. Understand training principles used in the sport
2. Demonstrate knowledge of the game in a recreational /competitive play setting
3. Organize an event around the sport
4. Demonstrate concepts of warm up, game conditioning, training plans

Course Outcomes:

1. Learn to play Kabaddi
2. Understanding of the fundamental concepts such as rules of play, game variations
3. Understanding of the governing structure and administration of the sport
4. Understand the event management of the sport
5. Apply sport concepts into an active physical lifestyle

List of Activities:

1. Watch a sport documentary / training video / game history
2. On field coaching and demonstration session
3. Guided practice and play
4. Event management & game officiating
5. Friendly competitions and structured matches

Instructional Plan:

1. Introduction to Kabaddi - History and development
2. Rules of the Game, Play Area & dimensions
3. Fundamental Skills - Raiding, catching
4. Sports Specific fitness and warmup drills
5. Stances and footwork
6. Preparatory Drills and Fun Games
7. Gameplay: Chain system movement

Reference:

1. Amateur Kabaddi Federation of India (AKFI) - Official Rules
2. Rules of Kabadddi - International Kabaddi Federation

DOSP1091: Basketball

L	T	P	S	J	C
0	0	0	2	0	2*

This course provides instruction and the opportunity for participation in sports and physical fitness activities. Skills, strategies, rules, and personal wellness goals are included as appropriate. This course will provide students with an understanding of the fundamental concepts of the physiological functions and training principles associated with the chosen sport.

Course Objectives:

1. Understand training principles used in the sport
2. Demonstrate knowledge of the game in a recreational /competitive play setting
3. Organize an event around the sport
4. Demonstrate concepts of warm up, game conditioning, training plans

Course Outcomes:

1. Learn to play Basketball
2. Understanding of the fundamental concepts such as rules of play, game variations
3. Understanding of the governing structure and administration of the sport
4. Understand the event management of the sport
5. Apply sport concepts into an active physical lifestyle

List of Activities:

1. Watch a sport documentary / training video / game history
2. On field coaching and demonstration session
3. Guided practice and play
4. Event management & game officiating
5. Friendly competitions and structured matches

Instructional Plan:

1. Introduction to Basketball - History and development
2. Rules of the Game, Play Area & dimensions
3. Fundamental Skills - Passing, Receiving, Dribbling
4. Sports Specific fitness and warmup drills
5. Stances and footwork: Jumps, dribbles, catching, throws
6. Preparatory Drills and Fun Games
7. Gameplay: Shots, throws, movements, attack, defense

Reference:

1. FIBA Basketball Official Rules

DOSP1111: Throwball

L	T	P	S	J	C
0	0	0	2	0	2*

This course provides instruction and the opportunity for participation in sports and physical fitness activities. Skills, strategies, rules, and personal wellness goals are included as appropriate. This course will provide students with an understanding of the fundamental concepts of the physiological functions and training principles associated with the chosen sport.

Course Objectives:

1. Understand training principles used in the sport
2. Demonstrate knowledge of the game in a recreational /competitive play setting
3. Organize an event around the sport
4. Demonstrate concepts of warm up, game conditioning, training plans

Course Outcomes:

1. Learn to play Throwball
2. Understanding of the fundamental concepts such as rules of play, game variations
3. Understanding of the governing structure and administration of the sport
4. Understand the event management of the sport
5. Apply sport concepts into an active physical lifestyle

List of Activities:

1. Watch a sport documentary / training video / game history
2. On field coaching and demonstration session
3. Guided practice and play
4. Event management & game officiating
5. Friendly competitions and structured matches

Instructional Plan:

1. Introduction to Throwball - History and development
2. Rules of the Game, Play Area & dimensions
3. Fundamental Skills - Throwing, Receiving
4. Sports Specific fitness and warmup drills
5. Stances and footwork
6. Preparatory Drills and Fun Games
7. Gameplay: Shots, throws, movements, control

Reference:

1. World Throwball Federation - Rules of the Game

DOSL1001: Club Activity – Participant

L	T	P	S	J	C
0	0	0	2	0	2*

This course recognizes student participation in multiple activities organized by various student organizations that pursue specific co-curricular and extra-curricular interests. These activities allow students to engage in and identify and pursue their personal interests and hobbies.

Course Objectives

- Create opportunities for students to participate in a variety of non-academic experiences
- Interact with and learn from peers in a setting without an external performance pressure
- Allow exploration of interesting activities and reflection about these experiences
- Learn to manage time effectively

List of Student Club Activities

1. Music (vocals, instruments, technical, recording, mixing, production, management)
2. Dance (Indian classical, western, jazz, latin, contemporary, folk, production, event management)
3. Theatre (classical, experimental, one-act, street, production, direction, casting, etc.)
4. Arts (fine arts, painting, calligraphy, sketching, caricaturing, etc)
5. Craft (origami, model making, sculpture, pottery, etc)
6. Cooking (home-style, baking, confectionery, Indian, intercontinental, etc.)
7. Graffiti (street, mural, collage, multi media, etc)
8. Workshops, quizzes, debates, elocution, etc
9. Filmmaking (adventure, drama, film appreciation, documentary, etc)
10. Photography (conventional, immersive (360), landscape, portrait, technical, editing, etc.)
11. College Fests
12. Designing (graphic design, landscape, interior, etc)
13. Competitive coding
14. Recreational sports activities
15. Other club activities organized by student clubs

List of Activities

1. Participation in various club based activities
2. Weekly reflection paper
3. Portfolio (on social media using an instagram account)
4. Two learning papers (one per semester)

Text Books

1. Small move: big Change (Caroline Arnold)
2. How to Win at College: Surprising Secrets for Success from the Country's Top Students (Cal Newport)

References

1. Making the most of college: Students speak their minds (author - Richard Light)
2. Failing Forward: Turning Mistakes into Stepping Stones for Success (John C Maxwell)
3. The Last Lecture (Randy Pausch)
4. Lean in (Sheryl Sandberg)
5. Youtube- Introduction to various club activities

Course Outcomes

Upon successful completion of the course, student will be able to

- Identify personal interest areas
- Learn from diverse perspectives and experiences
- Gain exposure to various activities and opportunities for extra-curicular activities
- Learn to manage time effectively
- gain confidence

DOSL1011: Club Activity – Member of the Club

L	T	P	S	J	C
0	0	0	2	0	2*

This course encourages and acknowledges student members' work in organizing events and activities organized by various student organizations that pursue specific co-curricular and extra-curricular interests. These activities allow students to actively learn from the process of conceptualizing and organizing such activities as part of a team.

Course Objectives

- Create opportunities for students to learn from organizing club activities
- Learn teamwork, leadership, planning and management of events and activities
- Learn to appreciate multiple perspectives, cultures, and individual capabilities
- Learn to manage time effectively

List of Student Club Activities

1. Music (vocals, instruments, technical, recording, mixing, production, management)
2. Dance (Indian classical, western, jazz, latin, contemporary, folk, production, event management)
3. Theatre (classical, experimental, one-act, street, production, direction, casting, etc.)
4. Arts (fine arts, painting, calligraphy, sketching, caricaturing, etc)
5. Craft (origami, model making, sculpture, pottery, etc)
6. Cooking (home-style, baking, confectionery, Indian, intercontinental, etc.)
7. Graffiti (street, mural, collage, multi media, etc)
8. Workshops, quizzes, debates, elocution, etc
9. Filmmaking (adventure, drama, film appreciation, documentary, etc)
10. Photography (conventional, immersive (360), landscape, portrait, technical, editing, etc.)
11. College Fests
12. Designing (graphic design, landscape, interior, etc)
13. Competitive coding
14. Recreational sports activities
15. Other club activities organized by student clubs

List of Activities

1. Be a member of a club and organize activities in that particular interest area
2. Learn from diverse perspectives and experiences
3. Learn to design and execute extra-curicular activities
4. Develop management skills through hands on experience
5. Explore different managerial roles and develop competencies

Text Books

1. Small move: big Change (Caroline Arnold)
2. How to Win at College: Surprising Secrets for Success from the Country's Top Students (Cal Newport)

References

1. Making the most of college: Students speak their minds (author - Richard Light)
2. Failing Forward: Turning Mistakes into Stepping Stones for Success (John C Maxwell)
3. The Last Lecture (Randy Pausch)
4. Lean in (Sheryl Sandberg)
5. Youtube- Introduction to various club activities

Course Outcomes

Upon successful completion of the course, student will be able to

- Be a member of a club and organize activities in that particular interest area
- Learn from diverse perspectives and experiences
- Learn to design and execute extra-curicular activities
- Develop management skills through hands on experience
- Explore different managerial roles and develop competencies

DOSL1021: Club Activity – Leader of the Club

L	T	P	S	J	C
0	0	0	2	0	2*

This course encourages and recognizes student members' work in leading the student organizations through various leadership roles. As leaders they work not just to organize events and activities in specific co-curricular and extra-curricular interests, but also lead the teams that form the core members of the clubs. These activities allow students to learn and practice leadership and management skills through real world experience.

Course Objectives

- Create opportunities for students to learn from organizing club activities
- Learn teamwork, leadership, planning and management of events and activities
- Learn to appreciate multiple perspectives, cultures, and individual capabilities
- Learn to manage time effectively

List of Student Club Activities

1. Music (vocals, instruments, technical, recording, mixing, production, management)
2. Dance (Indian classical, western, jazz, latin, contemporary, folk, production, event management)
3. Theatre (classical, experimental, one-act, street, production, direction, casting, etc.)
4. Arts (fine arts, painting, calligraphy, sketching, caricaturing, etc)
5. Craft (origami, model making, sculpture, pottery, etc)
6. Cooking (home-style, baking, confectionery, Indian, intercontinental, etc.)
7. Graffiti (street, mural, collage, multimedia, etc)
8. Workshops, quizzes, debates, elocution, etc
9. Filmmaking (adventure, drama, film appreciation, documentary, etc)
10. Photography (conventional, immersive (360), landscape, portrait, technical, editing, etc.)
11. College Fests
12. Designing (graphic design, landscape, interior, etc)
13. Competitive coding
14. Recreational sports activities
15. Other club activities organized by student clubs

List of Activities

1. Be the leader of the club and implement the charter, vision and mission of the club
2. Learn from diverse perspectives and experiences
3. Learn to lead the team, design and execute extra-curicular activities
4. Develop management skills through hands on experience
5. Explore different managerial roles and develop competencies

Text Books

1. Small move: big Change (Caroline Arnold)
2. How to Win at College: Surprising Secrets for Success from the Country's Top Students (Cal Newport)

References

1. Making the most of college: Students speak their minds (author - Richard Light)
2. Failing Forward: Turning Mistakes into Stepping Stones for Success (John C Maxwell)
3. The Last Lecture (Randy Pausch)
4. Lean in (Sheryl Sandberg)
5. Youtube- Introduction to various club activities

Course Outcomes

Upon successful completion of the course, student will be able to

- Be the leader of the club and implement the charter, vision and mission of the club
- Learn from diverse perspectives and experiences
- Learn to lead the team, design and execute extra-curricular activities
- Develop management skills through hands on experience
- Explore different managerial roles and develop competencies

DOSL1031: Club Activity – Competitor

L	T	P	S	J	C
0	0	0	2	0	2*

This course encourages and recognizes student members' work in leading the student organizations through various leadership roles. As leaders they work not just to organize events and activities in specific co-curricular and extra-curricular interests, but also lead the teams that form the core members of the clubs. These activities allow students to learn and practice leadership and management skills through real world experience.

Course Objectives

- Create opportunities for students to learn from organizing club activities
- Learn teamwork, leadership, planning and management of events and activities
- Learn to appreciate multiple perspectives, cultures, and individual capabilities
- Learn to manage time effectively

List of Student Club Activities

1. Music (vocals, instruments, technical, recording, mixing, production, management)
2. Dance (Indian classical, western, jazz, latin, contemporary, folk, production, event management)
3. Theatre (classical, experimental, one-act, street, production, direction, casting, etc.)
4. Arts (fine arts, painting, calligraphy, sketching, caricaturing, etc)
5. Craft (origami, model making, sculpture, pottery, etc)
6. Cooking (home-style, baking, confectionery, Indian, intercontinental, etc.)
7. Graffiti (street, mural, collage, multimedia, etc)
8. Workshops, quizzes, debates, elocution, etc
9. Filmmaking (adventure, drama, film appreciation, documentary, etc)
10. Photography (conventional, immersive (360), landscape, portrait, technical, editing, etc.)
11. College Fests
12. Designing (graphic design, landscape, interior, etc)
13. Competitive coding
14. Recreational sports activities
15. Other club activities organized by student clubs

List of Activities

1. Be the leader of the club and implement the charter, vision and mission of the club
2. Learn from diverse perspectives and experiences
3. Learn to lead the team, design and execute extra-curicular activities
4. Develop management skills through hands on experience
5. Explore different managerial roles and develop competencies

Text Books

1. Small move: big Change (Caroline Arnold)
2. How to Win at College: Surprising Secrets for Success from the Country's Top Students (Cal Newport)

References

1. Making the most of college: Students speak their minds (author - Richard Light)
2. Failing Forward: Turning Mistakes into Stepping Stones for Success (John C Maxwell)
3. The Last Lecture (Randy Pausch)
4. Lean in (Sheryl Sandberg)
5. Youtube- Introduction to various club activities

Course Outcomes

Upon successful completion of the course, student will be able to

- Be the leader of the club and implement the charter, vision and mission of the club
- Learn from diverse perspectives and experiences
- Learn to lead the team, design and execute extra-curricular activities
- Develop management skills through hands on experience
- Explore different managerial roles and develop competencies

POLS1001: Indian Constitution and History

L	T	P	S	J	C
2	0	0	0	0	2*

Course Description:
This course analyzes the basic structure and operative dimensions of the Indian Constitution. It explores various aspects of the Indian political and legal system from a historical perspective highlighting the various events that led to the making of the Indian Constitution. The course also deals with various challenges faced by the constitution and its coping mechanisms. Broadly, the students would understand and explain the working of different institutions and political debates ensuing from the operation of the Indian constitution in action.

Course Objectives:
1. To introduce constitutional history of India.
2. To explain the process of making Indian constitution
3. To analyze Fundamental of Rights, Duties and other principles in constitution
4. To create familiarity with political developments which shaped the constitution.

Course Outcomes:

On the successful completion of the course students would be able to:

1. Demonstrate an understanding of the Constitution of India and how constitutional governance is carried out in India
2. Interpret knowledge of the Fundamental Rights and Duties of the Citizens as well as the Obligation of the state towards its citizens
3. Correlate familiarity with key political developments that have shaped the Constitution and amended it from time to time.
4. Equip themselves to take up other courses in law after having done a foundation course on Indian Constitution

Unit I: India as a Nation **6 hrs**

Khilani, S. (2004). *Introduction, The Idea of India*, Chapter 1. New Delhi: Penguin Books, pp. 1-15.
Rowat, D. (1950). 'India: The Making of a Nation', *International Journal, 5*(2), 95-108. doi:10.2307/40194264
Brass, P. (2018). 'Continuities and Discontinuities between pre- and post-Independence India', Chapter 1. *The Politics of Idea since independence*, New Delhi: Cambridge University Press. pp. 1-30.

Module Learning Outcomes

1. Understand ideas of India
2. Explain the story behind making constitution and its future.
3. Articulate the differences between pre and post-colonial governments.

Unit 2: Understanding the Constitution **6 hrs**

Mehta, U.S. (2011). 'Constitutionalism' in *The Oxford Companion to Politics in India*, (ed) by Nirja Gopal Jayal, and Pratap Bhanu Mehta, New Delhi: Oxford University Press. pp. 15-27.
Austin, G. (2016), 'The Constituent Assembly: Microcosm in Action' in *The Indian Constitution: Cornerstone of a Nation*, New Delhi: Oxford University Press, pp. 1-25.
Beteille, Andre (2008): "Constitutional Morality," *Economic and Political Weekly,* Vol 43, Issue No 40
Prahladan, Vivek (2012): "Emergence of the Indian Constitution," *Economic and Political Weekly*, Vol 47, Issue No 07.

Module Learning Outcomes
Understand the concept of constitutionalism. Demonstrate strength or weakness of constitutional morality in India
Evaluate constituent assembly debates in framing Indian Constitution.

Unit 3: The Preamble, Fundamental Rights and Directive Principles of State Policy 6 hrs

Bhakshi, P.M. (2011). 'Preamble' in *The Constitution of India*, New Delhi: Universal Law. Pp. 1-5.
Laxmikanth, M. (2017). 'Chapter IV: Preamble of the Constitution' in *Indian Polity*, Chennai: McGraw Hills.
Kumar, Virendra (2007): "Basic Structure of The Indian Constitution: Doctrine of Constitutionally Controlled Governance [From Kesavananda Bharati to I.R. Coelho]" *Journal of the Indian Law Institute*, Vol 49, No 3, pp 365-398.
Austin, G (2016), ' ' in *The Indian Constitution: Cornerstone of a Nation*, New Delhi: Oxford University Press, pp.63-105.
Reddy, S (1980). Fundamental Ness of Fundamental Rights and Directive Principles in the Indian Constitution. *Journal of the Indian Law Institute*, 22(3), pp. 399-407.
Bhatia, Gautam (2017): "The Supreme Court's Right to Privacy Judgement," *Economic and Political Weekly*, Vol 52, Issue No 44

Module Learning Outcomes

1. Explain the relationship between 'Preamble' and 'The constitution'.
2. Interpret the key concepts of preamble
3. Analyzes the dynamic nature of Indian constitution
4. Understanding Fundamental Rights
5. Evaluate Directive Principles of State Policy
6. Interpret case studies on Fundamental Rights.

Unit 4: Citizenship **6 hrs**

Jayal, N.G. (2019). 'Reconfiguring citizenship in contemporary India' in *South Asia Journal of South Asian Studies*, pp.33-58.
Roy, Anupama. (2010). 'Chapter I: Enframing the citizen in contemporary times' in *Mapping Citizenship in India*, New Delhi: Oxford University Press.
Das, Veena (2010): "State, Citizenship and the Urban Poor," *Citizenship Studies,* Vol 15, pp 319-333.
Valerian Rodrigues

Module Learning Outcomes

1. Explain different dimensions of citizenship in Indian context
2. Evaluate the basis of citizenship
3. Compare 'claim' and 'status'of citizenship

Unit 5: Separation and Distribution of Powers 6 hrs

Pal, Ruma. (2016). 'Separation of Powers' in *The Oxford Handbook of the Indian Constitution*, (ed) by Sujit Choudhry, Madhav Khosla, and Pratap Bhanu Mehta, Delhi: Oxford University Press.
Bakshi, P. (1956). 'Comparative Law: Separation of Powers in India'. *American Bar Association Journal, 42*(6), 553-595.
Rao, P. (2005). 'Separation of Powers in a Democracy: The Indian Experience'. *Peace Research, 37*(1), 113-122.
Kumar, Ashwani (2019): "Constitutional Rights, Judicial Review and Parliamentary Democracy," *Economic and Political Weekly*, Vol 51, Issue 15
Tillin, Louise. (2015). 'Introduction' in *Indian Federalism*. New Delhi: Oxford University Press. pp. 1-30.
Chakrabarty, Bidyut and Rajendra Kumar Pandey. (2008). *Federalism' in Indian Government and Politics*, New Delhi: Sage Publications. pp. 35-53.
Arora, B. and Kailash, K. K. (2018). 'Beyond Quasi Federalism: Change and Continuity in Indian Federalism', in *Studies in Indian Politics*, pp. 1-7.
Agrawal, Pankhuri (2020): "COVID-19 and dwindling Indian Federalism," *Economic and Political Weekly,* Vol 55, Issue No 26

Module Learning Outcomes

1. Explain the importance of separation of powers in a democracy
2. Understand the relation between three organs of the government
3. Evaluate the system of 'checks and balances'
4. Understand the difference between unitary and federal political systems
5. Critically analyze the Indian model of Federalism
6. Evaluate the distribution of responsibilities between union and state governments.

Recommended Readings:

De, Rohit. (2018). *A People's Constitution – The Everyday Life of Law in the Indian Republic*, USA: Princeton University Press.
Granville Austin, *The Indian Constitution: Cornerstone of a Nation*, Oxford University Press, Oxford, 1966.
Lahoti, R.C. (2004). *Preamble: The Spirit and Backbone of the Constitution of India*. Delhi: Eastern Book Company.
Rajeev Bhargava (ed), *Ethics and Politics of the Indian Constitution*, Oxford University Press, New Delhi, 2008.
Subhash C. Kashyap, *Our Constitution*, National Book Trust, New Delhi, 2011.
Tillin, Louise. (2015). *Indian Federalism*. New Delhi: Oxford University Press.
Zoya Hassan, E. Sridharan and R. Sudarshan (eds), *India's Living Constitution: Ideas, Practices, Controversies*, Permanent Black, New Delhi, 2002.

PHPY1001: Gandhi for the 21st Century

L	T	P	S	J	C
2	0	0	0	0	2*

Course Description

This course provides the students with basic knowledge on Gandhi's early life, transformations in South Africa and his entry into India's national movement. While going through the social-political, economic and educational philosophies of Gandhi, the course analyses how his ideologies are relevant even in the 21st century.

Course Objectives

The objectives of the course are;

1. To provide the students with the basic knowledge on Gandhi's life and his philosophies
2. To understand the early influences and transformations in Gandhi
3. To analyse the role of Gandhi in India's national movement
4. To apply Gandhian Ethics while analysing the contemporary social/political issues
5. To appreciate the conflict resolution techniques put forward by Gandhi and its significance in the current scenario.

Module I : MK Gandhi: Childhood and Education

M K Gandhi, Formative Years (1869-1893): Early childhood - study in England - Indian influences, early Western influences.

Module II: From Mohan to Mahatma-South African Experiences

Gandhi in South Africa (1893-1914): South African Experiences - civil right movements in South Africa - invention of Satyagraha - Phoenix settlement- Tolstoy Farm - experiments in Sarvodaya, education, and sustainable livelihood.

Module III: Gandhi and Indian National Movement

Gandhi and Indian National Movement (1915-1947): Introduction of Satyagraha in Indian soil -non-cooperation movement - call for women's participation - social boycott - Quit-India movement - fighting against un-touchability - Partition of India- independence.

Module IV: Gandhi and Sustainable Development

Gandhian Constructive Programs-Eleven Vows-Sarvodaya-Seven Social Sins-Gandhian Economics and Sustainable Development

Module V: Gandhi and Contemporary Issues

Conflict Resolution Techniques of Gandhi-Ecological Challenges and Gandhian solutions-Gandhian Ethics-An Analysis

Learning Outcomes

1. To understand the life of Gandhi
2. To understand the role of Gandhi in Indian national movement
3. To analyse the origin and significance of Satyagraha
4. To understand the eleven vows of Gandhi which he followed through-out his life.

5. To examine the significance of constructive programs today

Course Outcomes

After the successful completion of the course the students will be able to;
1. Understand the life of Gandhi
2. Appreciate the role of Gandhian non-violence and Satyagraha in India's freedom struggle.
3. Critically examine the philosophy of Gandhi on Education, Sarvodaya, and Satyagraha
4. Analyse the contemporary significance of Gandhian constructive programmes and eleven vows
5. Examine the possible solutions for some of the contemporary challenges like environmental issues, moral degradation and ethical dilemmas.

References

1. Gandhi, M K. (1941). *Constructive Programme*. Ahmadabad: Navjivan Publishing House
2. Gandhi, M. K. (1948). *The Story of My Experiments with Truth*. Ahmadabad: Navjivan Publishing House
3. Gandhi, M K. (1968). *Satyagraha in South Africa*. Ahmadabad: Navjivan Publishing House.
4. Khoshoo, T N (1995). *Mahatma Gandhi: An Apostle of Applied Human Ecology*. New Delhi:TERI
5. Kripalani, J.B. (1970). *Gandhi: His Life and Thought*. New Delhi: Publications Division.
6. Narayan, Rajdeva (2011). *Ecological Perceptions in Gandhism and Marxism*. Muzaffarpur: NISLS
7. Pandey, J. (1998). *Gandhi and 21st Century*. New Delhi: Concept.
8. Weber, Thomas (2007).Gandhi as Disciple and Mentor. New Delhi: CUP

DOSL1041: Community Services - Volunteer

L	T	P	S	J	C
0	0	0	0	2	2*

This course recognizes student participation in Community service activities organized by various student organizations and other Government and non-government organizations that exist for providing service to communities. These activities allow students to develop empathy, citizenship behavior and community values.

Course Objectives

- To help students develop empathy and citizenship behavior
- Enable students to develop an altruistic attitude and community development sensibility
- Allow exploration of community service activities and reflect about these experiences
- Learn to work in small and large teams for achieving community objectives

List of Community Service Activities

1. Community Health Services
2. Swachh Bharat Abhiyan and other Cleanliness drives
3. Tree Plantation and similar environmental conservation initiatives
4. Rain water harvesting awareness and implementation
5. Fundraising and visits to Orphanages, Old-age homes, etc.
6. Health and disease awareness programs
7. Working with NGOs
8. Disaster mitigation and management training and relief work
9. Rural Upliftment projects
10. Campus awareness and action projects (cleanliness, anti-ragging, blood donation, etc)
11. Community investigations and surveys for development research
12. Educational support for underprivileged (remedial classes, coaching, training, etc)
13. Service camps
14. Advocacy and information literacy initiatives
15. Other activities serving local communities

List of Activities

1. Participation in various community service activities
2. Weekly reflection paper
3. Portfolio (on social media using an instagram account)
4. Two learning papers (one per semester)

Text Books

1. Soul of a citizen: living with conviction in Challenging times (author: Paul Rogat Loeb)
2. Community Services intervention: Vera Lloyd

References

1. A path appears: Transforming lives, creating opportunities (Nicholas Kristof and Sheryl WuDunn)
2. The story of My Experiments with Truth (author: M. K. Gandhi)

Course Outcomes

- Experience of volunteering in a variety of Community service activities
- Gaining empathy for lesser privileged sections of society by experience
- Understanding the process of generating community awareness
- Understanding Disaster management and relief through training and experience
- Developing environmental and sustainability awareness

DOSL1051: Community Services - Mobilizer

L	T	P	S	J	C
0	0	0	0	2	2*

This course recognizes student leadership in mobilizing community service activities as members of various student organizations or other Government and non-government organizations that exist for providing service to communities. These activities allow students to develop leadership, management skills, empathy, citizenship behavior and community values.

Course Objectives

- To help students understand leadership in a community environment
- Enable students to develop an altruistic attitude and community development sensibility
- Allow deep understanding of community service through practical experience
- Learn to lead small and large teams for achieving community objectives

List of Community Service Activities

1. Community Health Services
2. Swachh Bharat Abhiyan and other Cleanliness drives
3. Tree Plantation and similar environmental conservation initiatives
4. Rain water harvesting awareness and implementation
5. Fundraising and visits to Orphanages, Old-age homes, etc.
6. Health and disease awareness programs
7. Working with NGOs
8. Disaster mitigation and management training and relief work
9. Rural Upliftment projects
10. Campus awareness and action projects (cleanliness, anti-ragging, blood donation, etc)
11. Community investigations and surveys for development research
12. Educational support for underprivileged (remedial classes, coaching, training, etc)
13. Service camps
14. Advocacy and information literacy initiatives
15. Other activities serving local communities

List of Activities

1. Organizing and leading teams in various community service activities
2. Fortnightly reflection paper
3. Portfolio (on social media using an instagram account)
4. Two learning papers (one per semester)

Text Books

1. Soul of a citizen: living with conviction in Challenging times (author: Paul Rogat Loeb)
2. Community Services intervention: Vera Lloyd

References

1. A path appears: Transforming lives, creating opportunities (Nicholas Kristof and SherylWuDunn)
2. The story of My Experiments with Truth (author: M. K. Gandhi)
3. List of student run and and other Government and non-government community serviceorganizations organizations

Course Outcomes

- Experience of mobilizing and executing Community service activities
- Providing opportunities for community service volunteering for other fellow students
- Understanding the process of mobilizing cash, kind and volunteer support
- Building leadership and management skills
- Building empathy and citizenship behavior

ENVS1001: Environmental Studies

L	T	P	S	J	C
3	0	0	0	0	3*

The course enables the students to adapt eco-centric thinking and actions rather than human-centric thinking on natural resources, their utilization and conservation. The course also focuses on the importance of ecosystems, biodiversity and their degradation led to pollution. This course helps in finding solutions through application of control measures to combat pollution and legal measures to achieve sustainable development.

Course Objectives

1. To impart knowledge on natural resources and its associated problems.
2. To familiarize learners about ecosystem, biodiversity, and their conservation.
3. To introduce learners about environment pollution.
4. To acquaint learners on different social issues such as conservation of water, green building concept.
5. To make learners understand about the present population scenario, its impacts and role of informational technology on environment and human health.
6. To make learners understand about the importance of field visit.

Course Outcomes

After the completion of the course student will be able to

1. List different natural resources and their uses
2. Summarize the structure and function of terrestrial and aquatic ecosystems.
3. Identify causes, effects, and control measures of pollution (air, water & soil).
4. Function of green building concept.
5. Adapt value education

UNIT – I **Multidisciplinary nature of environmental studies & Natural Resources:** No of Hours: 10

Multidisciplinary nature of environmental studies Definition, scope and importance. Need for public awareness. Natural resources and associated problems. Uses and over exploitation of Forest resources, Water resources, Mineral resources, Food resources, Energy resources. Role of an individual in conservation of natural resources.

Activity:

1. Planting tree saplings
2. Identification of water leakage in house and institute-Rectify or report
3. Observing any one day of a week as Car/bike/vehicle free day.

UNIT – II **Ecosystem and biodiversity** No of Hours: 10

Ecosystem: Structure components of ecosystem: Biotic and Abiotic components. Functional components of an ecosystem: Food chains, Food webs, Ecological pyramids, Energy flow in the ecosystem (10% law), Ecological succession.

Biodiversity: Definition, Biogeographical classification of India, Values of biodiversity: consumptive use, productive use, social, ethical, aesthetic. Hot-spots of biodiversity. Threats to biodiversity: habitat loss, poaching, man wildlife conflicts. Conservation of biodiversity: In – situ and Ex-situ

Activity"

1. Visit to Zoological Park-Noting different ecosystem
2. Biodiversity register- Flora and fauna in the campus

UNIT – III **Environmental Pollution** No of Hours: 10

Definition Causes, effects, and control measures of: -Air pollution. Water pollution. Soil pollution. Marine pollution. Noise pollution. Nuclear hazards. Solid waste Management: Causes, effects, and control measures. Role of an individual in prevention of pollution. Pollution case studies.

Activity

1. Visit to treatment plant and documentation.
2. Documentation of segregation of solid waste-Dry and Wet

Learning Outcomes:

After completion of this unit, the student will be able to

UNIT – IV **Social Issues and the Environment** No of Hours: 10

From Unsustainable to Sustainable development Urban problems related to energy. Water conservation, rainwater harvesting, watershed management. Environmental ethics: Issues and possible solutions. Green building concept.

Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Case Studies.

Activity:

1. Observing zero hour at individual level-documentation.
2. Eco friendly idols.
3. Rainwater harvesting-creating storage pits in nearby area.

UNIT – V **Human Population and the Environment and Environment Protection Act and Field work** No of Hours: 10

Population growth, variation among nations. Environment and human health. HIV/AIDS, Human rights. Value Education. Women and Child Welfare. Role of Information Technology in Environment and human health. Environment Legislation. Air (Prevention and Control of Pollution) Act. Water (Prevention and Control of Pollution) Act. Wildlife Protection Act. Environmental Protection Act, Issues involved in enforcement of environmental legislation.

Activity:

1. Visit to a local polluted site-industry/agriculture
2. Identifying diseases due to inappropriate environmental conditions

Text Book(s)

1. Erach Bharucha. Textbook of environmental studies for undergraduates courses-Universities Press, India Private Limited. 2019.
2. Kaushik A and Kaushik C.P. Perspectives in Environmental Studies. New Age International Publishers Edition-VI. 2018.
3. Dave D Katewa S.S. Textbook of Environmental Studies, 2nd Edition. Cengage Learning India. 2012.

Additional Reading

1. Benny Joseph. Textbook of Environmental Studies 3rd edition, McGraw Hill Publishing company limited. 2017.

Reference Book(s):

1. McKinney M.L., Schoch R.M., Yonavjak L. Mincy G. Environmental Science: Systems and Solutions. Jones and Bartlett Publishers. 6th Edition. 2017.
2. Botkin D.B. Environmental Science: Earth as a Living Planet. John Wiley and Sons. 5th edition. 2005.

Journal(s):

1. https://www.tandfonline.com/loi/genv20
2. https://library.lclark.edu/envs/corejournals

Website(s):

https://www.ugc.ac.in/oldpdf/modelcurriculum/env.pdf

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	Programme Objectives (POs)												PSO's		
	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3
CO1	2												2		
CO2		2				1							2		
CO3			1						1					1	
CO4				2							2				1
CO5	1													1	
CO6					2							1			1

1-Low, 2-Medium and 3-High Correlation

MFST1001: Health & Wellbeing

L	T	P	S	J	C
0	0	2	0	0	1*

The course provides the students a better understanding of the role of a proper diet in maintenance of human health. This course emphasizes the composition of the food, and will help to understand how to exercise, the role of sports and physical fitness in development of a good health. The course also focuses on the importance of emotional well-being and mindfulness. This course helps in teaching the role of yoga in maintenance of physical balance.

Course Objectives

- To provide an understanding of the relationship between food and nutrition
- To emphasize the role of exercise, sports and physical fitness in obtaining a good health
- To explain about the mindfulness and emotional well being
- To teach the role of yoga and meditation in maintaining the body balance

UNIT-I

Understand the relationship between Food and Nutrition and how food composition affects nutritional characteristics. Knowledge about regulatory principles in determining diets and recommended daily allowances. Understand how to create personalised diet/nutrition plans.

UNIT-II

Understand how exercise, activity and sports helps in developing good health. Experiential exposure to the role of proper, specific nutritional interventions along with structured activities on developing proper physical health. Practical exercises and assignments in sports and exercise regimes.

UNIT-III

Introduction to emotional wellbeing and mindfulness. Teaching of mindfulness practices to reduce stress, increase relaxation and improve mental wellbeing.

UNIT-IV

Introduction to Yoga theory and how Yoga helps in maintaining balance in the body. Practice of Yoga and meditation to improve overall emotional and physical balance. Practical yoga exercises and meditation techniques

Course outcomes:

By the end of the course, student will

- Learn the role of nutrition and diet in maintaining a good health
- Will understand how the exercise, sports and physical activities will improve health
- Will learn mindfulness practices for reducing stress
- Will know the importance of yoga and meditation

CLAD2001: Preparation for Campus Placement-1

(Soft Skills 5A)

L	T	P	S	J	C
0	0	2	0	0	1

Course Description:

The course addresses all relevant areas related to campus placements and readies them to ace their upcoming/ ongoing recruitment drives. Specifically, it focuses on students' career preparedness, interview skills, test preparedness, etc.

Course Objectives:

Prepare the students for their upcoming/ ongoing campus recruitment drives.

1. Career Preparedness: Resume & Cover Letter Writing, Interview Skills: Elevator Pitch, Making the First Impression, Being Other-Oriented, Being Positive and Curious, communicating with Confidence and Poise, Frequently Asked Questions & How to Answer Them, Pitfalls to Avoid, Etc. Etiquette: Hygiene, Courtesy, Culture differences, Workplace, use of cell phone, Profanity, Slang, Protocol.

2. Verbal Ability: Practising Reading Comprehension, Error Detection, Sentence Completion, MCQs, FIBs, Para jumbles, Cloze Test, Critical Reasoning.

3. Quantitative Aptitude: Number Systems, Algebra, Geometry, Data Handling, Data Sufficiency, Word Problems

4. Reasoning: Logical and Verbal Reasoning

Course Outcomes:

1. Write a power resume and covering letter
2. Answer interview questions with confidence and poise
3. Exhibit appropriate social mannerisms in interviews
4. Solve placement test questions on verbal ability, quantitative aptitude and reasoning

References:

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay
2. Study material for CAT, SAT, GRE, GMAT by TIME, CareerLauncher and IMS etc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications

CLAD2011: Preparation for Higher Education (GRE/ GMAT)-1 (Soft Skills 5B)

L	T	P	S	J	C
0	0	2	0	0	1

Course Description:

1. The course offers a special track for students who aspire to go abroad in pursuit of their higher education for which a GRE/ GMAT score is a prerequisite. It covers all four topical areas of these tests and includes fully solved mock tests as well.

Course Objectives:

1. Prepare the students to solve questions from all four broad areas of GRE/ GMAT
2. Orient the students for GRE/ GMAT through mock tests

1. Verbal Reasoning: Reading Comprehension, Sentence Equivalence, Text Completion, Sentence Correction, Critical Reasoning

2. Quantitative Reasoning: Arithmetic, Algebra, Geometry, Data Analysis

3. Analytical Writing Assessment: Issue/ Argument

4. Integrated Reasoning

Course Outcomes:

1. Solve questions from all four broad areas of GRE/ GMAT
2. Practice answering several mock tests

References:

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay
2. Study material for CAT, SAT, GRE, GMAT by TIME, CareerLauncher and IMS etc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications

CLAD2021: Preparation for CAT/ MAT - 1
(Soft Skills 5C)

L	T	P	S	J	C
0	0	2	0	0	1

Course Description:

The course offers a special track for UG students who aspire to go for higher education in business management in India for which cracking CAT/ MAT/ other related test is mandatory. It covers all four topical areas of these tests and includes fully solved mock tests as well.

Course Objectives:

1. Prepare the students to solve questions from all four relevant areas of CAT/ XAT/ MAT, etc.
2. Orient the students for CAT/ XAT, etc. through mock tests

1. Quantitative Ability: Arithmetic, Algebra, Geometry, Mensuration, Calculus, Trigonometry

2. Data Interpretation: Data Interpretation and Data Sufficiency

3. Logical Reasoning: Data Management, Deductions, Verbal Reasoning and Non-Verbal Reasoning
4. Verbal Ability: Critical Reasoning, Sentence Correction, Para Completion, Para Jumbles, Reading Comprehension

Course Outcomes:

1. Solve questions from all four relevant areas of CAT/ MAT as listed above
2. Practice test-cracking techniques through relevant mock tests

References:

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay

2. Study material for CAT, SAT, GRE, GMAT by TIME, CareerLauncher and IMS etc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications

CLAD2031: Preparation for Campus Placement-2

(Soft Skills 6A)

L	T	P	S	J	C
0	0	2	0	0	1

Course Description:

This course builds on the previous course and focuses on all four major areas of campus placements, including career preparedness, mock interviews, verbal ability, quantitative aptitude and logical reasoning.

Course Objectives:

1. To comprehensively prepare all eligible and aspiring students for landing their dream jobs.
2. To sharpen the test-taking skills in all four major areas of all campus drives

1. Career Preparedness II: Mock Interviews, Feedback and Placement Readiness

2. Verbal Ability II: Practising Reading Comprehension, Error Detection, Sentence Completion, MCQs, FIBs, Para jumbles, Cloze Test, Critical Reasoning

3. Quantitative Aptitude II: Number Systems, Algebra, Geometry, Data Handling, Data Sufficiency, Word Problems

4. Reasoning II: Logical and Verbal Reasoning

Course Outcomes:

1. Demonstrate career preparedness and confidence in tackling campus interviews
2. Solve placement test questions of a higher difficulty level in verbal ability, quantitative aptitude and logical reasoning.
3. Practice test-taking skills by solving relevant questions accurately and within time.

References:

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay

2. Study material for CAT, SAT, GRE, GMAT by TIME, CareerLauncher and IMS etc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications

CLAD2041: Preparation for Higher Education (GRE/ GMAT)-2

(Soft Skills 6B)

L	T	P	S	J	C
0	0	2	0	0	1

Course Description:

1. The course offers a special track for students who aspire to go abroad in pursuit of their higher education for which a GRE/ GMAT score is a prerequisite. It covers all four topical areas of these tests at a higher difficulty-level and includes fully solved mock tests as well.

Course Objectives:

1. Prepare the students to solve higher level questions from all four broad areas of GRE/ GMAT
2. Orient the students for GRE/ GMAT through mock tests

1. Verbal Reasoning II: Reading Comprehension, Sentence Equivalence, Text Completion, Sentence Correction, Critical Reasoning

2. Quantitative Reasoning II: Arithmetic, Algebra, Geometry, Data Analysis

3. Analytical Writing Assessment II: Issue/ Argument

4. Integrated Reasoning II

Course Outcomes:

1. Solve higher level questions from all four broad areas of GRE/ GMAT
2. Practice answering several mock tests

References:

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay
2. Study material for CAT, SAT, GRE, GMAT by TIME, CareerLauncher and IMS etc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications

CLAD2051: Preparation for CAT/ MAT - 2
(Soft Skills 6C)

L	T	P	S	J	C
0	0	2	0	0	1

Course Description:

The course offers a special track for UG students who aspire to go for higher education in business management in India for which cracking CAT/ MAT/ other related test is mandatory. It covers all four topical areas of these tests at a higher level of difficulty and includes fully solved mock tests as well.

Course Objectives:

1. Prepare the students to solve all types of questions from all four relevant areas of CAT/ XAT/ MAT, etc.

1. Quantitative Ability II: Arithmetic, Algebra, Geometry, Mensuration, Calculus, Trigonometry
2. Data Interpretation II: Data Interpretation and Data Sufficiency
3. Logical Reasoning II: Data Management, Deductions, Verbal Reasoning and Non-Verbal Reasoning
4. Verbal Ability II: Critical Reasoning, Sentence Correction, Para Completion, Para Jumbles, Reading Comprehension

Course Outcomes:

1. Solve higher difficulty level questions from all four relevant areas of CAT/ MAT as listed above
2. Practice test-cracking techniques through relevant mock tests

References:

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay
2. Study material for CAT, SAT, GRE, GMAT by TIME, CareerLauncher and IMS etc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications

FINA3001: Personal Financial Planning

L	T	P	S	J	C
0	0	2	0	0	1*

Course Overview

Personal Financial Planning is one of the most significant factors in our lives. It is essential that funds are available as and when required at various stages of life. Unavailability of funds at critical stages of our life leads to financial distress and leads to many medical and non-medical problems. There are certain planned and unplanned events in our life. On the one hand, education of our children, their marriage, our retirement etc. are some of the planned events of our life, but at the same time, some medical urgency, accident or death of an earning member might be some unplanned events. Many of these events are beyond our control, but the availability of funds can be planned to avoid any financial distress. In other words, we cannot stop the rain but can plan for an umbrella.
This course looks at the many challenges an individual faces in a complex financial environment and the rising uncertainties of one's life. It focuses on achieving long-term financial comfort of individual and family through goal setting, developing financial and life strategies, acquiring personal financial planning knowledge and managing risk throughout one's life.

Course Objectives:

1. To build students' ability to plan for long-term financial comfort of individual and family through goal setting, developing financial and life strategies.
2. To provide students with knowledge on terms, techniques to evaluate investment avenues.
3. To build the skill set of the student to enable them to file their tax returns.

Course Outcome:

1. Describe the financial planning process and application of time value of money
2. Application of life and non-life insurance products in financial planning
3. Understand the investment avenues and analysis of investment returns
4. Understand the retirement planning and its application
5. Describe and analysis the Tax Planning

Unit 1: Basics of Financial Planning

Financial Planning Meaning, Need, Objectives, Financial Planning Process, Time Value of Money and its application using excel (NP)

Unit 2: Risk and Insurance Management

Need for insurance, Requirement of insurance interest, Role of insurance in personal finance, Steps in insurance planning, Life and Non-life insurance products, Life insurance needs analysis (NP)

Unit 3: Investment Products and Measuring Investment Returns

Investment Products: Small Saving Instruments, Fixed Income Instruments, Alternate

Investments, Direct Equity
Measuring Investment Returns: Understanding Return and its concept, Compounding concept, Real vs Nominal Rate of Return, Tax Adjusted Return, Risk-Adjusted Return (NP)

Unit 4: Retirement Planning
Introduction to the retirement planning process, estimating retirement corpus, Determining the retirement corpus, Retirement Products (NP)

Unit: 5 Tax Planning
Income Tax: Income tax principles: Heads of Incomes, Exemptions and Deductions, Types of Assesses, Rates of Taxation, Obligations for Filing and Reporting, Tax aspects of Investment Products, Wealth Tax

Text Books

1. National Institute of Securities Management (NISM) Module 1 & XA
2. Madhu Sinha, Financial Planning, 2 Edition, McGraw Hill India
3. Simplified Financial Management by Vinay Bhagwat, The Times Group

Reference Books

1. Personal Financial Planning (Wealth Management) by S Murali and K R Subbakrishna, Himalaya Publishing House.
2. Mishra K.C., Doss S, (2009). Basics of Personal Financial Planning 1e. National Insurance Academy, New Delhi: Cengage Learning.
3. Risk Analysis, Insurance and Retirement Planning by Indian Institute of Banking and Finance.

Introduction to Critical Thinking and Analysis

L	T	P	S	J	C
4	0	0	0	0	4

Course Type: Faculty Core

Course Level: 100

Credits: 4

Course Code:

Prerequisite: None

Course Description

This course aims to introduce and develop critical thinking skills necessary for the pursuit of Humanities and Social Sciences studies. This course dissects the components of arguments and helps students to interpret them. This course combines theory and practice aimed at developing skills such as active learning and reflection which are crucial competencies for independent thinking and learning. Students undertake critical analysis assignments to develop key skills in understanding theoretical meaning, logical analysis and reasoning, and analytical thinking and developing effective argumentation.*The Power of Critical Thinking by* Lewis Vaughn will be treated as a textbook for the course and relevant portions from the book will be referred in the class to substantiate teaching-learning process.

Course Objectives:

The course objectives are to:

1. Inform students of the importance and function of critical thinking.
2. Empower students to identify types of argument and bias within arguments to evaluate the strength of arguments better.
3. Highlight logical fallacies in moral, political, and scientific arguments.
4. Nurture critical thinking in communication and writing.

Module I: The Basics **No of Hours: 13**

The Nature and Importance of Critical Thinking; Arguments and Claims and Explanations; Objective Claims and Subjective Judgements; Obstacles to Critical Thinking: Fact and Opinion, Power of Self vs Group, Subjective vs Social Relativism.

Essential Reading:

Relevant sections from Lewis Vaughn, *The Power of Critical Thinking*, Sixth Edition, New York and Oxford: Oxford University Press, 2013.

Learning Outcomes

Students will be able to:

1. understand the dynamics of critical thinking; L2
2. differentiate arguments from claims; L2
3. aware of obstacles to critical thinking; L2
4. aware of subjective and social relativism; and L2
5. logically put forward argumentsL3

Pedagogy tools: Blended learning, video lectures, self reading

Module II:Reason and Reasoning **No of Hours: 12**

How to Reason Logically; Reasons for Belief and Doubt; Dealing with Conflicting Claims; Experience and Evidence, Premises, Rhetoric and Stereotypes

Essential Reading:

Relevant sections from Lewis Vaughn, *The Power of Critical Thinking*, Sixth Edition, New York and Oxford: Oxford University Press, 2013.

Learning Outcomes

Students will be:

1. aware of how to think logically. L2
2. understand the importance of beliefs and doubts; L2
3. aware of conflicting claims; L2
4. aware of fallacies and premises. L2

Pedagogy tools: Blended learning, video lectures, self reading

Module III: Arguments **No of Hours: 12**

Identifying Arguments- Arguments and Non-Arguments; Deductive &Inductive Reasoning; Connectives and Truth Values, Validity.

Essential Reading:

Relevant sections from Lewis Vaughn, *The Power of Critical Thinking*, Sixth Edition, New York and Oxford: Oxford University Press, 2013.

Learning Outcomes

Students will be able to:

1. develop a variety of arguments for a given problem; L3

2. differentiate arguments from non-arguments; L3
3. develop skills to identify truth and validating the same; L3
4. understand the importance both deductive and inducting reasoning. L2

Pedagogy tools: Blended learning, video lectures, self reading

Module IV: Explanations **No of Hours: 12**

Inference to Explanation: Inferences, Consistency, Criteria, Identifying Good Theories; Judging Scientific Theories: The Scientific Method, Testing and Judging Theories; Moral Premises, Legal Reasoning; Writing with Appropriate Precision (Logical Reasoning)

Essential Reading:

Relevant sections from Lewis Vaughn, *The Power of Critical Thinking*, Sixth Edition, New York and Oxford: Oxford University Press, 2013.

Learning Outcomes:

Students will be able to:

1. develop inferences for explanations; L2
2. aware of theories of consistency and criteria; L2
3. comprehend how to scientifically test the theories; L2
4. aware of involvement of moral values in human thinking; L2
5. develop skills in precision writing.L3

Pedagogy tools: Blended learning, video lectures, self reading

Module V:Critical Thinking in Humanities and Social Sciences **No of Hours: 12**

Culture of Inquisitiveness and Models of Inquiry; Questioning; Interpreting the Text; Schools of Interpretation

Essential Reading:

Relevant sections from Lewis Vaughn, *The Power of Critical Thinking*, Sixth Edition, New York and Oxford: Oxford University Press, 2013.

Learning Outcomes

Students will be able to:

1. understand the importance of inquiry and inquisitiveness; L2
2. questioning and interpreting the texts; L4
3. evaluate credibility of sources while put forwarding causal explanations L3

Assessment and Evaluation

Assessment of the course is structured and carried out through using both formative and summative assessment methods. The summative will be conducted towards end the of the semester for 30%. The formative (70%) will be spread over throughout the semester.

Formative Assessment Pattern and Evolution

Mode of Test	Number of Tests	Marks consideration	Total Marks
Quiz	5	4 x 2.5	10
Quiz Schedule	Quiz 1	Module 1	Quiz may be conducted in the middle of the module or at the end of the module
	Quiz 2	Module 2	
	Quiz 3	Module 3	
	Quiz 4	Module 4	
	Quiz 5	Module 5	
Short Answer Test	5	4 x 5	20
Short Answer Test Schedule	Short Answer Test 1	Module 1	Short answer test is conducted generally at the end of the module
	Short Answer Test 2	Module 2	
	Short Answer Test 3	Module 3	
	Short Answer Test 4	Module 4	
	Short Answer Test 5	Module 5	
Long Answer Test	3	2 x 20	40
Long Answer Schedule	Long Answer 1	Module 1 and first half of Module 2	The Long answer test is conducted after the completion of mentioned syllabus
	Long Answer 2	Second half of Module 2 and Module 3	
	Long Answer 3	Modules 4 &5	
Continuous Evaluation Total			**70**
External Examination			**30**
Total			**100**

Reference Readings:

Alec Fisher, *Critical Thinking: An Introduction Second Edition.* Cambridge University Press, 2001.

Bradley H. Dowden, *Logical Reasoning*, California State University, Sacramento, 2019.

James Shiveley, "Using Internet Primary Sources to Teach Critical Thinking Skills in Government, Economics, and Contemporary World Issues' Libraries Moduleed, 2009.

John Barell, *Developing More Curious* Minds, Association for Supervision and Curriculum Development, Alexandria, Virginia USA, 2003.

Lewis Vaughn, *The Power of Critical Thinking*, Sixth Edition, New York and Oxford: Oxford University Press, 2013.

Madhu Chanda Sen. *An Introduction to Critical Thinking.* Pearson Publications, 2010.

Richard Epstein, *Critical Thinking.* Wadsworth Publishing, 2005.

S Harding, "Rethinking Standpoint Epistemology: What is Strong Objectivity?"', in L. Alcoff and E. Potter (eds), *Feminist Epistemologies*, New York: Routledge, 1993.

Stella Cottrell, *Critical Thinking Skills: Developing Effective Analysis and Argument*, Palgrave, New York, 2005.

Terence Ball, "History and the Interpretation of Texts", in Gerald F Gaus and Chandran Kukathas, eds, *Handbook of Political Theory*, Sage Publications, London, pp. 18-30.

Tom Chatfield, *Your Guide to Effective Argument: Successful Analysis & Independent Study*, Sage, London, 2018.

Academic Writing

Course Type: Faculty Core

Course Level: 100

Credits: 4

Course Code:

Prerequisite: Critical Thinking and Analysis

L	T	P	S	J	C
4	0	0	0	0	4

Course Description

This course is designed to help undergraduate students develop skills necessary for writing such as argument building, planning structure, addressing the issue and assimilation of research. Students will be made to use such skills into building writing assignments of varied nature and thus get a chance to develop writing habits for various purposes. This course will also train students in ethical aspects of writing.

Course Objectives

This course aims to help students to:

1. Understand and differentiate text and writing types, moods and tones,
2. Critically analyse texts, research and use findings to write and compose essays,
3. Identify and analyse various writing techniques and their functions,
4. Familiarise with conventions of academic writing.

Course Structure

Module I: Introduction to the Process of writing and Genres Hours: 13

Types of Writing - Descriptive, Persuasive, analytical; Mood and tone of Writing; Importance of Vocabulary and language; Different purposes and different writings - Report, Proposal, Resume, Formal letter.

Essential Reading

1) "What is Academic Writing?" By L Lennie Irvin
2) Genres and Special Assignment (Relevant portions) from *How to Write Anythin*g by John J Ruszkiewicz and Jay Dolmage

Learning Outcomes

After completion of this Module, the student will be able to:

- Identify and evaluate the mannerism used by the author/writer (tone, argument, hedging, symbolism etc.) L 1 & 2
- Evaluate, relate and use conventions of academic writing L 3, 4 & 5

Pedagogy tools: Blended learning, video lectures, self reading and activities such as -Quiz on vocabulary, Report writing, Resume building.

Module II: Tools of Writing **Hours: 12**

Understanding of the topic; Gathering of information and Assimilation; Summary, Paraphrase and Notes; Paragraph formation and division; Structuring a write up for essays

Essential Reading

1) Pre-writing Activities and Drafting Your Essay from online source by Purdue University Writing labhttps://owl.purdue.edu/owl/subject_specific_writing/writing_in_literature/writing_about_fiction/pre_writing.html
2) Research and Sources (section 35-42) from from*How to Write Anythin*g by John J Ruszkiewicz and Jay Dolmage

Learning Outcomes

After completion of this Module, the student will be able to:

- Understand how to plan and execute writing strategies L2
- Follow different writing conventions and write according to the purpose L3 & 4

Pedagogy tools: Blended learning, video lectures, self reading and activities such as Oral presentations, Summarizing, Paraphrasing, Note making.

Module III: Writing Essays **Hours: 12**

How to form essays - Addressing questions, Addressing issues/topics; How to use research - other's work, review, using quotations; Building arguments and points; development and linking of sections.

Essential Reading

1) Introduction from A Students' Writing Guide: How to plan and Write Successful Essays by Gordon Taylor.
2) Part 1, 2 & 3 from *They Say/ I say* by Gerlad Graff and Cathy Birkenstein

Learning Outcomes

After completion of this Module, the student will be able to:

- Understand structural Modules of essays L2
- Ways of assimilating data into writing L2 & 3
- Ways of building arguments L2

Pedagogy tools: Blended learning, video lectures, self reading and activities such as writing assignments - Essays (from draft to final in 3 stages)

Module IV: Writing a Review **Hours: 12**

Literature review - commenting on existing literature; Comparative writing - use of multiple sources, tracing trajectory of scholarship.

Essential Reading

1) Different discipline specific reviews for different programme of students

Learning Outcomes

After completion of this Module, the student will be able to:

- Critically reflect upon existing idea L4
- Use methods of comparison, linking and identification L3 & 4
- Contemplate on new ideas L4 & 5

Pedagogy tools: Blended learning, video lectures, self reading and activities such as Review of cinema/ book

Module V: Ethical Aspects of Academic Writing **Hours: 12**

- What is ethical practice?
- What is plagiarism and how to avoid?

Essential Reading

Web source: What is Ethical Writing and why is it important, https://www.kent.edu/stark/ethical-writing-reliable-sources

Learning Outcomes

After completion of this Module, the student will be able to:

- Different aspect of ethical practices such as inclusivity, unbiased nature L3
- Acknowledge and cite scholarship used in own writing L3

Pedagogy tools: Blended learning, video lectures, self reading

Assessment and Evaluation

Assessment of the course is structured and carried out through using both formative and summative assessment methods. The summative will be conducted towards end the of the semester for 30%. The formative (70%) will be spread over throughout the semester.

Formative Assessment Pattern and Evolution

Mode of Test	Number of Tests	Marks consideration	Total Marks
Quiz	5	4 x 2.5	10
Quiz Schedule	Quiz 1	Module 1	Quiz may be conducted in the middle of the module or at the end of the module
	Quiz 2	Module 2	
	Quiz 3	Module 3	
	Quiz 4	Module 4	
	Quiz 5	Module 5	
Short Answer Test	5	4 x 5	20
Short Answer Test Schedule	Short Answer Test 1	Module 1	Short answer test is conducted generally at the end of the module
	Short Answer Test 2	Module 2	
	Short Answer Test 3	Module 3	
	Short Answer Test 4	Module 4	
	Short Answer Test 5	Module 5	
Long Answer Test	3	2 x 20	40
Long Answer Schedule	Long Answer 1	Module 1 and first half of Module 2	The Long answer test is conducted after the completion of mentioned syllabus
	Long Answer 2	Second half of Module 2 and Module 3	
	Long Answer 3	Modules 4 &5	
Continuous Evaluation Total			**70**
External Examination			**30**
Total			**100**

Reference Readings

Browne, Neil M and Stuart Keely. *Asking the Right Questions,* 11th Ed. Pearson. 2014.

Barnet, Sylvan and Hugo Bedau. *Critical Thinking, Reading, and Writing*, 8th Ed. Bedford. 1999.

Berger, John. *Ways of Seeing.* Penguin Books. 1972.

Terrinoni, Enrico. *Working on Texts: Reading Literature Critically.* Universal Publishers, 2012.

Abrams, M H. *A Glossary of Literary Terms*. 7th Ed. Heinle& Heinle,1999.

Williams, Reynold. *Keywords: A Vocabulary of Culture and Society*. OUP,1985.

Hogue, Ann. *FIrst Steps in Academic Writing. 2nd Ed.* Pearson- Longman. 2008.

Taylor, Gordon. *A Students' Writing Guide: How to plan and Write Successful Essays*. CUP, 2009.

Text Analysis: Qualitative and Quantitative Methods, H. Russell Bernard Gery Ryan. Altamira, 1998.

Textual Analysis.Bauer, Martin W., Bicquelet, Aude, and Suerdem, Ahmet K., (eds.) SAGE Benchmarks in Social Research Methods. 2014

Critical thinking skills: Identifying, analysing and evaluating arguments. Charlene Tan. In Tan, C. (Ed.), *Engaging Films and Music Videos in Critical Thinking* (pp. 3-44). McGraw-Hill. 2007.

Understanding Arguments An Introduction to Informal Logic. Walter Sinnott-Armstrong, Robert J. Fogelin. Cengage Learning. 2015.

Theory into Practice: An Introduction to Literary Criticism, Ann B. Dobie. Wadsworth, Cengage Learning. 2012

*Fiction Reading On Head And Heart.*Bilyson D. Alejo , Connie Lou G. Balnao& Luisa B. Aquino. *International Journal of English and Literature*, Vol.3, Issue 1, 89-98. 2013.

Reading, Hearing, And Seeing Poetry Performed. Michelle C. HilscherAnd Gerald C. Cupchik,*Empirical Studies of The Arts*, Vol. 23(1) 47-6. 2005.

A Textbook for the Study of Poetry, F.M. Connel. 1913.

A Practical Guide to Academic Writing for International Students. Routledge.2018.

A Guide to Academic and Scholarly Writing. Sandra L. Shannon, Baldwin Book publishing.2011.

Introduction to Digital Humanities

L	T	P	S	J	C
4	0	0	0	0	4

Course Type: Faculty Core

Course Level: 100

Credits: 4

Course Code:

Prerequisite: None

Course Description

This course aims to familiarise students with Digital Humanities as the latest turn in interpretation and meaning making. Besides providing an inside into the methods and terminologies of DH, this course will concentrate on how DH cuts across spheres of race, gender and space to add to our existing notion of critical understanding. Students will be encouraged to bring in materials they interact with and initiate dialogues around them.

Course Objectives

- Familiarise notions of "humanities," "humanities computing," and "digital humanities"
- Discuss the transformation humanities in the digital era
- Understand methods and key terminologies of digital humanities

Course Outcomes

After pursuing the course, students will be able to –

1) Understand the origin and history of disciplinary evolution of Digital humanities and its relevance
2) Familiarise themselves with latest methods of digital computation and its impact and usages
3) Critically engage with impact of digital turn and its impact upon existing disciplinary pursuits such as cultural studies, literary studies
4) Realise the domain of and significance of digital Humanities in its terminologies and methods
5) Familiarise themselves with new analytical methods facilitated by Digital Humanities.

Module I:Digital Humanities: Origin No of Hours: 13

What is Digital Humanities? What is its connection with Humanities? Why should one do digital Humanities?

The main milestones in the history of digital research in the humanities

The Transdisciplinary Nature of Digital Humanities

Digital Humanities and the Limits of Text

Essential Readings

- "This is why we fight": Defining the values of the Digital Humanities, Lisa Spiro, *Debates in the Digital Humanities* , 2012, http://dhdebates.gc.cuny.edu/debates/text/13
- Humanities to digital humanities, Anne Burdick, Johanna Drucker, Peter Lunefeld, ToddPresner, Jeffrey Schnapp, *Digital_Humanities*, MIT Press, 2012, p. 3-26

Learning Outcomes

Students will be able to:

1) Understand connection between digital humanities and literature research; L2
2) Understand different aspects of its origin and evolution; L2

Pedagogy tools: Blended learning, video lectures, self reading

Module II: Impact of Big Data on Human Societies No. of Hours: 12

How to do Digital Humanities? Analytical parameters and Terminologies

Beyond the Text: Image, Sound and Object as Historical Evidence

Approaches to understand impact of Big Data

Political, Social and Cultural Structures in Data

Game Based learning and the Digital Humanities

Essential Reading

Boyd, Dana and Crwford, Kate (2012). "Critical Questions for Big Data: Provocations for a Cultural Technological and Scholarly Phenomenon", *Information, Communication & Society* 15 (5); 662-679.

Zuboff Shoshana (2015). "Big Other: Surveillance Capitalism and the Prospects of an Information Civilization". *Journal of Information Technology* 30 (1).

Learning Outcomes

Students will be able to:

1. Understand different analytical parameters offered by digital humanities; L2
2. Understand different terminologies involved in studies of digital humanities; L2

Pedagogy tools: Blended learning, video lectures, self reading

Module III: Digitization No. of Hours: 12

Digital Humanities in Use

Tools of Digital Humanities applicable to text in any language, space, networks, images, and statistical analysis.

Digital platforms based on data analysis within different fields such as literature, history, art, and music.

Who Digitize cultural heritage materials, who use them and why?

Digital Historicism and the Historicity of Digital Texts

Digitization: The Challenge of a new kind of archival system

Essential Reading
Introduction, *Metadata*, Jeffrey Pomerantz, MIT Press, 2015, p. 1-18

Learning Outcomes

Students will be able to:

1. Understand connection between digital humanities, gender studies and feminism; L2
2. Understand different interdisciplinary aspects of studying humanities that are inspired from gender studies. L2

Pedagogy tools: Blended learning, video lectures, self reading

Module IV
Humanities, Space and Meaning **No. of Hours: 12**

What is the Spatial Turn? How it mediates with humanities and meaning making? What does it mean for humanities in digital space?

Information Ethics

Data and Discourse

Biofeedback, Space and Place

The Production of the Commons

Essential Reading

Jo Guldi, "What is the Spatial Turn?" Spatial Humanities. Institute for Enabling Geospatial Scholarship: University of Virginia, 2011. http://spatial.scholarslab.org/spatial-turn/

Learning Outcomes

Students will be able to:

1. Understand how digital humanities facilitates access and enables a much equal and neutral space of learning; L2
2. Understand different questions related to obstacles of access and circulation; L2 & 3

Pedagogy tools: Blended learning, video lectures, self reading

Module V
Digital Humanities: A Critical Analysis **Hours: 12**

The Need for Open Data

How does DH facilitate studies on Race? Questions of access and politics of representation

Can an Algorithm Be Disturbed? Machine Learning, Intrinsic Criticism, and the Digital Humanities

Joysticks of Death, Violence and Morality

The Digital Fate of Critical Apparatus

Essential Reading

- Making the case for the Black Digital Humanities, Kim Gallon, *Debates in the Digital Humanities* , 2016, http://dhdebates.gc.cuny.edu/debates/text/55
- Jacqueline Wernimont, Whence Feminism? Assessing Feminist Interventions in Digital Literary Archives, Digital Humanities Quarterly 7, no. 1 (2013). http://www.digitalhumanities.org/dhq/vol/7/1/000156/000156.html

Learning Outcomes

Students will be able to:
1. Understand connection between digital humanities and race studies; L2
2. Understand different interdisciplinary aspects of studying humanities that are inspired from Race studies; L2

Pedagogy tools: Blended learning, video lectures, self reading

Assessment and Evaluation

Assessment of the course is structured and carried out through using both formative and summative assessment methods. The summative will be conducted towards end the of the semester for 30%. The formative (70%) will be spread over throughout the semester.

Formative Assessment Pattern and Evolution

Mode of Test	Number of Tests	Marks consideration	Total Marks
Quiz	5	4 x 2.5	10
Quiz Schedule	Quiz 1	Module 1	Quiz may be conducted in the middle of the module or at the end of the module
	Quiz 2	Module 2	
	Quiz 3	Module 3	
	Quiz 4	Module 4	
	Quiz 5	Module 5	
Short Answer Test	5	4 x 5	20
Short Answer Test Schedule	Short Answer Test 1	Module 1	Short answer test is conducted generally at the end of the module
	Short Answer Test 2	Module 2	
	Short Answer Test 3	Module 3	
	Short Answer Test 4	Module 4	
	Short Answer Test 5	Module 5	
Long Answer Test	3	2 x 20	40
Long Answer Schedule	Long Answer 1	Module 1 and first half of Module 2	The Long answer test is conducted after the completion of mentioned syllabus
	Long Answer 2	Second half of Module 2 and Module 3	
	Long Answer 3	Modules 4 &5	
Continuous Evaluation Total			**70**
External Examination			**30**
Total			**100**

Suggested Readings:

Adolphs, Svenja and Dawn Knight, editors. The Routledge Handbook of English Language andDigital Humanities. Delhi: Routledge, 2020.

Alan Liu, "Where Is Cultural Criticism in the Digital Humanities?" (in Gold) http://dhdebates.gc.cuny.edu/debates/text/20

Amy Earhart, "Can Information Be Unfettered? Race and the New Digital Humanities Canon" http://dhdebates.gc.cuny.edu/debates/text/16

Berry, David M., and Anders Fagerjord. Digital humanities: Knowledge and critique in a digitalage. John Wiley & Sons, 2017.

Bethany Nowviskie, "Skunk in the Library." http://www.nowviskie.org/2011/a-skunk-in-thelibrary/.

Bulkun, Mestrovic Deyrup& Mary. Transformative Digital Humanities: Challenges andOpportunities. Delhi: Routledge, 2020.

Champion, Eric, *Critical Gaming: Interactive History and Virtual Heritage*, Routledte, 2015.

Crompton, Constance, Richard J. Lane, and Ray Siemens, eds. Doing digital humanities:Practice, training, research. Taylor & Francis, 2016.

Daniel Apollon, Claire Bélisle,and Philippe Régnier (eds), *Digital Critical Editions*, University of Illinois Press, Urbana, 2014.

Dobson, James E. Critical Digital Humanities: The Search for a Methodology. Chicago:University Illinois of Press, 2019.

Dobson, James E., *Critical Digital Humanities: The Search for Methodology*, Urbana, University of Illinois Press, 2019.

Gairola, RoopikaRisam and Rahul K. South Asian Digital Humanities: Postcolonial MediationsAcross Technology's Cultural Canon. Delhi: Routledge, 2020.

Gold, Matthew, editor. Debates in the Digital Humanities. Minneapolis: University of MinnesotaPress, 2012.

John Unsworth, "What's 'Digital Humanities' and How Did It Get Here?" http://blogs.brandeis.edu/lts/2012/10/09/whats-digital-humanities-and-how-did-it-get-here/

Joshua Rothman, "An Attempt to Discover the Laws of Literature," New Yorker (March 20, 2014). http://www.newyorker.com/books/page-turner/an-attempt-to-discover-the-laws-ofliterature.

Karla, Maya Doddd& Nidhi. Exploring Digital Humanities in India Pedagogies, Practices, andInstitutional Possibilities. Delhi: Routledge India, 2020.

Kathleen Fitzpatrick, The humanities, done digitally, *Debates in the Digital Humanities* ,

Matthew Applegate, *Guerrilla Theory: Political Concepts, Critical Digital Humanities*, Northwestern University Press, Illinois, 2020.

Matthew G.Kirschenbaum, What is digital humanities and what's it doing in English departments?,*Debates in the Digital Humanities* , 2012, http://dhdebates.gc.cuny.edu/debates/text/38

Richard Grusin, “The Dark Side of the Digital Humanities—Part 2.” http://www.c21uwm.com/2013/01/09/dark-side-of-the-digital-humanities-part-2/

Rosenzweig, Roy and Dan Cohen. Digital History: A Guide to Gathering, Preserving, andPresenting the Past on the Web. Pennsylvania: University of Pennsylvania Press, 2005.

Sabharwal, Arjun. Digital curation in the digital humanities: Preserving and promoting archivaland special collections. Chandos Publishing, 2015.

Schnapp, Jeffrey. Digital Humanities. Cambridge: MIT Press, 2021.

Schreibman, Susan and Ray Siemens, editors. A Companion to Digital Literary Studies. NewJersey: Blackwell Publishing, 2008.

Susan Hockey, The history of humanities computing, *A Companion to Digital Humanities* ,2004,http://www.digitalhumanities.org/companion/view?docId=blackwell/9781405103213/9781405103213.xml&chunk.id=ss1-2-1

Tara McPherson, “Why are the Digital Humanities So White?” (in Gold) http://dhdebates.gc.cuny.edu/debates/text/29

Terras, Melissa, Julianne Nyhan, and Edward Vanhoutte, eds. Defining digital humanities: areader. Routledge, 2016.

Warwick, Claire, Melissa Terras, and Julianne Nyhan, eds. Digital humanities in practice. FacetPublishing, 2012.

Wendy Hui Kyong Chun, “The Dark Side of the Digital Humanities—Part 1.” http://www.c21uwm.com/2013/01/09/the-dark-side-of-the-digital-humanities-part-1/

B.A.PSYCHOLOGYSyllabus

	CourseCode	CourseTitle	L	T	P	S	J	C
		IntroductiontoPsychology	2	1	0	0	0	3
	CourseOwner		Syllabusversion				1.0	
	CoursePre-requisite(s)	None	Contact Sessions				45	
	CourseCo-requisite(s)		DateApproved				Sept2021	
	Level	100						
	AlternateExposure							

Thispaperistointroduce thestudentstothebasicfoundationsofPsychologyandgivetheman understanding about the applications of Psychology. An overview of important concepts and theories which define Psychology as behavioral science is given so as to enable the students to understand thebasic tenetsofPsychology.

CourseObjectives

1. Understandaboutthehistory,originofpsychology,itsdifferentbranchesandtheirappliedaspects.
2. GainacomprehensivefoundationofPsychologyasitappliestodifferentbehaviouraldomains.
3. Analyzethebasictheories,principles,andconceptsofpsychologyastheyrelatetobehaviorsandmentalproce sses.
4. Understandwellestablishedtheoriesofcognitiveandaffectivedomainssuchasattention,perception,mem ory,learning,thinking, motivationandemotions.
5. Analyzeandbeabletobemoreaccommodativeofpeoplewithdifferentstylesofbehaviourandthinking processes.

Course Outcomes

1. Understandthehistoryand scopeofpsychology and different schools of psychology
2. Understandthebasicprocessesofsensationandperception
3. Explorethefactorsinfluencingmotivation,emotion and summarizethetheoriesofpersonality
4. Understand learning,memoryandforgetting
5. Understandthe phenomenon of intelligence, thinking and problem solving

ModuleI	**Title: Introduction**	**No ofSessions: 9**
Introduction–Definition,HistoricalAntecedents,Scope,SchoolsandMethodsofPsychology,Sub-fields, PsychologyinmodernIndia.		
LearningOutcomes: AftercompletionofthisModule, thestudentwillbeableto		
1	Definewhatispsychology	L1
2	Understandthehistoryand scopeofpsychology	L1
3	Explorethedifferentschoolsofpsychology	L2
4	Analysethemethodsofpsychology	L5
5	Understandthesub-fields ofpsychologyandroleinmodernIndia	L2
Pedagogytools: Blendedlearning,videolectures,groupdiscussion,self-reading		
Essential Readings: Baron,R.&Misra.G.(2013).*Psychology*.NewDelhi:Pearson Ciccarelli,S.K.,Meyer,G.E.&Misra,G.(2010).*Psychology*:SouthAsian Edition.NewDelhi:PearsonEducation		

Module II	Title: Attention&Sensation;Perception	No ofSessions: 9
Attention&Sensation-Sensation,Conceptofthreshold,AbsoluteandDifferential;Signaldetectionand vigilance;Attention:FactorsInfluencingAttentionincludingsetandcharacteristicsofstimulus. **Perception-** Definitionandconcept;PrinciplesofPerceptualOrganization;factorsinperception;DepthPerception;PerceptualConstancy; Illusions;Distortionsinperception;ExtrasensoryPerception.		
LearningOutcomes: AftercompletionofthisModule, thestudentwillbeableto		
1	Understandthebasicprocessesofsensationandperception	L2
2	Explainaboutthresholdandsignaldetection	L3
3	Explorethefactorsinfluencingattentionandsummarizethe characteristicsofthestimulus	L2
4	SummarizetheprinciplesofPerceptualOrganizationand constancyandillusions	L1
5	Understandthedistortionsofperceptionsand Extrasensory perception.	L2
Pedagogytools: Blendedlearning,lectures,videolectures,groupdiscussion,self-reading		
Essential Readings: Baron,R.&Misra.G.(2013).*Psychology*.NewDelhi:Pearson Ciccarelli,S.K.,Meyer,G.E.&Misra,G.(2010).*Psychology*:SouthAsian Edition.NewDelhi:PearsonEducation		

Module III	Title: MotivationandEmotions;personality	No ofSessions: 9
Motivation and Emotions - Motivation and Emotions – Definition and types; theories of Motivation andEmotions–Maslow'stheory,JamesLange,Cannon-Bard,CognitiveTheories;Factorsinfluencingmotivationandemotions. **Personality -** Definition and Nature; theories of personality – Trait, Type, and Psychoanalytic		
LearningOutcomes: AftercompletionofthisModule, thestudentwillbeableto		
1	Definemotivation,emotionandpersonality	L2
2	Explainabouttheoriesofmotivationandemotions	L3
3	Explorethefactorsinfluencingmotivation,andemotion	L3
4	Summarizethetheoriesofpersonality	L1
5	Explorethefactorsinfluencingpersonalityandunderstandabout different personality types	L3
Pedagogytools: Blendedlearning,lectures,videolectures,groupdiscussion,self-reading		
Essential Readings: Baron,R.&Misra.G.(2013).*Psychology*.NewDelhi:Pearson Ciccarelli,S.K.,Meyer,G.E.&Misra,G.(2010).*Psychology*:SouthAsian Edition.NewDelhi:PearsonEducation		

Module IV	Title: Learning;Memory&Forgetting	No ofSessions: 9
Learning-NatureandfactorsinlearningTheoriesofLearning–Behavioural,CognitiveandSocialLearning;Learningprocesses:transferoftraining; Learningenhancementtechniques. **Memory & Forgetting -** Nature and types of memory; Multi-store Model, Levels of Processing; Theoriesofforgetting:Decay,interferenceandretrievalfailure,Amnesia:AnterogradeandRetrograde;Strategiestoenhance memory.		
LearningOutcomes: AftercompletionofthisModule, thestudentwillbeableto		
1	Definelearning,memoryandforgetting	L1
2	ExplainabouttheoriesofLearning	L2
3	Planlearningenhancementintervention	L5
4	Explorethetheoriesofmemoryandforgetting	L2
5	Creatememoryenhancementintervention	L6
Pedagogytools: Blendedlearning,lectures,videolectures,groupdiscussion,self-reading		
Essential Readings: Baron,R.&Misra.G.(2013).*Psychology*.NewDelhi:Pearson Ciccarelli,S.K.,Meyer,G.E.&Misra,G.(2010).*Psychology*:SouthAsian Edition.NewDelhi:PearsonEducation		

Module V	Title: Intelligence;Thinking&Problemsolving	No ofSessions: 9
Intelligence–Definition,Nature,theories–Spearman,Cattell,Thurston,Gardner. **ThinkingandProblemSolving-**Piaget'stheoryofcognitivedevelopment;Conceptformationprocesses,Reasoning and Problem Solving, Creative thinking and Fostering Creativity; Factors Influencing DecisionMakingandJudgment.		
LearningOutcomes: AftercompletionofthisModule, thestudentwillbeableto		
1	Defineintelligence,thinkingandproblemsolving	L1
2	Explainabouttheoriesofintelligence	L2
3	Summarizethetheoriesofthinking	L2
4	Explorethemethodsofreasoning,problemsolvingandcreative thinking	L3
5	Understandfactorsinfluencingdecisionmakingandjudgment	L2
Pedagogytools: Blendedlearning,lectures,videolectures,groupdiscussion,self-reading		
Essential Readings: Baron,R.&Misra.G.(2013).*Psychology*.NewDelhi:Pearson Ciccarelli,S.K.,Meyer,G.E.&Misra,G.(2010).*Psychology*:SouthAsian Edition.NewDelhi:PearsonEducation		

Suggested Readings	
1	Ciccarelli,S.K.,Meyer,G.E.&Misra,G.(2010).*Psychology*:SouthAsianEdition.NewDelhi:PearsonEducation.
2	Baron,R.&Misra.G.(2013).*Psychology*.NewDelhi:Pearson
3	MishraB.K.(2013)*Psychology:TheStudyofHumanBehaviour*.New Delhi:PHIlearningPvt.Ltd.
4	TheJournal ofGeneralPsychology
5	**https://www.coursera.org/learn/introduction-psychology?#about**

Assessment Pattern and Evaluation

Mode of Test	Number of Tests	Marks Consideration	Total Marks
Quiz	**5**	**4 x 2.5**	**10**
Quiz Schedule	Quiz 1	Module 1	Quiz may be conducted at the middle of the module or at the end of the module
	Quiz 2	Module 2	
	Quiz 3	Module 3	
	Quiz 4	Module 4	
	Quiz 5	Module 5	
Short Answer Test	**5**	**4 x 5**	**20**
Short Answer Test Schedule	Short Answer Test 1	Module 1	Short answer test is conducted generally at the end of the module
	Short Answer Test 2	Module 2	
	Short Answer Test 3	Module 3	
	Short Answer Test 4	Module 4	
	Short Answer Test 5	Module 5	
Long Answer Test	**3**	**2 x 20**	**40**
Long Answer Test Schedule	Long Answer 1	Module 1 and first half of Module 2	The long answer test is conducted after the completion of mentioned syllabus
	Long Answer 2	Second half of Module 2 and Module 3	
	Long Answer 3	Modules 4 & 5	
Continuous Evaluation Total			**70**

External Examination			**30**
Total			**100**

	ProgrammeObjectives(POs)											
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
CO1		3	1									
CO2	2											
CO3		3				2						
CO4							1	2				1
CO5												

1-Low,2-Mediumand3-HighCorrelation

	CourseCode	CourseTitle	L	T	P	S	J	C
		Social Psychology	3	0	0	0	0	3
	CourseOwner		Syllabusversion				1.0	
	CoursePre-requisite(s)	Introduction to Psychology	Contact Sessions				45	
	CourseCo-requisite(s)		DateApproved				Sept 2021	
	Level	200						
	AlternateExposure							

This course provides an overview of the major concepts and perspectives in the field of social psychology. Itintroducesconceptsandmethodsinapplicationofpsychologicalprinciplestointerpersonalinteraction.Italsoexposes the students to social issues of a contemporary nature and facilitates a psychological understandingofthese issues.

CourseObjectives

1.
Todevelopanunderstandingofthenuancesofthesocialworldaswellasdifferentperspectivesonrelationsbetweenindividual andsociety

2. Tounderstandrealmofsocialinfluenceand
behaviour,astohowindividualsthink,feel,andbehaveinsocialsituations.

3. Toidentifytheoriesofsocialbehavioralphenomenaandexploreitsinfluenceonsocialbehaviour.

4. Toexploregroupdynamicsfromapsychologicalperspective.

5. Tointerpretsocialissuesinthecontextofsocialpsychologicalprinciples.

Course Outcomes

1. Understandtheroleofsocialpsychology and its importance
2. Understandtheimportance ofsocialperceptionandsocialcognition
3. Examinetheimpactofsocialinfluenceonperson'sbehaviour
4. Understandtheimportanceofgroupandleadershipinsociallife
5. Understandtheimportanceofsocialintegrationinsociety and principles of social justice

Module I	**Title: Introduction**	**No ofSessions:**
Introduction: Definition, Nature, Origin and Development, Scope of socialpsychology; Social Psychology in Indian context; Methods of Studying SocialBehaviour;Applications;Relationshipwithotherdisciplinesinsocialsciences		
LearningOutcomes: AftercompletionofthisModule, thestudentwillbeableto		
1	Understandtheroleofsocialpsychologyin Indiancontext	L1
2	Comparesocialpsychologywithothersocialsciences	L1
3	Analyzetheimportanceofsocialpsychologyinsociety	L2
4	Explainthenatureandgoalofsocialpsychology	L1
5	Examinethescopeandapplicationofsocialpsychology	L2
Pedagogytools: Blendedlearning,Casestudy,Videolectures,Self-reading,Roleplay,Webinar,GroupDiscussion		
Essential Readings: Baron,R.A.,&Branscombe,N.R.,(2012).SocialPsychology.ModuleedStatesofAmerica: PearsonEducation. Mishra,G.(2009).PsychologyinIndia,Volume4:TheoreticalandMethodological		

Module II	Title: Understanding and evaluating the social world	No ofSessions:
Self and its processes: Self-concept, Self-esteem, and self-presentation; Social identity and its functions;SocialCognition,SocialPerception;Attitudes,Attitude-behaviourlink,Strategiesforattitudechange;Attribution:Concept,Attributiontheoriesand bias.		
LearningOutcomes: AftercompletionofthisModule, thestudentwillbeableto		
1	Understandtheimportance ofsocialperceptionandsocialcognition	L1
2	Understandtheimportance ofselfanditsprocessesinsocialworld	L2
3	Evaluate thelinkbetweenattitude andbehaviour	L2
4	Identifytheimportance ofsocialidentityinsociety	L2
5	Understandattributionalfactorsand biases	L3
Pedagogytools: Blended learning, Case study, Video lectures, Self-reading, Role play, Webinar, GroupDiscussion		
Essential Readings: Baron,R.A.,&Branscombe,N.R.,(2012).SocialPsychology.ModuleedStatesofAmerica: PearsonEducation.		

Module III	Title: SocialinteractionandInfluence	No ofSessions:
SocialinteractionandInfluence: Interpersonalattractionanditsdeterminants;Pro-SocialBehaviour:conceptandtheories;Aggression:conceptandtheories; Socialinfluence–Obedience,DestructiveObedience,Conformity,Compliance.		
LearningOutcomes: AftercompletionofthisModule, thestudentwillbeableto		
1	Understandtheroleofinterpersonalattractioninsociallife	L2
2	Understandtheroleofprosocialbehaviourinsociallife	L3
3	Examinetheimpactofsocialinfluenceonperson'sbehaviour	L2
4	Identifythedeterminantsofprosocialbehaviour	L3
5	Identifyaggressionanditsdeterminants	L3
Pedagogytools: Blendedlearning,Casestudy,Videolectures,Self-reading,Roleplay,Webinar,GroupDiscussion		
Essential Readings: Baron,R.A.,&Branscombe,N.R.,(2012).SocialPsychology.ModuleedStatesofAmerica: PearsonEducation. Chadha,N.K.(2012).SocialPsychology.MacMillan:NewDelhi		

Module IV	Title: GroupDynamicsandInter-grouprelations	No ofSessions:
GroupDynamicsandInter-grouprelations: Natureofgroups;GroupDynamicsandIntergroupRelations;GroupInfluence:Leadership,decisionmaking;Natureofintergrouprelation-prejudice,discrimination,group stereotypes;intergroupconflict,conflictresolutiontechniques.		
LearningOutcomes: AftercompletionofthisModule, thestudentwillbeableto		
1	Understandtheimportanceofgroupandleadershipinsociallife	L4
2	Identifytheimpactofgroupdynamicsinindividual'sbehaviour	L4
3	Identifydifferentleadershipstylesanditsimpact	L3
4	Examinethenatureofintergrouprelations	L4
5	Identifythefactorsrelatedtoprejudice,discrimination,andgroupstereotypes	L2
Pedagogytools: Blendedlearning,Casestudy,Videolectures,Self-reading,Roleplay,Webinar,GroupDiscussion		
Essential Readings: Baron,R.A.,&Branscombe,N.R.,(2012).SocialPsychology.ModuleedStatesofAmerica:		

PearsonEducation.		
Module V	**Title: Social Issues**	**No ofSessions:**
Social Justice: Nature and Principles; Social Integration, theproblem of caste, class, religion and language conflicts, psychological strategiesforhandlingtheconflicts,measurestoachievesocialintegration;Disadvantagedgroups:indicatorsandconsequences; DisastersandPublic Health; EnvironmentalPsychology.		
LearningOutcomes: AftercompletionofthisModule, thestudentwillbeableto		
1	Identifythenatureandprinciplesofsocialjustice	L5
2	Examinetheenvironmentalfactorsinfluencinghumanbehaviour	L5
3	Understandtheimportanceofsocialintegrationinsociety	L5
4	Identifythedisadvantagedgroupsanditsindicatorsandconsequences	L5
5	Evaluatetheimportanceofpublichealthduringthetimeofdisaster	L5
Pedagogytools: Blendedlearning,Casestudy,Videolectures,Self-reading,Roleplay,Webinar,GroupDiscussion		
Essential Readings: Baron,R.A.,&Branscombe,N.R.,(2012).SocialPsychology.ModuleedStatesofAmerica: PearsonEducation. Chadha,N.K.(2012).SocialPsychology.MacMillan:NewDelhi		

Suggested Readings:	
1	Mishra,G.(2009).PsychologyinIndia,Volume4:TheoreticalandMethodological
2	Baron,R.A.,Byrne,D.&Bhardwaj.G(2010).SocialPsychology(12thEd).NewDelhi: Pearson.
3	Chadha,N.K.(2012).SocialPsychology.MacMillan:NewDelhi
4	Deaux.K&Wrightsman,L.(2001).SocialPsychology.California:Cole Publishing
5	Kassin,S.,Fein,S.,&Markus,H.R.(2008).Socialpsychology.NewYork:Houghton Miffin.

Assessment Pattern and Evaluation

Mode of Test	**Number of Tests**	**Marks Consideration**	**Total Marks**
Quiz	**5**	**4 x 2.5**	**10**
Quiz Schedule	Quiz 1	Module 1	Quiz may be conducted at the middle of the module or at the end of the module
	Quiz 2	Module 2	
	Quiz 3	Module 3	
	Quiz 4	Module 4	
	Quiz 5	Module 5	
Short Answer Test	**5**	**4 x 5**	**20**
Short Answer Test Schedule	Short Answer Test 1	Module 1	Short answer test is conducted generally at the end of the module
	Short Answer Test 2	Module 2	
	Short Answer Test 3	Module 3	
	Short Answer Test 4	Module 4	
	Short Answer Test 5	Module 5	
Long Answer Test	**3**	**2 x 20**	**40**
Long Answer Test Schedule	Long Answer 1	Module 1 and first half of Module 2	The long answer test is conducted after the completion of mentioned syllabus
	Long Answer 2	Second half of Module 2 and Module 3	
	Long Answer 3	Modules 4 & 5	

Continuous Evaluation Total			**70**
External Examination			**30**
Total			**100**

	ProgrammeObjectives(POs)											
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
CO1	2	2	1	2	1	3						
CO2	3	2	1	1	1	3						
CO3	2	2	1	1	1	3						
CO4	2	1	1	1	1	2						
CO5												

1-Low,2-Mediumand3-HighCorrelation

	CourseCode	CourseTitle	L	T	P	S	J	C
		Development of PsychologicalThought	4	0	0	0	0	4
	CourseOwner		Syllabusversion				1.0	
	CoursePre-requisite(s)	Introduction to Psychology	Contact Sessions				60	
	CourseCo-requisite(s)		DateApproved				Sept2021	
	Level	200						
	AlternateExposure							

This paper is to introduce to the students the basic historical perspective of psychology and give them anunderstanding about the emergence of Psychology as a subject. An overview of important philosophicaltraditionsanddifferentsystemsofpsychology,suchasStructuralism,FunctionalismBehaviorismandPsychoanalysis etc., are necessary for a student of psychology to understand its roots. Detailed discussionaboutpioneersinPsychologysuchasWilhelmWundt,EdwardTitchner,WilliamJames,J.B.Watsonandothers and their contributions to this field and differences in their approaches pave a foundation for learningPsychology.

CourseObjectives

1. Toreview themajorsystems and theories ofpsychology
2. TosurveythedevelopmentofevolutionaryandcomparativepsychologyanditscontributiontoPsychology
3. Toknowthegrowthofpsychologyasacademicdiscipline
4. Tocriticallyreview theschoolsofpsychology
5. Toknowtheapplicationandlimitationsofpsychologicalparadigms

Course Outcomes

1. Understandthe concept ofscience,philosophy and classical Greek thoughts
2. Understand evolution and its importance
3. Understand the contributions of various schools of thoughts from structuralism to psychoanalytic
4. Understand the contributions of Behaviorism and Gestalt school of thought
5. Analyze current psychological paradigms and psychological thought in India

Module I	**Title: Introduction To Concepts In Philosophy**	**No ofSessions: 12**
Introduction toconcepts of philosophy, science, causality and explanations,mechanismandpsychologyasascience.IntroductiontoPre-ScientificPsychology:Anoverviewofvarioustraditions:Greek&Dualism.		
LearningOutcomes: AftercompletionofthisModule, thestudentwillbeableto		
1	Understandthe concept ofscience andphilosophy	L2
2	Understandthe conceptslike causality, mechanism	L2
3	Understandthat psychology as a science	L2
4	Graspthe pre scientific and Greek traditions	L2
5	UnderstandtheconceptofDualism	L2
Pedagogytools: Blendedlearning,videolectures,groupdiscussion,self-reading		
Essential Readings: AHistoryofPsychology:MainCurrentsinPsychologicalThoughtbyLeahey,T.H.,6/e,2004,Pearson TheoriesandSystemsofPsychologybyLundin,R.W.,1972,Heath,Lexington,Mass Philosophyofscience:AcontemporaryintroductionbyRosenberg,A.,2005,Routledge,London		

Module II	**Title: TheTheoryOfEvolution**	**No ofSessions: 12**
Evolutionismandcomparativepsychology,evolutionandhumanbehaviour,evolutioninsocial sciences.		
LearningOutcomes: AftercompletionofthisModule, thestudentwillbeableto		

1	UnderstandEvolution andits importance	L2
2	UnderstandComparative psychology	L2
3	See the clear picture of comparative psychology and its relation to evolution	L2
4	Understand evolution and human behaviour	L2
5	Understand evolution and its role social sciences	L2
Pedagogytools: Blendedlearning,lectures,videolectures,groupdiscussion,self-reading		
Essential Readings: AHistoryofPsychology:MainCurrentsinPsychologicalThoughtbyLeahey,T.H.,6/e,2004,Pearson Anhistorical introduction toModern Psychology byMurphy, G., & Klüver, H., 1999, Routledge,		

Module III	**Title:Schools Of Psychology**	**No ofSessions: 12**
Structuralism: Titchner& Wundt andFunctionalism William James. Sigmund Freud and Psychoanalysis. Neo-Freudean&HumanistMovement:Jung,Adler;HumanisticPsychologies, EriksonandIdentity		
LearningOutcomes: AftercompletionofthisModule, thestudentwillbeableto		
1	UnderstandthecontributionsofWundtandTitchner tothe Schoolof Structuralism	L2
2	Understanddevelopmentof Functionalism	L2
3	Knowthe emergence of Freuds Psychoanalysis	L2
4	Understandthe contributions ofNeo Freudians tothe school ofpsychoanalysis	L2
5	AnalyzeHumanistic psychologyandthe developmentofIdentity	L4
Pedagogytools: Blendedlearning,lectures,videolectures,groupdiscussion,self-reading		
Essential Readings: AHistoryofPsychology:MainCurrentsinPsychologicalThoughtbyLeahey,T.H.,6/e,2004,Pearson		

Module IV	**Title: Schools Of Psychology**	**No ofSessions: 12**
Behaviorism:Watson&Thorndike;ClassicalConditioning;OperantConditioning. Gestaltschool:LawsofPerception;PhiPhenomenon.		
LearningOutcomes: AftercompletionofthisModule, thestudentwillbeableto		
1	Understandthedevelopment of Behaviorism	L2
2	Understandthe contributions ofWatson and Thorndike	L2
3	Knowthe emergence of classical conditioning	L2
4	Understandthe impactsof Operant conditioningon Behaviorism	L2
5	UnderstandtheaspectsofGestaltschoolofthought	L2
Pedagogytools: Blendedlearning,lectures,videolectures,groupdiscussion,self-reading		
Essential Readings: AHistoryofPsychology:MainCurrentsinPsychologicalThoughtbyLeahey,T.H.,6/e,2004,Pearson		

Module V	**Title: Current Psychological Paradigms**	**No ofSessions: 12**
Cognitive Neuroscience;DevelopmentofPsychologicalThoughtinIndia:TheConceptsofMind, SelfandPerson		
LearningOutcomes: AftercompletionofthisModule, thestudentwillbeableto		
1	Analyzethe current psychological paradigms	L4
2	CompareCognitiveneuroscienceimportancetovariousfields	L4
3	Understandthe development ofpsychological thought inIndia	L2
4	Evaluate the concepts of Mind	L5
5	Evaluateandjustifythe	L5

	conceptsofSelfandPersoninIndianpsychology	
Pedagogytools: Blendedlearning,lectures,videolectures,groupdiscussion,self-reading		
Essential Readings: AHistoryofPsychology:MainCurrentsinPsychologicalThoughtbyLeahey,T.H.,6/e,2004,Pearson Handbook of Indian psychology by Rao K.R., Paranjpe, A.C. and Dalal, A.K., 2008 CambridgeUniversityPress, New Delhi, India		

Suggested Readings:	
1.	Cognitive Anomalies, Consciousness and Yoga. by Rao, K.R., 2010, Cambridge University press,New Delhi: India
2.	TheoreticalissuesinpsychologyAnintroductionbyBem,S.,&LoorendeJong,H.,2006,SAGELondon

Assessment Pattern and Evaluation

Mode of Test	**Number of Tests**	**Marks Consideration**	**Total Marks**
Quiz	**5**	**4 x 2.5**	**10**
Quiz Schedule	Quiz 1	Module 1	Quiz may be conducted at the middle of the module or at the end of the module
	Quiz 2	Module 2	
	Quiz 3	Module 3	
	Quiz 4	Module 4	
	Quiz 5	Module 5	
Short Answer Test	**5**	**4 x 5**	**20**
Short Answer Test Schedule	Short Answer Test 1	Module 1	Short answer test is conducted generally at the end of the module
	Short Answer Test 2	Module 2	
	Short Answer Test 3	Module 3	
	Short Answer Test 4	Module 4	
	Short Answer Test 5	Module 5	
Long Answer Test	**3**	**2 x 20**	**40**
Long Answer Test Schedule	Long Answer 1	Module 1 and first half of Module 2	The long answer test is conducted after the completion of mentioned syllabus
	Long Answer 2	Second half of Module 2 and Module 3	
	Long Answer 3	Modules 4 & 5	
Continuous Evaluation Total			**70**
External Examination			**30**
Total			**100**

	ProgrammeObjectives(POs)												**PSOs**		
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**1**	**2**	**3**
CO1		1		1											
CO2				2											
CO3		3		3											
CO4		2			4										
CO5	5				5										
CO6															

1-Low,2-Mediumand3-HighCorrelation

EXPERIMENTAL PSYCHOLOGY (Program Core 4)

	CourseCode	CourseTitle	L	T	P	S	J	C
		Experimental Psychology	1	1	2	0	0	3
	CourseOwner		Syllabusversion				1.0	
	CoursePre-requisite(s)	Introduction to Psychology	Contact Sessions				45	
	CourseCo-requisite(s)		DateApproved				Sept2021	
	Level	200						
	AlternateExposure							

INTRODUCTION: This is one of the practical papers, and in this paper, students areintroduced to laboratory research for the first time. Students will learn about theoretical concepts related to cognitive psychology and conduct experiments on the concepts learnt in theory classes during this course. Students will learn every step related to laboratory research. They will be taught different aspects related to a problem, hypothesis, subjects, controlling of different variables, recording of data, and finally, discussing the results and stating conclusions about the experiment. This paper has excellent implications in shaping the students' interests, as a proper understanding of different aspects of laboratory research will develop an insight into research. Thus, this paper is a foundation for creating research interest.

Course Objectives:

1. To provide theoretical knowledge about concepts in cognitive psychology and to give training in planning and to conduct experiments
2. To nurture the skill of observation.
3. To facilitate understanding of psychological constructs and their application to problem-solving.
4. To use experimental apparatus and write up reports
5. To analyze, score, interpret and record the data generated from the experiments.

CourseOutcomes:

1. Understand basic theoretical knowledge in cognitive psychology
2. Able to conduct research using the techniques and apparatus appropriate to experimentation in the psychology laboratory.
3. Analyze and understand aspects on how to control different variables in an experiment.
4. Able to write a brief report on their experiments. This practice will help them in writing research papers systematically.
5. Students can evaluate and interpret research and communicate research findings.

CONTINUOUS ASSESSMENT: conduction of Experiments and records

1. The student is required to conduct 10 experiments, at least one from each MODULE, and write detailed reports of these experiments.
2. Demonstration experiments by the teacher:
3. All the 10 experiments chosen from the syllabus given below

Module I	**Title: Perception**	**No ofSessions: 5**
Perceptual processing, Role of attention in perception, Perceptual organization, Perceptual sets, Perceptual constancies, depth perception, distance, and movement; Illusions		
LearningOutcomes: AftercompletionofthisModule, thestudentwillbeableto		
1	Understand basic theoretical knowledge in cognitive psychology	L1
2	Understand the perceptual processes	L2
Essential Readings: Atkinson & Hilgard's Introduction to Psychology by Smith, E.E., Nolen-Hoeksema, S., Frederickson, B.L., Loftus, G.R., Bem, D. J., & Maren, S. (Eds.). 14th Ed., 2003. Thomson-Wadsworth, Bangalore		

Module II	**Title: Learning**	**No ofSessions: 5**
LEARNING: Models and theories of learning; learning paradigms; skill acquisition andtransfer of learning.		
LearningOutcomes: AftercompletionofthisModule, thestudentwillbeableto		
1	Understand basic theoretical knowledge in cognitive psychology	L2

2	Understand the perceptual processes	L2

Essential Readings:
Atkinson & Hilgard's Introduction to Psychology by Smith, E.E., Nolen-Hoeksema, S., Frederickson, B.L., Loftus, G.R., Bem, D. J., & Maren, S. (Eds.). 14th Ed., 2003. Thomson-Wadsworth, Bangalore

Module III	**Title: Memory**	**No ofSessions: 5**
Models of memory: Types of memory; Levels of processing, Forgetting, Improving memory		
LearningOutcomes: AftercompletionofthisModule, thestudentwillbeableto		
1	Able to grasp knowledge on models of memory	L2
2	Demonstrate an understanding on forgetting and techniques to improve memory	L2

Essential Readings:
Atkinson & Hilgard's Introduction to Psychology by Smith, E.E., Nolen-Hoeksema, S., Frederickson, B.L., Loftus, G.R., Bem, D. J., & Maren, S. (Eds.). 14th Ed., 2003. Thomson-Wadsworth, Bangalore

Module IV	**Title: Experiments on Perception and Attention**	**No ofSessions: 15**

i. Illusion in perception
ii. Size constancy
iii. Reaction time – simple, discriminative, choice

LearningOutcomes: AftercompletionofthisModule, thestudentwillbeableto		
1	Conduct research using the techniques and apparatus appropriate to experimentation in the psychology laboratory	L5
2	Gain knowledge and conduct experiments in perception	L5
3	Gain knowledge and apply the principles of size constancy	L5
4	Conduct experiments in reaction time	L5

Essential Readings:
Experimental Psychology by Woodworth & Schlosberg, 1972, Holt, Rinehart and Winston
Experimental psychology with advanced experiments by Rajamanickam, M. Vols.1& 2., 2005, Concept Publishers, New Delhi

Module V	**Title: Experiments on Learning and Memory**	**No ofSessions: 15**

i. Trial and error vs insight
ii. Interference in learning
iii. Serial vs paired-associate earning.
iv. Transfer in learning.
v. Short-term memory
vi. Mnemonic strategy and memory
vii. Recall and Recognition.
viii. Immediate memory and meaningfulness
ix. Memory for associated and associated words
x. Memory for unattended material.
xi. Repetition and rehearsal in memory

LearningOutcomes: AftercompletionofthisModule, thestudentwillbeableto		
1	Gain knowledge and conduct experiments in Learning	L5
2	Gain knowledge and conduct experiments in Memory	L5
3	Students can evaluate and interpret the scores of the experiment	L6

Essential Readings:
Experimental Psychology by Woodworth & Schlosberg, 1972, Holt, Rinehart and Winston
Experimental psychology with advanced experiments by Rajamanickam, M. Vols.1& 2., 2005, Concept Publishers, New Delhi

Suggested Readings:

1.	Psychology by Baron, R.A. Prentice Hall of India, New Delhi.
2.	Experimental Psychology: A Case Approach by Solso, Robert L. & MacLin, M. Kimberly, 7/e, Education
3.	Experimental Psychology by Sameena Banu, 2010, Pearson, New Delhi

Assessment Pattern and Evaluation

Mode of Test	Number of Tests	Marks Consideration	Total Marks
Quiz	**5**	**4 x 2.5**	**10**
Quiz& Experiment Schedule	Quiz 1	Module 1	Quiz may be conducted at the middle of the module or at the end of the module
	Quiz 2	Module 2	
	Quiz 3	Module 3	
	Experiment 4	Module 4	
	Experiment 5	Module 5	
Short Answer Test	**5**	**4 x 5**	**20**
Experiment Conduction	Conduct an Experiment	Module 4	Experiment is conducted generally at the end of the module 4 and Module 5
	Conduct an Experiment	Module 5	
	Conduct an Experiment	Module 5	
Long Answer Test	**3**	**2 x 20**	**40**
Conduct and Demonstrate an Experiment	Demonstration and Conduction of Experiment 1	Module 4 & %	Experiment is conducted and demonstrated with subject generally at the end of the Module 4 & 5
	Demonstration and Conduction of Experiment 2	Module 4 & 5	
	Demonstration and Conduction of Experiment 3	Modules 4 & 5	
Continuous Evaluation Total			**70**
External Examination			**30**
Total			**100**

	ProgrammeObjectives(POs)												PSOs		
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**1**	**2**	**3**
CO1		1		1											
CO2				2											
CO3		1		2											
CO4		5			5										
CO5															
CO6															

1-Low,2-Mediumand3-HighCorrelation

Understanding Psychological Disturbances (Program Core 5)

	CourseCode	CourseTitle	L	T	P	S	J	C
		Understanding Psychological Disturbances	3	0	0	0	0	3
	CourseOwner		Syllabusversion				1.0	
	CoursePre-requisite(s)	Introduction to Psychology	Contact Sessions				45	
	CourseCo-requisite(s)		DateApproved				Sept2021	
	Level	200						
	AlternateExposure							

Introduction

The paper aims at providing an overview of the concept of abnormality and the clinical picture and dynamics of various psychological disorders. This will sensitize the students to information on psychopathology and dispel myths regarding it.

Course Objectives:

1. To acquaint students with Various Manifestations of Psychopathology.
2. To Impart Knowledge and Skills Required for Diagnosis of Psychopathological conditions.
3. To Introduce the students to Different Perspectives and Models regarding the Causation of Mental Illness and Dysfunctional Behavior.
4. To understand the growth of psychopathology as an academic discipline
5. To be able to collect information and develop case history and diagnostic formulation of mental health disorder

Course Outcomes: After this course, students should be able to:

1. Understand abnormal behaviors and various manifestations of psychopathology
2. Understand the models of causality for different psychological disorders
3. Identify different psychiatric disorders by their phenomenology
4. Demonstrate an understanding of the ways in which psychological disorders are manifested in a variety of settings
5. Develop an understanding about collecting information and diagnosing a psychological disturbance

Module I	**Title:Understanding abnormality**	**No ofSessions:9**
Definition and criteria of abnormality, classification (the latest edition of DSM & ICD), Clinical Assessment, history taking, Diathesis Stress Model		
LearningOutcomes: AftercompletionofthisModule, thestudentwillbeableto		
1	Define abnormal psychology, psychopathology, and psychological disorders.	L1
2	Explain the concept of dysfunction as it relates to mental illness.	L1
3	Explain the concept of distress as it relates to mental illness.	L1
4	Explain the concept of deviance as it relates to mental illness.	L1
5	Explain the concept of dangerousness as it relates to mental illness	L1
Pedagogytools: Blendedlearning,videolectures,groupdiscussion,self-reading		
Essential Readings: Kring, A.M., Johnson, S.L., Davison G.C. & Neale J.M. (2010). Abnormal Psychology 11th Ed.).NY: John Wiley Carson, R.C., Butcher, J.N., Mineka, S.& Hooley, J.M. (2008). Abnormal Psychology. New Delhi: Pearson.		

Module II	**Title:Clinical States**	**No ofSessions:9**
(a) Anxiety disorders – Phobias, Generalized Anxiety Disorder (Clinical Picture and Dynamics of anxiety disorders), post-traumatic stress disorder (b) Conversion Disorder (Clinical Picture and Dynamics) (c) Dissociative Disorder (Clinical Picture and Dynamics) (d) Obsessive-Compulsive Disorder		
LearningOutcomes: AftercompletionofthisModule, thestudentwillbeableto		

1	Explain phobias and their acquisition through learning	L1
2	Describe the main features of social anxiety disorder	L2
3	Challenge claims that arise from myth, stereotype, or untested assumptions about mental illness.	L4
4	Identify and evaluate the source, context and credibility of behavioral claims.	L2
5	Identify treatments for mental disorders and compare their efficacy in treating such disorders.	L2
Pedagogytools: Blendedlearning,lectures,videolectures,groupdiscussion,self-reading		
Essential Readings: Kring, A.M., Johnson, S.L., Davison G.C. & Neale J.M. (2010). Abnormal Psychology 11th Ed.).NY: John Wiley Carson, R.C., Butcher, J.N., Mineka, S.& Hooley, J.M. (2008). Abnormal Psychology. New Delhi: Pearson.		

Module III	**Title:**Schizophrenia	**No ofSessions:9**
Schizophrenia: Clinical Picture, and subtypes; Mood Disorders: Clinical Picture, subtypes; suicide		
LearningOutcomes: AftercompletionofthisModule, thestudentwillbeableto		
1	Understand that the most common mental disorders (depression, anxiety, and substance abuse) are often co-morbid with other chronic diseases and impact course, severity, and clinical outcome.	L2
2	Understand the confidentiality requirements of psychiatric diagnoses.	L2
3	Assess suicidal and homicidal ideation, across the lifespan.	L4
4	Apply differential diagnosis skills using specific history and physical exam findings.	L5
5	Select appropriate diagnostic and laboratory tests and interpret results	L4
Pedagogytools: Blendedlearning,lectures,videolectures,groupdiscussion,self-reading		
Essential Readings: Kring, A.M., Johnson, S.L., Davison G.C. & Neale J.M. (2010). Abnormal Psychology 11th Ed.).NY: John Wiley Carson, R.C., Butcher, J.N., Mineka, S.& Hooley, J.M. (2008). Abnormal Psychology. New Delhi: Pearson.		

Module IV	**Title:Developmental Disorders (Clinical Picture and Dynamics)**	**No ofSessions:9**
Intellectual disability, Autism spectrum disorders, ADHD, and Specific Learning Disabilities		
LearningOutcomes: AftercompletionofthisModule, thestudentwillbeableto		
1	Identify pervasive developmental disorders and list the five types that are included in the Diagnostic & Statistical Manual of Mental Disorders – Fourth Edition (DSM IV).	L2
2	Recognize medical conditions, such as human immunodeficiency virus (HIV) and cancer, including causes, symptoms and their effect on the child and family.	L2
3	Describe frequently used interventions for autism and other pervasive developmental disorders.	L1
4	Recognize how a child with autism, other pervasive developmental disorders, or miscellaneous medical conditions affect the dynamics within a family, including the influence on the child.	L2
5	Access information for miscellaneous medical conditions to assist the family in planning appropriate developmental strategies to enhance their child's development and inclusion into family and Community routines and activities.	L3
Pedagogytools: Blendedlearning,lectures,videolectures,groupdiscussion,self-reading		
Essential Readings: Kring, A.M., Johnson, S.L., Davison G.C. & Neale J.M. (2010). Abnormal Psychology 11th Ed.).NY: John Wiley Carson, R.C., Butcher, J.N., Mineka, S.& Hooley, J.M. (2008). Abnormal Psychology. New Delhi: Pearson.		

Module V	Title:Substance-related disorders and eating disorders	No ofSessions:9
a) Substance-Related Disorder: Alcohol abuse and Drug abuse (clinical picture and Dynamics) b) Eating disorder: Anorexia Nervosa and Bulimia Nervosa		
LearningOutcomes: AftercompletionofthisModule, thestudentwillbeableto		
1	Describe how substance-related and addictive disorders present.	L2
2	Describe the epidemiology of substance-related and addictive disorders.	L2
3	Describe comorbidity in relation to substance-related and addictive disorders.	L2
4	Describe how eating disorders present.	L2
5	Describe the prevalence and comorbidity of eating disorders	L2
Pedagogytools: Blendedlearning,lectures,videolectures,groupdiscussion,self-reading		
Essential Readings: Kring, A.M., Johnson, S.L., Davison G.C. & Neale J.M. (2010). Abnormal Psychology 11th Ed.).NY: John Wiley Carson, R.C., Butcher, J.N., Mineka, S.& Hooley, J.M. (2008). Abnormal Psychology. New Delhi: Pearson.		

Suggested Readings:	
1.	Barlow D.H. and Durand V.M. (2005). Abnormal Psychology: An Integrated Approach (4th Ed.). Wadsworth: New York.
2.	Bennett, P. (2006). Abnormal and Clinical Psychology: An introductory textbook. New York: Open University Press.
3	Brewer, K. (2001). Clinical Psychology. Oxford: Heinemann Educational Publishers
4	Kearney, C. A. & Trull, T. J. (2012). Abnormal Psychology and Life: A dimensional
5	approach. New Delhi: Cengage learning.

Assessment Pattern and Evaluation

Mode of Test	Number of Tests	Marks Consideration	Total Marks
Quiz	**5**	**4 x 2.5**	**10**
Quiz Schedule	Quiz 1	Module 1	Quiz may be conducted at the middle of the module or at the end of the module
	Quiz 2	Module 2	
	Quiz 3	Module 3	
	Quiz 4	Module 4	
	Quiz 5	Module 5	
Short Answer Test	**5**	**4 x 5**	**20**
Short Answer Test Schedule	Short Answer Test 1	Module 1	Short answer test is conducted generally at the end of the module
	Short Answer Test 2	Module 2	
	Short Answer Test 3	Module 3	
	Short Answer Test 4	Module 4	
	Short Answer Test 5	Module 5	
Long Answer Test	**3**	**2 x 20**	**40**
Long Answer Test Schedule	Long Answer 1	Module 1 and first half of Module 2	The long answer test is conducted after the completion of mentioned syllabus
	Long Answer 2	Second half of Module 2 and Module 3	
	Long Answer 3	Modules 4 & 5	
Continuous Evaluation Total			**70**
External Examination			**30**
Total			**100**

	ProgrammeObjectives(POs)												PSOs		
	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3
CO1	2	2	1	2	1	3									
CO2	3	2	1	1	1	3									
CO3	2	2	1	1	1	3									
CO4	2	1	1	1	1	2									
CO5	2	1	1	1	1	2									
CO6															

1-Low,2-Mediumand3-HighCorrelation

Life Span Development (Program Core6)

CourseCode	CourseTitle	L	T	P	S	J	C
	Life Span Development	3	0	0	0	0	3
CourseOwner		Syllabusversion				1.0	
CoursePre-requisite(s)	Introduction to Psychology	Contact Sessions				45	
CourseCo-requisite(s)		DateApproved				Sept2021	
Level	200						
AlternateExposure							

INTRODUCTION: Life span development is the scientific study of how people change and stay the same over time. This field of study examines the patterns of growth, change, and stability in behavior occurring throughout the life span.

Course Objectives:
1. To provide a conceptual foundation of human development through the life span.
2. To understand the nuances of normal human development and psychological aspects
3. To understand various periods of life span
4. To understand physical, cognitive, language, emotional and moral development at various stages of life.
5. To understand human development in Indian context.

Course Outcomes: After this course on LSD, the students should be able to :
1) Demonstrate understanding of issues and problems related to human change during the life cycle.
2) Demonstrate knowledge of theories of development throughout the lifespan, including processes of growth and change in children and adolescents and main life transitions which adults may be expected to experience.
3) Demonstrate knowledge of the significant factors affecting individuals throughout the lifespan.
4) Articulate theoretical perspectives on child, adolescent, and adult development and apply them to the understanding of the problems throughout the lifespan
5) Understand the sociocultural contexts of human development.

CONTINUOUS ASSESSMENT: Seminars, Quiz and Mid Semester examination

MODULE 1: **No. of Sessions: 9**

Introduction a) Concept of Human Development b) Theories - Psychosexual theory, Psychosocial theory, Piaget and Vygotsky's Cognitive Theories, Learning theories, Kohlberg's theory of moral development, Research designs

Learning Outcomes-

- Understanding the conceptual foundation of human development through the life span L1
- Explain the types of theories L1
- Elucidation of cognitive theories L2
- Understand What is Kohlberg's theory of moral development L1
- Demonstrating and learning research designs L4

Essential Readings:

Santrock, J.W. (2012). Life Span Development (13th ed) New Delhi: McGraw Hill. Saraswathi, T.S. (2003)
Santrock, J. W. (2011). Child Development (13th Ed.). New Delhi: McGraw Hill

MODULE 2: **No. of Sessions: 9**

Genes, Environment and Development: Individual and species heredity; Genetic and environmental influences; individual differences; Heredity and environment.

Learning Outcomes-

- What are genes and its role in development L1
- Illuminating the difference between individual and species heredity L2
- Understanding the genetic and environmental influences L1
- Brief understanding on individual differences L1
- Dynamics played between heredity and environment L2

Essential Readings:

Santrock, J.W. (2012). Life Span Development (13th ed) New Delhi: McGraw Hill. Saraswathi, T.S. (2003)

MODULE 3: **No. of Sessions: 9**

Periods of Life Span Development a) Prenatal development b) Birth and Infancy c) Childhood d) Adolescence e) Adulthood -Early, Middle and Late adulthood including end of life.

Learning Outcomes-

- What are the periods of life span development L1
- Explain prenatal development L2
- Difference between birth and infancy L2
- Explain childhood and adolescence L2
- Brief explanation on adulthood including end of life L2

Essential Readings:

Santrock, J.W. (2012). Life Span Development (13th ed) New Delhi: McGraw Hill. Saraswathi, T.S. (2003)
Santrock, J. W. (2011). Child Development (13th Ed.). New Delhi: McGraw Hill

MODULE 4: **No. of Sessions: 9**

Domains of Human Development a) Physical Development b) Cognitive development c) Language development d) Emotional development e) Moral development f) Personality development g) Gender Roles and Sexuality h) including last stages of life

Learning Outcomes-

- Introduction to the various domains of human development L1
- Explain the types of development L2
- Sensitization on gender roles and sexuality L2
- Explain gender roles and the importance of awareness regarding sexuality L2
- Insight on the last stages of life L3

Essential Readings:

Santrock, J.W. (2012). Life Span Development (13th ed) New Delhi: McGraw Hill. Saraswathi, T.S. (2003)

MODULE 5: **No. of Sessions: 9**

Socio-Cultural Contexts for Human Development a) Family b) Peers, Media & Schooling c) Human Development in the Indian context, Child development, and the Indian perspective

Learning Outcomes-

- Introduction to socio-cultural contexts for human development L1
- Role of family L2
- Role of peers, media and schooling L2
- Explain the human and child development in the Indian context L2
- Insights on the Indian perspective L3

Essential Readings:

Santrock, J.W. (2012). Life Span Development (13th ed) New Delhi: McGraw Hill. Saraswathi, T.S. (2003)
Srivastava, A.K. (1997). Child Development: An Indian Perspective. New Delhi.

Suggested Readings:

1. Berk, L. E. (2010). Child Development (9th Ed.). New Delhi: Prentice-Hall.
2. Mitchell, P. and Ziegler, F. (2007). Fundamentals of development: The Psychology of Childhood. New York: Psychology Press.
3. Papalia, D. E., Olds, S.W. & Feldman, R.D. (2006). Human development (9th Ed.). New Delhi: McGraw Hill.
4. Cross-cultural perspectives in Human Development: Theory, Research and Applications. New Delhi: Sage Publications.
5. Developmental Psychology by Shafer, D. 7th ed. Cengage

Assessment Pattern and Evaluation

Mode of Test	Number of Tests	Marks Consideration	Total Marks
Quiz	**5**	**4 x 2.5**	**10**
Quiz Schedule	Quiz 1	Module 1	Quiz may be conducted at the middle of the module or at the end of the module
	Quiz 2	Module 2	
	Quiz 3	Module 3	
	Quiz 4	Module 4	
	Quiz 5	Module 5	
Short Answer Test	**5**	**4 x 5**	**20**
Short Answer Test Schedule	Short Answer Test 1	Module 1	Short answer test is conducted generally at the end of the module
	Short Answer Test 2	Module 2	

	Short Answer Test 3	Module 3	
	Short Answer Test 4	Module 4	
	Short Answer Test 5	Module 5	
Long Answer Test	**3**	**2 x 20**	**40**
Long Answer Test Schedule	Long Answer 1	Module 1 and first half of Module 2	The long answer test is conducted after the completion of mentioned syllabus
	Long Answer 2	Second half of Module 2 and Module 3	
	Long Answer 3	Modules 4 & 5	
Continuous Evaluation Total			**70**
External Examination			**30**
Total			**100**

	ProgrammeObjectives(POs)												**PSOs**		
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**1**	**2**	**3**
CO1	1	1		1											
CO2					1			1							
CO3				2											
CO4		2			3										
CO5															
CO6															

1-Low,2-Mediumand3-HighCorrelation

PSYCHOLOGICAL ASSESSMENT (ProgramCore7)

CourseCode	CourseTitle	L	T	P	S	J	C
	Psychological Assessment	2	0	2	0	0	3
CourseOwner		Syllabusversion				1.0	
CoursePre-requisite(s)	Experimental Psychology	Contact Sessions				45	
CourseCo-requisite(s)		DateApproved				Sept2021	
Level	300						
AlternateExposure							

This course introduces the concept of testing and assessment with reference to theory and practice. The course focuses on assessment methods of contemporary usage and provides for a conceptual understanding of the constructs measured.

Objectives

The objectives of this course are to:

1. To educate the students about the concept and measurement of individual differences.
2. To impart knowledge regarding different psychological measures for the assessment of individual differences.
3. To understand the nature of individual differences and measures on personality
4. To understand the concept of intelligence and measurement of intelligence
5. To understand the application of psychological tests.

Learning Outcomes

1. To explore theprinciples and practice of psychological tests.
2. To understand various psychometric concepts related to tests, steps in test construction and evaluation, and characteristics of good tests
3. To apply tests of intellectual ability, aptitudes, personality, and vocational interests
4. To understand ethical guidelines associated with testing.
5. To execute appropriate psychological assessment in educational and vocational settings

Continuous Assessments: Assignment/seminars, Quiz, case studies/projects, mid-semester examination.

MODULE I **No. of Sessions: 9**

Introduction - Meaning and purpose of Psychological Testing and Assessment: History, Principles of Assessment; types of Psychological tests; use, misuse and limitations of Psychological tests; Ethical considerations.

Learning Outcomes-

- Students will learn how we become aware of ourselves, how we learn to interact with others, and how we influence others and how they influence us. L2
- Students will be able to identify and critically evaluate psychological research methods. L2
- Students will be able to analyze empirical data. L3
- Students will be able to assess the significance and importance of research reports. L3
- Students will learn how psychologists study human behavior and how this knowledge can be used to explain, predict, and influence behavior L2

Essential Readings:

Anastasi, A. (1997). Psychological Testing. New York: MacMillan.

MODULE II **No. of Sessions: 9**

Psychological Testing - Nature of Individual Differences; Characteristics and construction of standardized Psychological tests; Concept of Reliability & Validity and Norms of test scores.

Learning Outcomes-

- Define what a psychological test is, and understand that psychological tests extend beyond personality and intelligence tests. L1
- Describe the ways in which psychological tests can be similar to and different from one another. L2
- Describe the three characteristics that are common to all psychological tests, and understand that psychological tests can demonstrate these characteristics to various degrees. L2
- Describe the assumptions that must be made when using psychological tests. L2
- Describe the differences among four commonly used terms that students often con-fuse: psychological assessment,

psychological tests, psychological measurement, and surveys. L2

Essential Readings:

Anastasi, A. (1997). Psychological Testing. New York: MacMillan.

MODULE III **No. of Sessions: 9**

Personality - Definition and concept. Different theories of Personality in brief: measurement of personality – paper and pencil tests, Projective tests, Q-sort techniques, interview schedules, rating scales and surveys, administration of two personality tests.

Learning Outcomes-

- Define personality. L1
- Describe the methods of science used in the study of personality. L2
- Describe and distinguish among the major theoretical approaches to understanding personality including the psychodynamic, behavioral, humanistic, existential, trait, and cognitive perspectives with a focus on the strengths and weaknesses of each theory. L2
- Demonstrate knowledge and understanding of the methods used to assess personality. L2
- The contributions of Freud and neo-Freudians to personality theory L3

Essential Readings:

Anastasi, A. (1997). Psychological Testing. New York: MacMillan.

MODULE IV **No. of Sessions: 9**

Intelligence and Aptitude - Concept of Intelligence and Aptitude; nature and theories of Intelligence; Emotional Intelligence, measurement of Intelligence and aptitude, concept of IQ, measurement of multiple intelligence. Administration of two Intelligence tests and one Aptitude test.

Learning Outcomes-

- How intelligence is represented in the brain, and the meaning of group differences in intelligence. L1
- Define intelligence and list the different types of intelligences psychologists study. L1
- Summarize the characteristics of a scientifically valid intelligence test. L2
- Outline the biological and environmental determinants of intelligence. L2
- Assess the basic abilities to understand, reason, and make judgments. L3

Essential Readings:

Anastasi, A. (1997). Psychological Testing. New York: MacMillan.

MODULE V **No. of Sessions: 9**

Application of Psychological Tests: Psychological Assessment in the Educational Setting- use of psychological tests in educational institutions; Psychological Assessment in Counselling and Guidance- effective strategies for guidance programs.

Learning Outcomes-

- Trace the history of psychological testing from Alfred Binet and intelligence testing to the tests of today. L1
- Describe the ways in which psychological tests can be similar to and different from one another. L2
- Describe the three characteristics that are common to all psychological tests, and understand that psychological tests can demonstrate these characteristics to various degrees. L2
- Describe the assumptions that must be made when using psychological tests. L2
- Describe the different ways that psychological tests can be classified. L2

Essential Readings:

Anastasi, A. (1997). Psychological Testing. New York: MacMillan.

Suggested Readings

Gregory, R.J. (2006). *Psychological Testing: History, Principles, and Applications*. New Delhi: Pearson Education.
Kaplan, R.M. & Saccuzzo, D.P. (2007). *Psychological Testing: Principles, Applications, and Issues*. Perth: Thomson Wadsworth.
Murphy, K.R. & Davidshofer, C.O. (2004). *Psychological Testing: Principles & Applications*. New Jersey: Prentice Hall.

Assessment Pattern and Evaluation

Mode of Test	Number of Tests	Marks Consideration	Total Marks
Quiz	**5**	**4 x 2.5**	**10**
Quiz Schedule	Quiz 1	Module 1	Quiz may be conducted at the middle of the module or at the end of the module
	Quiz 2	Module 2	
	Quiz 3	Module 3	
	Quiz 4	Module 4	
	Quiz 5	Module 5	

Short Answer Test	**5**	**4 x 5**	**20**
Short Answer Test Schedule	Short Answer Test 1	Module 1	Short answer test is conducted generally at the end of the module
	Short Answer Test 2	Module 2	
	Short Answer Test 3	Module 3	
	Short Answer Test 4	Module 4	
	Short Answer Test 5	Module 5	
Long Answer Test	**3**	**2 x 20**	**40**
Long Answer Test Schedule	Long Answer 1	Module 1 and first half of Module 2	The long answer test is conducted after the completion of mentioned syllabus
	Long Answer 2	Second half of Module 2 and Module 3	
	Long Answer 3	Modules 4 & 5	
Continuous Evaluation Total			**70**
External Examination			**30**
Total			**100**

	ProgrammeObjectives(POs)												**PSOs**		
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**1**	**2**	**3**
CO1	1	2		1		1									
CO2					1	2									
CO3				2											
CO4		3													
CO5				3	3										
CO6															

1-Low,2-Mediumand3-HighCorrelation

COUNSELING PSYCHOLOGY (Program Core8)

CourseCode	CourseTitle	L	T	P	S	J	C
	Counseling Psychology	3	0	0	0	0	3
CourseOwner		Syllabusversion				1.0	
CoursePre-requisite(s)	Understanding Psychological Disturbances	Contact Sessions				45	
CourseCo-requisite(s)		DateApproved				Sept2021	
Level	300						
AlternateExposure							

INTRODUCTION:
This course provides a basic training in psychotherapy and counseling theory and skills. It combines academic, practical and experiential components within a supportive and challenging environment. During this course, the students will be given an in-depth knowledge of some of the psychotherapeutic approaches including person-centred and cognitive behavioural approaches. They will gain an understanding of different therapeutic models and current developments in theory and practice, with the help of suitable case study examples.

Course Objectives: This course is designed with an objective
1) To familiarize the students with the nature and process of counseling, its major theories and techniques and
2) To expose them to counseling and psychotherapy applications in different settings.
3) To different approaches to counseling and psychotherapy
4) To learn process and techniques of counseling and psychotherapy
5) Application in different settings and clinical populations

Course Outcomes:
1. To understand the emergence of the field of counselling and its nature
2. To understand the process of counselling and relationship skills necessary
3. To demonstrate the counselling process practically and understand the principles of CBT, REBT etc.
4. To understand the importance of counselling across life span
5. To understand the present status of counselling in various settings.

CONTINUOUS ASSESSMENT: Mid-Semester Exam, seminars/Assignments, case studies

MODULE- I **No. of Sessions: 9**
INTRODUCTION*:* Emergence and growth of counselling; Counselling: Nature, related fields and scope; Counselling Expectations, goals, issues, ethics and legalities; Training of professional counsellors, key concepts in counselling
Learning Outcomes-
- Define counseling L1
- Explain scope of counseling L2
- Understand the necessity of counseling along with the process L1
- Brief awareness of ethics, issues, legalities and necessary goals L1
- Understand the fundamental concepts of counselling L1

Essential Readings:
An Introduction to Counseling by Belkin G. S., 1988, W. G.: Brown Publishers
Counseling and Psychotherapy: Theories and Interventions by Capuzzi David & Douglas Gross, 4/e, Pearson Education.

MODULE -II **No. of Sessions: 9**
COUNSELING PROCESS: Counseling: The Process, relationship and skills; Assessment in counselling: Psychological testing and diagnosis; Counselling Interview.
Learning Outcomes-
- Explain the counseling process L2
- To be able to manage relationships and develop skills L2
- Understanding the importance of assessment in counseling L2
- Importance of tools such as diagnosis and psychology testing L3
- Awareness of appropriate counseling interview L1

Essential Readings:
An Introduction to Counseling by Belkin G. S., 1988, W. G.: Brown Publishers
Counseling and Psychotherapy: Theories and Interventions by Capuzzi David & Douglas Gross, 4/e, Pearson Education.

MODULE -III **No. of Sessions: 9**

COUNSELING PROCESS II and APPROACHES TO COUNSELING: Counseling Skills, Microcounseling skills, Practical demonstration. Psychoanalytic approach; Client-Centered Approach; CBT, REBT; The individual versus group methods of counselling.

Learning Outcomes-

- What are counseling skills L2
- Developing vagaries of skills through practical demonstration L2
- Types of approaches L2
- Types of therapy L2
- Recognizing social vs individual methods of counseling L2

Essential Readings:

The Theory and Practice of Counseling Psychology by Nelson J., 1982, Holt Rinehart & Winston, New York.

MODULE -IV **No. of Sessions: 9**

COUNSELING APPLICATIONS: Counselling across human life span; Guidance and counselling in educational setting; career guidance, counselling adolescents; family counselling; Crisis intervention: suicide, grief and sexual abuse, special areas in counselling- LGBTQ Group, complexities of different groups.

Learning Outcomes-

- Types of counseling across human life span L2
- Importance of counseling in educational setting, career guidance, family, adolescents L3
- Understanding the dynamics of crisis intervention L2
- Developed skills and approach during crisis intervention L4
- Sensitization on lgbtq group L2

Essential Readings:

The Theory and Practice of Counseling Psychology by Nelson J., 1982, Holt Rinehart & Winston, New York.
Counseling: A Comprehensive Profession, by Gladding, Samuel T., 6th Ed. Pearson Education.

MODULE -V **No. of Sessions: 9**

COUNSELING APPLICATIONS and PRESENT STATUS OF COUNSELLING: Community based approaches to counselling, primary secondary and tertiary levels, Evaluation in Counselling; The status of the guidance and counselling movement in India, Modern trends in counselling - Tele counselling ;.

Learning Outcomes-

- What are the community based approaches to counseling L1
- Learning the levels L2
- Awareness on status of the guidance and counseling movement in India L2
- What are the modern trends in counseling L2
- Explain Tele counseling L2

Essential Readings:

The Theory and Practice of Counseling Psychology by Nelson J., 1982, Holt Rinehart & Winston, New York.
Counseling: A Comprehensive Profession, by Gladding, Samuel T., 6th Ed. Pearson Education.

Suggested Readings:

1. Counseling and Psychotherapy: Classics on theories and Issues by Ben, Ard, Jr. (Eds.). Science and Behavior Books Co.
2. Therapeutic Psychology.: Fundamental of counseling psychotherapy by Brammer L. M. & Shostrom B.L., 3rd edition, 1977, Englewood Cliffs: Prentice Hall
3. Person Centered Counseling : Psychology – An Introduction by Ewan G., Sage
4. Counseling Psychology by Patri V., 2007.
5. Handbook of Counseling Psychology by Ray W., Windy, D., Sheelagh S., (Eds.) , II Ed.
6. Stress and its management by Yoga by Udupa K.N, 1985, Motilal Banarsi Das, New Delhi.
7. Counseling In Action by Windy, D. (Eds.), 1988, Sage Publication, New York.

Assessment Pattern and Evaluation

Mode of Test	Number of Tests	Marks Consideration	Total Marks
Quiz	**5**	**4 x 2.5**	**10**
Quiz Schedule	Quiz 1	Module 1	Quiz may be conducted at the middle of the module or at the end of the module
	Quiz 2	Module 2	
	Quiz 3	Module 3	
	Quiz 4	Module 4	

	Quiz 5	Module 5	
Short Answer Test	**5**	**4 x 5**	**20**
Short Answer Test Schedule	Short Answer Test 1	Module 1	Short answer test is conducted generally at the end of the module
	Short Answer Test 2	Module 2	
	Short Answer Test 3	Module 3	
	Short Answer Test 4	Module 4	
	Short Answer Test 5	Module 5	
Long Answer Test	**3**	**2 x 20**	**40**
Long Answer Test Schedule	Long Answer 1	Module 1 and first half of Module 2	The long answer test is conducted after the completion of mentioned syllabus
	Long Answer 2	Second half of Module 2 and Module 3	
	Long Answer 3	Modules 4 & 5	
Continuous Evaluation Total			**70**
External Examination			**30**
Total			**100**

	ProgrammeObjectives(POs)												**PSOs**		
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**1**	**2**	**3**
CO1	1	1	2	1	2	1									
CO2															
CO3	2			3											
CO4		2			2										
CO5			4												
CO6															

1-Low,2-Mediumand3-HighCorrelation

BEHAVIOURAL ECONOMICS (Program Core9)

	CourseCode	CourseTitle	L	T	P	S	J	C
		Behavioral Economics	4	0	0	0	0	4
	CourseOwner		Syllabusversion				1.0	
	CoursePre-requisite(s)	Experimental Psychology	Contact Sessions				60	
	CourseCo-requisite(s)		DateApproved				Sept2021	
	Level	300						
	AlternateExposure							

INTRODUCTION:

The course aims to ground students in the areas of behavioural economics, concentrating on how psychology integrates into modern economic models. It emphasizes how people make their choices or decisions during ambiguous situations. The course makes students understand the irrational side of decision making process and advances made in the field of behavioral sciences.

Course Objectives:

1 Interpret the principles underlying the field of behavioural economics and other approaches to behaviour change.
2. To focus on decision making and develop a holistic understanding of the concepts in both economics and psychology
3. To critically review the interconnections between the concepts
4. To know the application and limitations of these models that affect choices
5 Insights into the frontier of research and its application in behavioural economics

Course Outcomes:

After doing this course in Behavioural Economics, the students should be able to:

1. Describe the nature scope and structure of behavioural economics
2. Understand the nature of preferences and factors affecting preferences
3. Grasp the utility models economics and psychology
4. Understand different kinds of biases and beliefs and know the aspects of self-evaluation
5. Evaluate social norms; policy analysis and applications

CONTINUOUS ASSESSMENT: Assignment/seminars, case studies, mid semester examination

Module I: Nature of Behavioural Economics **No of Sessions: 12**

Evolution of behavioural economics; relationship with other disciplines; Scope and structure; Evidence and Consilience; The neoclassical/ standard model and behavioral economics in contrast

Learning Outcomes:

1. Understand the nature of Behavioural economics and its relation with other disciplines	L2
2. Analyse its scope and structure	L3
3. Understand the aspects in evidence and consilience	L2
4. Grasp the importance of neoclassical and standard models	L2
5. Evaluate the contrasts between classical and behavioral economics models	L5

Essential Readings:

Nick Wilkinson, Matthias Klaes (2012) Introduction to Behavioural Economics. Palgrave, Newyork.

Module II: Social Preferences **No of Sessions: 12**

Nature of social preferences; factors affecting social preferences; modelling; reciprocity models

Learning Outcomes:

1. Understand the nature of social preferences	L1
2. Analyse the factors affecting social preferences	L3
3. Understand the importance of modelling	L2
4. Evaluate the reciprocity models	L5
5. Understand the relation between social preferences and decision making	L2

Essential Readings:

Nick Wilkinson, Matthias Klaes (2012) Introduction to Behavioural Economics. Palgrave, Newyork.

Module III: Values, Preferences and Choices **No of Sessions: 12**

The evolutionary biology of utility; Rationality of irrationality; Types of Utility and the neuro-scientific basis of Utility

Learning Outcomes:

1. Understand the importance of values, preferences and choices	L2
2. Understand the role of evolutionary biology of utility	L2
3. Analyse the contrast between cognitive aspects of rationality and irrationality	L3
4. Elucidate different types of utility	L2
5. Understand the neuro-scientific basis of utility	L2

Essential Readings:

Nick Wilkinson, Matthias Klaes (2012) Introduction to Behavioural Economics. Palgrave, Newyork.

Module IV: Beliefs, Heuristics and Biases **No of Sessions: 12**

The Standard Model; Self-evaluation bias; Projection bias; Causes of irrationality and Magical beliefs

Learning Outcomes:

1. Understand the role of beliefs, heuristics and biases in decision making	L2
2. Analyse the standard models	L3
3. Enumerate Self evaluation bias and projection bias	L2
4. Evaluate the causes of irrationality	L5
5. Understand the causes of magical beliefs	L1

Essential Readings:

Nick Wilkinson, Matthias Klaes (2012) Introduction to Behavioural Economics. Palgrave, Newyork.

Module V: Decision making under uncertainty **No of Sessions: 12**

Prospect theory; Loss aversion; Decision weighting; mental accounting; Discounting and Criticism; Time Discounting and the Long and Short Run. Policy analysis – norms and markets, labor markets, market clearing, public goods; applications – logic and knowledge, voluntary contribution, compensation design.

Learning Outcomes:

1. Understand prospect theory and loss aversion	L2
2. Analyse decision weighting and mental accounting	L3
3. Evaluate discounting and its criticism	L5
4. Understand policy analysis with respect to norms and markets	L2
5. Apply logic and knowledge along with compensation design	L5

Essential Readings:

Nick Wilkinson, Matthias Klaes (2012) Introduction to Behavioural Economics. Palgrave, Newyork.

Suggested Readings

1. 'Gut Feelings' (2008) by Gerd Gigerenzer,
2. 'Nudge' (2009) by Richard Thaler and Cass Sustein,
3. 'Thinking, Fast and Slow' (2011) by Daniel Kahneman,
4. 'The Power of Habit' (2012) by Charles Duhigg, and
5. `Foundations of Behavioral Economic Analysis' (2015) by Sanjit Dhami.

Assessment Pattern and Evaluation

Mode of Test	Number of Tests	Marks Consideration	Total Marks
Quiz	**5**	**4 x 2.5**	**10**
Quiz Schedule	Quiz 1	Module 1	Quiz may be conducted at the middle of the module or at the end of the module
	Quiz 2	Module 2	
	Quiz 3	Module 3	
	Quiz 4	Module 4	
	Quiz 5	Module 5	
Short Answer Test	**5**	**4 x 5**	**20**
Short Answer Test Schedule	Short Answer Test 1	Module 1	Short answer test is conducted generally at the end of the module
	Short Answer Test 2	Module 2	
	Short Answer Test 3	Module 3	
	Short Answer Test 4	Module 4	
	Short Answer Test 5	Module 5	
Long Answer Test	**3**	**2 x 20**	**40**
Long Answer Test Schedule	Long Answer 1	Module 1 and first half of Module 2	The long answer test is conducted after the completion of mentioned syllabus
	Long Answer 2	Second half of Module 2 and Module 3	
	Long Answer 3	Modules 4 & 5	
Continuous Evaluation Total			**70**
External Examination			**30**
Total			**100**

	ProgrammeObjectives(POs)												**PSOs**		
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**1**	**2**	**3**
CO1	1			1											
CO2			2		2										
CO3				3											
CO4		3			5										
CO5						5									
CO6															

1-Low,2-Mediumand3-HighCorrelation

YOGA AND WELLBEING (ProgramCore10)

CourseCode	CourseTitle	L	T	P	S	J	C
	Yoga and Wellbeing	1	1	2	0	0	3
CourseOwner		Syllabusversion				1.0	
CoursePre-requisite(s)	Introduction to Psychology	Contact Sessions				45	
CourseCo-requisite(s)		DateApproved				Sept2021	
Level	300						
AlternateExposure							

INTRODUCTION: This is a skill-building foundation course which is focused on teaching the theory underlying yogic practices and the yogic mudras and asanas. Yoga not only helps in the rejuvenation and flexibility of the body, it also acts as a major stress buster as well as prepares the student towards a more focused approach on life.

Objectives:

1. To understand historical roots of yoga system.
2. To impart theoretical and practical knowledge in yoga and its applications.
3. To understand the philosophical roots of the ancient healing system of yoga.
4. To impart knowledge on yogic mudras and asanas.
5. To share application of yoga for spiritual self-regulation and self enhancement.

Course Outcome: The Course enables the student to:

1. Understand historical roots of yoga system and the fundamental Moduley in different systems of yoga.
2. Gain practical knowledge in Yoga and will be able to practice basic asanas.
3. Understand the philosophical roots of the ancient healing system of yoga.
4. Identify the importance of yogic mudras and asanas.
5. Understand application of yoga for spiritual self-regulation and self enhancement benefits in modern period.

CONTINUOUS ASSESSMENT: Quiz, Mid Sem, Practical Test

MODULE-I **No of Sessions: 9**

Pawanmukta Series (Warming up)
Surya Namaskaras (Sun Salutations)
Standing Postures - Ardhakatichakrasan, Katichakrasan, Tadasan (3 variations), Balancing Postures - Vrikshasan
Meditative Postures - Sukhasan, Vajrasan, Ardha Padmasan
Pranayam - Anulom Vilom Pranayam

Learning Outcomes

1. Gain practical knowledge and will be able to practice Pawanmukta series and Surya Namaskaras	L5
2. Gain practical knowledge on Standing postures	L5
3. Gain practical knowledge and will be able to practice Meditative postures	L5
4. Understand the importance of Pranayam and its uses	L5
5. Practice and perform Pranayama techniques	L5

Essential Readings:

Swami Satyananda Saraswathi - Asana, Pranayama, Mudra & Bandha. Bihar School of Yoga

MODULE – II **No of Sessions: 9**

Standing Postures – Trikonasan (3 variations), Parsva Konasan, Veerabhadrasan (3 variations), Utkatasan

Balancing Postures - Natarajasan
Sitting Postures – Bhoonamanasan, Janusirshasan, Paschimothanasa,
Meditative Postures - Padmasan
Pranayam - Naadi shuddhi Pranayam (without Kumbhakam) & Naadi shuddhi pranayama (with Kumbhakam)

Learning Outcomes

1. Gain practical knowledge and able to practice standing postures like Trikonasan and its variations L5
2. Gain practical knowledge and able to practice balancing postures L5
3. Gain practical knowledge and able to practice sitting postures L5
4. Gain practical knowledge and able to practice meditative postures like Padmasan L5
5. Gain practical knowledge and able to practice Naadi Shuddhi with and without Kumbhakam L5

Essential Readings:

Swami Satyananda Saraswathi - Asana, Pranayama, Mudra & Bandha. Bihar School of Yoga

MODULE- III **No of Sessions: 9**

Balancing Postures - Garudasan, Ekapada Pranamasan
Sitting Postures - Ustrasan, Vakrasan, Ardha Matsyendrasan,
Meditative Postures - Siddhasan
Prone Postures - Makarasan, Bhujangasan, Shalabhasan, Dhanurasan
Pranayam - Ujjayi pranayam, Bramari Pranayam
Bandhas - Jalandhar Bandha

Learning Outcomes

1. Gain practical knowledge and able to practice balancing postures like Garudasan L5
2. Gain practical knowledge and able to practice sitting postures like Ustrasan, Vakrasan and Matsyendrasan
3. Gain practical knowledge and able to practice Siddhasan L5
4. Gain practical knowledge and able to practice Prone postures L5
5. Gain practical knowledge and able to practice Ujjayi , Bramari Pranayama and Jalandhar Bandha L5

Essential Readings:

Swami Satyananda Saraswathi - Asana, Pranayama, Mudra & Bandha. Bihar School of Yoga

MODULE IV **No of Sessions: 9**

Sitting Postures - Yoga mudrasan, Gomukhasan, Shashankasan
Pranayam - Suryabhedana Pranayam, Bhastrika Pranayam, seethali pranayam, Seethkari pranayam
Bandhas - Udyan Bandha
Yogic Kriyas - Jala Dhouti, Jalaneti, Sutra Neti

Learning Outcomes

1. Gain practical knowledge and able to practice Yoga mudras an, Shashankasan L5
2. Gain practical knowledge and able to practice Suryabhedana Pranayama and Seethali L5
3. Gain practical knowledge and able to practice Udyan Bandha L5
4. Gain practical knowledge on Yogic Kriyas L5
5. Gain practical knowledge and able to practice Jala Dhouti, Jalaneti and Sutra Neti L5

Essential Readings:

Swami Satyananda Saraswathi - Asana, Pranayama, Mudra & Bandha. Bihar School of Yoga

MODULE –V **No of Sessions: 9**

Inverted Postures - Sarvangasan, Halasan
Supine Postures - Pawanmuktasan, Uttanapadasan, Navasan, Mastyasan
Bandhas - Mool Bandha, Maha Bandha
Yogic Kriyas - Kapalabhati, Tratakam
Meditation (Dhyan), Yog Nidra

Learning Outcomes

1. Gain practical knowledge and able to practice inverted postures L5
2. Gain practical knowledge and able to practice Supine postures like Pawanmuktasan and Navasan L5

3. Gain practical knowledge and able to practice Mool Bandha and Maha Bandha L5
4. Gain practical knowledge and able to practice Kapalabhati and Tratakam L5
5. Gain practical knowledge and able to practice Meditation and Yog Nidra L5

Essential Readings:

Swami Satyananda Saraswathi - Asana, Pranayama, Mudra & Bandha. Bihar School of Yoga

Suggested Readings

B.KS. Iyenger - The Illustrated Light on Yoga. Harper Collins, New Delhi.

Assessment Pattern and Evaluation

Mode of Test	Number of Tests	Marks Consideration	Total Marks
Quiz	**5**	**4 x 2.5**	**10**
Quiz Schedule	Quiz 1	Module 1	Quiz may be conducted at the middle of the module or at the end of the module
	Quiz 2	Module 2	
	Quiz 3	Module 3	
	Quiz 4	Module 4	
	Quiz 5	Module 5	
Short Answer Test	**5**	**4 x 5**	**20**
Short Answer Test Schedule	Short Answer Test 1	Module 1	Short answer test is conducted generally at the end of the module
	Short Answer Test 2	Module 2	
	Short Answer Test 3	Module 3	
	Short Answer Test 4	Module 4	
	Short Answer Test 5	Module 5	
Long Answer Test	**3**	**2 x 20**	**40**
Practical Test	Practical Test1	Module 1 to 5	Practical test is conducted after the completion of mentioned syllabus or specific modules
	Practical Test 2	Module 1 to 5	
	Practical Test 3	Module 1 to 5	
Continuous Evaluation Total			**70**
External Examination			**30**
Total			**100**

	ProgrammeObjectives(POs)												PSOs		
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**1**	**2**	**3**
CO1								1							
CO2								2	5						
CO3								2	5						
CO4								2	5						
CO5								2	5						
CO6															

1-Low,2-Mediumand3-HighCorrelation

BIOLOGICAL PSYCHOLOGY (Program Core 11)

CourseCode	CourseTitle	L	T	P	S	J	C
	Biological Psychology	4	0	0	0	0	4
CourseOwner		Syllabusversion				1.0	
CoursePre-requisite(s)	Lifespan Development	Contact Sessions				60	
CourseCo-requisite(s)		DateApproved				Sept2021	
Level	300						
AlternateExposure							

INTRODUCTION: Biological psychology looks at the interplay between biological processes and mental states. Brain, nerve cells and hormones also affect our behavior and feelings. This paper focuses on the neuroanatomy, neurotransmitters, basic brainfunctions, neural systems and the basic biological processes that underlie the development and expression of normal and abnormal behavioral states and conditions as well as the organization of the nervous system

Course Objectives:
1 To explore the biological basis of experience and behaviour.
2 To understand the influence of bodily systems on behaviour, cognition and emotions and vice versa
3 To develop an appreciation of the neurobiological basis of psychological function and dysfunction.
4. To understand behavioural and emotional states and their manifestations
5. To understand the functions and abnormalities of glands

COURSE OUTCOMES :
After this course of biological basis, Students will be able to
1. Demonstrate basic understanding of the function of the nervous system and the brain.
2. Demonstrate how behavior and mental processes are linked to biological processes.
3. Understand the organization and functional differentiation of the nervous system and its various parts and the neuropsychological functions
4. learn and apply principles of biology to the study of physiological mechanisms regulating behavior
5. Understand the relationship between endocrine system and behaviours

CONTINUOUS ASSESSMENT: Mid semester exam, Projects/Field Work/Seminars and Assignments

MODULE 1: Introduction to biopsychology **No of Sessions: 12**

Introduction to biopsychology: Nature and scope; Methods and ethics in biopsychology; Divisions of biopsychology. Relationship of biological processes to behavior.

Learning Outcomes

1. Identify the goals of Biological Psychology. L2
2. Examine the scope of Biological Psychology. L2
3. Analyse the nature of Biological Psychology. L3
4. Interpret the relationship of biological processes to behavior. L4
5. Understand the methods and ethics in biopsychology. L2

Essential Readings:

Breedlove, S. M., Rosenzweig, M. R., & Watson, N. V. (2007) Biological Psychology:An introduction to behavioral, cognitive, and clinical neuroscience, 5th Edition. SinauerAssociates, Inc., Sunderland, Massachusetts.

MODULE 2: The Functioning brain **No of Sessions: 12**

The Functioning brain: Structure, and functions of neurons; Neural conduction and synaptic transmission. Functional abnormalities of neurotransmitters: dopamine and serotonin hypothesis and its connection to behavioral abnormalities like schizophrenia and depression.

Learning Outcomes

1. Understand the concept of functioning brain. L2
2. Identify thestructure, and functions of neurons. L2
3. Understand the functional abnormalities of neurotransmitters. L2
4. Recognize the functional abnormalities of neurotransmittersand its connection to behavioral abnormalities.
5. Understand the importance of functioning brain. L2

Essential Readings:
Breedlove, S. M., Rosenzweig, M. R., & Watson, N. V. (2007) Biological Psychology:An introduction to behavioral, cognitive, and clinical neuroscience, 5th Edition. SinauerAssociates, Inc., Sunderland, Massachusetts.

MODULE 3: Organization of nervous system **No of Sessions: 12**
Organization of nervous system: CNS & PNS: Structure and functions of different brain structures, Lobe Functions Neuroplasticity of Brain (neural degeneration, neural regeneration, and neural reorganization,), hemispheric specialization.

Learning Outcomes
1. Understand the organization of nervous system. L2
2. Identify the functions of different brain structures. L2
3. Understand the nature and importance of Neuroplasticity of Brain. L2
4. Recognize the role of hemispheric specialization. L2
5. Understand the lobe functions of brain. L2

Essential Readings:
Breedlove, S. M., Rosenzweig, M. R., & Watson, N. V. (2007) Biological Psychology:An introduction to behavioral, cognitive, and clinical neuroscience, 5th Edition. SinauerAssociates, Inc., Sunderland, Massachusetts.

MODULE 4: Understanding of behavioral and emotional states and their manifestations **No of Sessions: 12**
Understanding of behavioral and emotional states and their manifestations : motivation, various emotional states: anger, fear, memory and emotions
Physiological Systems: Physiological systems and their control by CNS & effects on behavior (cardiac, reproductive)

Learning Outcomes
1. Understand the behavioral and emotional states and their manifestations. L2
2. Identify the biological basis of motivation and emotions. L2
3. Recognise the biological basis of anger and fear. L2
4. Understand thephysiological systems and its effects on behavior. L2
5. Understand the role and importance of Central Nervous System and its effects on behavior. L2

Essential Readings:
Breedlove, S. M., Rosenzweig, M. R., & Watson, N. V. (2007) Biological Psychology:An introduction to behavioral, cognitive, and clinical neuroscience, 5th Edition. SinauerAssociates, Inc., Sunderland, Massachusetts.

MODULE 5: Endocrine System **No of Sessions: 12**
Endocrine System: Structure, functions and abnormalities of major glands:
Pituitary, Pineal, Thyroid, Adrenal, Gonads, and Pancreas and their relationship to behavior

Learning Outcomes
1. Understand the structure and functions of endocrine system. L2
2. Identify the abnormalities of major glands and its impact on behavior. L2
3. Understand the structure and functions of pituitary gland and its effect on behavior. L2
4. Understand the structure and functions ofpineal and thyroid gland and its effect on behavior. L2
5. Identify thestructure and functions of adrenal gland and its relationship to behavior. L2

Essential Readings:
Breedlove, S. M., Rosenzweig, M. R., & Watson, N. V. (2007) Biological Psychology:An introduction to behavioral, cognitive, and clinical neuroscience, 5th Edition. SinauerAssociates, Inc., Sunderland, Massachusetts.

Suggested Readings:
1. Carlson, N. R. (2009) Foundations of Physiological Psychology, 6th Edition. Pearson Education, New Delhi.
2. Levinthal, C. F. (1996). *Introduction to Physiological Psychology*. 3rd ed.,1996, Prentice Hall, New Delhi
3. Pinel, J.P.J (2007) Biopsychology , 6th edition , Pearson Education

Assessment Pattern and Evaluation

Mode of Test	Number of Tests	Marks Consideration	Total Marks
Quiz	**5**	**4 x 2.5**	**10**
Quiz Schedule	Quiz 1	Module 1	Quiz may be conducted at the middle of the module or at the end
	Quiz 2	Module 2	
	Quiz 3	Module 3	

	Quiz 4	Module 4	of the module
	Quiz 5	Module 5	
Short Answer Test	**5**	**4 x 5**	**20**
Short Answer Test Schedule	Short Answer Test 1	Module 1	Short answer test is conducted generally at the end of the module
	Short Answer Test 2	Module 2	
	Short Answer Test 3	Module 3	
	Short Answer Test 4	Module 4	
	Short Answer Test 5	Module 5	
Long Answer Test	**3**	**2 x 20**	**40**
Long Answer Test Schedule	Long Answer 1	Module 1 and first half of Module 2	The long answer test is conducted after the completion of mentioned syllabus
	Long Answer 2	Second half of Module 2 and Module 3	
	Long Answer 3	Modules 4 & 5	
Continuous Evaluation Total			**70**
External Examination			**30**
Total			**100**

	ProgrammeObjectives(POs)												**PSOs**		
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**1**	**2**	**3**
CO1		2		2											
CO2								3							
CO3				2											
CO4		2			3										
CO5															
CO6															

1-Low,2-Mediumand3-HighCorrelation

MAJOR ELECTIVE 1
CLINICAL PSYCHOLOGY (Program Elective I)

	CourseCode	CourseTitle	L	T	P	S	J	C
		Clinical Psychology	4	0	0	0	0	4
	CourseOwner		Syllabusversion				1.0	
	CoursePre-requisite(s)	None	Contact Sessions				60	
	CourseCo-requisite(s)		DateApproved				Sept2021	
	Level	300						
	AlternateExposure							

Introduction

Clinical psychology is one of the core disciplines in the area of mental health/illness. Mental health problems are continuously on the rise owing to changes in lifestyle, habits, and mounting stress in personal/occupational/social domains across various sections. Varieties of techniques and methods derived from several branches of psychology are used in the promotion of mental health, and in the prevention, diagnosis, treatment, and rehabilitation of mental and physical disorders/ problems where psychological factors play a major role. Different methods and forms of psychological techniques are used to relieve an individual's emotional distress or any other forms of dysfunction or disability. Clinical Psychologists play an important role in optimizing the health care delivery system and there is an urgent need to train more professional clinical psychologists.

Course Objectives

1. To introduce conceptualizations of mental health problems within the psychosocial framework, giving due considerations to contextual issues.
2. To understand different types of causal factors considered most influential in shaping both vulnerabilities to psychopathology and the form that pathology may take.
3. Use relevant criteria to assess the quality and appropriateness of a psychological test
4. and evaluate its strengths and weaknesses for clinical purposes
5. To equip the students with various theories of clinical problems, intervention techniques, and their advantages and limitations.

Course outcomes:

At the end of the course:

1. Students can describe the types of activities clinical psychologists perform and the guiding principles used in practice
2. Students can demonstrate an understanding of human behavior within its context (e.g., family, social, societal, and cultural).
3. Students will be able to develop a basic understanding of assessment and interventions in the context of clinical psychology.
4. Students will develop an understanding on the process of therapies and its associated legal and ethical issues.
5. Students can demonstrate an understanding on disability and rehabilitation interventions

Module - I: Introduction **No of Sessions 12**

Scope of clinical psychology; professional role and functions; current issues and trends; areas of specialization; mental health revolution; Mental health Act 2017, Epidemiological studies in the Indian context; Socio-cultural experiences of distress, debate of normality vs abnormality

Learning Outcomes-

- Students will demonstrate basic competency in Family Systems and Counseling theories, psychopathology, and clinical modes (models, approaches, techniques, including principles of recovery-oriented care, etc.), simultaneously appreciating multiple dimensions of diversity. L2
- Students will integrate knowledge of how various cultures, dimensions of diversity and social stress impact both clinical work and mental health/recovery. L2
- Students will apply interpersonal communication and presentation skills which are related to high-integrity and effective practice. L3
- Students will exhibit entry-level (or basic) skills in interviewing, assessment, diagnosis and clinical treatment skills.
- Students will demonstrate entry-level understanding of how to appropriately utilize clinical research to inform clinical practice. L2

Essential Readings:

Hecker, J., & Thorpe, G. (2015). Introduction to Clinical Psychology (1st ed.). Taylor and Francis.

Hooley, J. M., Butcher, J. N., Nock, M., & Mineka, S. (2017). *Abnormal psychology.* Jill M. Hooley, James N. Butcher, Matthew K. Nock, Susan Mineka. (Seventeenth edition. Global edition.). Pearson.

Module - II: Psychological models **No of Sessions 12**

Psychological models of clinical psychology: Perspectives of mental health: Psychoanalysis, interpersonal, humanistic, behavioral, cognitive model, and biological model.

Learning Outcomes-

- Systematic knowledge in foundational areas the social, cognitive, and affective bases of behavior, and the manifestations and development of psychopathology. L1
- Students will demonstrate knowledge of the rules that govern professional standards and the APA ethical standards by applying the rules of ethical behavior in research and clinical practice. L2
- Students will be cognizant of individual and cultural diversity; they will appreciate its value; and they will possess the skills necessary to utilize their sensitivities within their professional lives. L2
- Students will be able to identify when issues of diversity are present and implement effective strategies to deal with these issues during work with patients. L2
- Students will explain, analyze, and draw reasonable conclusions from data based upon the essential principles of descriptive, inferential statistics, univariate, and multivariate statistics. L4

Essential Readings:

Hecker, J., & Thorpe, G. (2015). Introduction to Clinical Psychology (1st ed.). Taylor and Francis.

Hooley, J. M., Butcher, J. N., Nock, M., & Mineka, S. (2017). *Abnormal psychology*. Jill M. Hooley, James N. Butcher, Matthew K. Nock, Susan Mineka. (Seventeenth edition. Global edition.). Pearson

Module - III: General issues in Psychological Assessment: **No of Sessions 12**

Planning the assessment, Data collection, processing assessment data, and communicating the findings, Diagnostic Scales- Beck's depression inventory, Beck's anxiety inventory, Rorschach Inkblot test, Brief Psychiatric rating Scale, Young Mania Rating Scale, Yale-brown obsessive-compulsive disorder scale, positive and negative symptoms scale

Learning Outcomes-

- Students will demonstrate knowledge of the rules that govern professional standards and the APA ethical standards by applying the rules of ethical behavior in research and clinical practice. L2
- Students will be cognizant of individual and cultural diversity; they will appreciate its value; and they will possess the skills necessary to utilize their sensitivities within their professional lives. L2
- Students will be able to identify when issues of diversity are present and implement effective strategies to deal with these issues during work with patients. L2
- Students will integrate knowledge of how various cultures, dimensions of diversity and social stress impact both clinical work and mental health/recovery. L2
- Students will apply interpersonal communication and presentation skills which are related to high-integrity and effective practice. L4

Essential Readings:

Hecker, J., & Thorpe, G. (2015). Introduction to Clinical Psychology (1st ed.). Taylor and Francis.

Bellack, A.S. & Hersen, M., (1998). *Comprehensive Clinical Psychology (Vol. 6*). London: Elsevier Science Ltd.London: Elsiever Science Ltd.

Module-IV: Psychotherapy: **No of Sessions 12**

Introduction to Psychotherapy: Definitions, objectives, issues related to training professional therapists; Therapist-patient relationship, ethical and legal issues involved in therapy work; rights and responsibilities in psychotherapy; issues related to consent (assent in case of minors); planning and recording of therapy sessions; structuring and setting goals; pre-and post-assessment; the practice of evidence-based therapies

Learning Outcomes-

- Students should be familiar with the major counseling approaches categorized as humanistic experiential, learning/cognitive, and psychoanalytic/psychodynamic. L2
- Students should be able to demonstrate knowledge of the therapist's role and the values by which the therapist conducts counseling. L2
- Students should be familiar with the core premises of psychodynamic therapy such as transference, countertransference, resistance, and interpretation. L2
- Students should be familiar with the change processes of the primary counseling approaches. L2
- Students should be familiar with the strengths and limitations of each of the core counseling theories. L2

Essential Readings:

Hecker, J., & Thorpe, G. (2015). Introduction to Clinical Psychology (1st ed.). Taylor and Francis.

Bellack, A.S. & Hersen, M., (1998). *Comprehensive Clinical Psychology (Vol. 6*). London: Elsevier Science Ltd.London: Elsiever Science Ltd.

Module –V:Disability and Rehabilitation: **No of Sessions 12**

Definition and classification of disability, issues related to assessment/certification of disability – areas and measures. approaches to rehabilitation; interventions in the rehabilitation processes; family and caregiver's issues; rights of mentally ill.

Learning Outcomes-

- Communication (e.g., written, verbal, nonverbal) and use of person-first language in rehabilitation and disability services setting as evidenced by written communication, oral communication, and use of counseling skills (i.e., counseling skills course) in courses L4
- Empathic understanding and consideration for diverse individuals and cultures, particularly related to issues surrounding disability and rehabilitation services as evidenced by performance on case study assignments or internship L5
- Application of critical thinking skills to hypothetical or real-world scenarios related to rehabilitation and disability services settings (e.g., vocational, independent living) as evidenced by performance on case study assignments or internship L5
- Discipline specific knowledge about rehabilitation and disability services as evidenced by performance on course assignments and assessments L5
- Demonstrate positive disposition towards self-reflection and openness to feedback. L4

Essential Readings:

Hecker, J., & Thorpe, G. (2015). Introduction to Clinical Psychology (1st ed.). Taylor and Francis.
Bellack, A.S. & Hersen, M., (1998). *Comprehensive Clinical Psychology (Vol. 6*). London: Elsevier Science Ltd.London: Elsiever Science Ltd.

Suggested Readings:

1. Hersen, M., Segal, D.L., & Hilsenroth, M.J. (2004). *Comprehensive handbook of psychological assessmen*t (Vols. 1-2). New York: John Wiley & Sons.
2. Bellack, A.S. & Hersen, M. (1998). *Comprehensive Clinical Psychology*: Assessment (Vol. 4). New York: John Wiley & Sons.
3. Wolberg, L.R. (1995). *The techniques of psychotherapy* (4th ed.). New York: Grune & Stratton.
4. Sheldon J. Korchin, (1986). *Modern Clinical Psychology*. Basic Books, New York.

Assessment Pattern and Evaluation

Mode of Test	Number of Tests	Marks Consideration	Total Marks
Quiz	**5**	**4 x 2.5**	**10**
Quiz Schedule	Quiz 1	Module 1	Quiz may be conducted at the middle of the module or at the end of the module
	Quiz 2	Module 2	
	Quiz 3	Module 3	
	Quiz 4	Module 4	
	Quiz 5	Module 5	
Short Answer Test	**5**	**4 x 5**	**20**
Short Answer Test Schedule	Short Answer Test 1	Module 1	Short answer test is conducted generally at the end of the module
	Short Answer Test 2	Module 2	
	Short Answer Test 3	Module 3	
	Short Answer Test 4	Module 4	
	Short Answer Test 5	Module 5	
Long Answer Test	**3**	**2 x 20**	**40**
Long Answer Test Schedule	Long Answer 1	Module 1 and first half of Module 2	The long answer test is conducted after the completion of mentioned syllabus
	Long Answer 2	Second half of Module 2 and Module 3	
	Long Answer 3	Modules 4 & 5	
Continuous Evaluation Total			**70**
External Examination			**30**
Total			**100**

	ProgrammeObjectives(POs)												PSOs		
	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3

CO1		1		2											
CO2					3			2							
CO3				2											
CO4					4										
CO5		5		5		5									
CO6															

1-Low,2-Mediumand3-HighCorrelation

PSYCHOLOGY OF ORGANIZATIONS (ProgramElective I)

CourseCode	CourseTitle	L	T	P	S	J	C
	Psychology of Organizations	4	0	0	0	0	4
CourseOwner		Syllabusversion				1.0	
CoursePre-requisite(s)	None	Contact Sessions				60	
CourseCo-requisite(s)		DateApproved				Sept2021	
Level	300						
AlternateExposure							

INTRODUCTION:

Psychology of Organizations offers an opportunity to examine the influence of individuals, groups, and structural components on behavior in organizations. It allows students to appreciate the role and importance of organizational psychologists. It provides an opportunity for students to understand the organizational processes that lead to increased job performance.

Course Outcomes

The objective of this course is

1. To understand Organizational Behavior and appreciate the influence of individuals and groups on organizational processes
2. To understand how personality attributes influence organizational behavior
3. Students will demonstrate an understanding on group dynamics and teams
4. To understand the role of motivation and leadership in organizational context
5. To understand the challenges and future directions in organizational behaviour

LEARNING OUTCOMES:

After completing this paper, the students will be able to:

1. Apply psychological principles in the organizational setting
2. Evaluate the influence of personality and attitudes on work outcomes
3. Understand leadership and motivational processes in organizations
4. Analyze the nature and characteristics of groups and conflicts
5. Examine factors that lead to positive organizational outcomes

CONTINUOUS ASSESSMENT: Mid-Semester Exam, seminars, assignments, quiz, case studies

Module 1: Introduction to Organizational Psychology: **No. of Sessions: 12**

Key elements of organizational psychology: People; Structure; Tasks; Environment; contribution of various disciplines to organizational behavior; historical development of the field – Western, Eastern - Indian contributions; management roles and functions**.**

Learning Outcomes-

- understand the origins of I-O Psychology and what I-O Psychologists do L2
- understand the building blocks of a job and learn a methodology to study jobs L2
- learn how the science of human behavior is used to select, develop, and manage employees L2
- learn how organizations can create a supportive work environment L2
- develop an understanding of how theory and research are applied to work settings L2

Essential Readings:

Robbins, S. P., Judge, T. A., & Vohra, N. (2018). Organizational behaviour (18e). Pearson Education India**.**

Module 2: Personality, Attitudes, and Values: **No. of Sessions: 12**

Personality attributes Influencing Organizational Behavior; work related attitudes; job satisfaction; organizational commitment; Organizational citizenship behaviors

Learning Outcomes-

- Identify the major personality traits that are relevant to organizational behavior. L2
- Explain the potential pitfalls of personality testing. L2
- Describe the relationship between personality and work behaviors. L2
- Understand what values are. L2
- Describe the link between values and work behaviors. L2

Essential Readings:

Robbins, S. P., Judge, T. A., & Vohra, N. (2018). Organizational behaviour (18e). Pearson Education India**.**

Module 3: Group Dynamics, Teams, and Conflicts: **No. of Sessions: 12**

Group dynamics; team formation and development; team roles; nature of conflicts; conflict management strategies; dealing with difficult people at the workplace; diversity and inclusiveness at the workplace.

Learning Outcomes-

- Define teams and discuss their benefits and limitations. L1
- Explain why people are motivated to join informal groups. L2
- Describe the three foundations of trust in teams and other interpersonal relationships. L2
- Discuss the characteristics and factors required for success of self-directed teams and virtual teams. L2
- Discuss how task characteristics, team size, and team composition influence team effectiveness L2

Essential Readings:

Robbins, S. P., Judge, T. A., & Vohra, N. (2018). Organizational behaviour (18e). Pearson Education India.

Module 4: Leadership and Motivation: **No. of Sessions: 12**

Nature of leadership; leadership perspectives; power and influence in organizations; understanding motivation, theories of motivation: content and process; strategies for employee engagement

Learning Outcomes-

- Utilize major topics and subspecialties, including critical theory and research findings, that have served to define the fields of leadership and motivation. L3
- Explain the complicated systems of individual and group psychological processes involved in motivation and leadership. L2
- Connect both the basic and applied principles of motivation and leadership within organizations. L4
- Gain practical skills in regards to leadership and motivational development. L4
- Apply both the research and applied principles of motivation and leadership to work-related decisions. L5

Essential Readings:

Robbins, S. P., Judge, T. A., & Vohra, N. (2018). Organizational behaviour (18e). Pearson Education India.

Module 5: Positive Organizational Behavior: **No. of Sessions: 12**

Positive Organizational Behavior, developing positive organizations, building psychological capital; challenges in Organizational Behavior and future directions.

Learning Outcomes-

- Describe the general history of management theory and practice and frame how organizational behavior has developed from these into a discreet field. L2
- Describe organizational behavior and differentiate between the three levels of influence L2
- Describe contemporary issues and topics in organizational behavior L2
- Describe the external factors associated with organizational culture L2
- Describe the internal factors associated with organizational culture L2

Essential Readings:

Robbins, S. P., Judge, T. A., & Vohra, N. (2018). Organizational behaviour (18e). Pearson Education India.

Suggested Readings:

1. Nahavandi, A., Denhardt, R. B., Denhardt, J. V., & Aristigueta, M. P. (2013). Organizational behavior. Sage Publications.
2. Cunha, M. P., Rego, A., Simpson, A., & Clegg, S. (2020). Positive Organizational Behaviour: A Reflective Approach. Routledge.
3. Mullins, L. J. (2007). Management and organisational behaviour. Pearson education.
4. Greenberg, J. (Ed.). (2003). Organizational Behavior: The State of the Science. Macmillan International.

Assessment Pattern and Evaluation

Mode of Test	Number of Tests	Marks Consideration	Total Marks
Quiz	**5**	**4 x 2.5**	**10**
Quiz Schedule	Quiz 1	Module 1	Quiz may be conducted at the middle of the module or at the end of the module
	Quiz 2	Module 2	
	Quiz 3	Module 3	
	Quiz 4	Module 4	
	Quiz 5	Module 5	
Short Answer Test	**5**	**4 x 5**	**20**
Short Answer Test Schedule	Short Answer Test 1	Module 1	Short answer test is conducted generally at the end of the module
	Short Answer Test 2	Module 2	
	Short Answer Test 3	Module 3	

	Short Answer Test 4	Module 4	
	Short Answer Test 5	Module 5	
Long Answer Test	**3**	**2 x 20**	**40**
Long Answer Test Schedule	Long Answer 1	Module 1 and first half of Module 2	The long answer test is conducted after the completion of mentioned syllabus
	Long Answer 2	Second half of Module 2 and Module 3	
	Long Answer 3	Modules 4 & 5	
Continuous Evaluation Total			**70**
External Examination			**30**
Total			**100**

	ProgrammeObjectives(POs)												**PSOs**		
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**1**	**2**	**3**
CO1		2		2											
CO2					4										
CO3				2											
CO4		3			3										
CO5					5										
CO6															

1-Low,2-Mediumand3-HighCorrelation

HEALTH PSYCHOLOGY (Program Elective II)

CourseCode	CourseTitle	L	T	P	S	J	C
	Health Psychology	4	0	0	0	0	4
CourseOwner		Syllabusversion				1.0	
CoursePre-requisite(s)	Clinical Psychology	Contact Sessions				60	
CourseCo-requisite(s)		DateApproved				Sept2021	
Level	300						
AlternateExposure							

INTRODUCTION: Health psychology is a fast-expanding field in psychology that focuses on how biological, psychological, and social factors influence health and illness. This course will help students to understand the holistic nature of health, it will help them to identify health promoting behaviour and will also give them exposure to intervention programs for health promotion.

Course Objectives:

The Objectives of this course are to:

1. To understand the relationship between psychological factors and physical health and learn how to enhance well-being.
2. To acquaint the students with the nature and significance of the emerging area of health psychology within a life-span perspective.
3. To highlight the importance of social and psychological processes in the experience of health and illness.
4. To focus on the behavioral risk factors vis-a-vis disease prevention and health promotion.
5. To understand emerging areas in health psychology

Course Outcomes

This course enables the student to:

1. Enlist psychological factors involved in health behaviour.
2. Identify psychological issues in health provision.
3. Assess patient and provider behaviours in health setting.
4. Analyse changing health habits and its management
5. Understand the contemporary fields emerging in health psychology

CONTINUOUS ASSESSMENT: Quiz, Creative Extension Project (Poster Presentation), Case Study Presentation, Class Participation (Exit Tickets)

MODULE 1Introduction - **No of Sessions: 12**

Introduction to Health Psychology; components of health: social, emotional, cognitive and physical aspects; mind-body relationship; goals of health psychology, Bio-psychosocial model of health.

Learning Outcomes

1.	Identify the goals of Health Psychology	L1
2.	Examine the scope of Health Psychology	L2
3.	Analyse the nature of Health Psychology	L3
4.	Interpret the applications of Health Psychology	L3
5.	Understanding the importance of Health Psychology in Society.	L2

Essential Readings:

Dimatteo, M. R., & Martin L. R. (2011). Health psychology. India: Dorling Kindersley.
Sarafino, E.P. (2002). Health psychology: Bio psychosocial interactions (4th Ed.). NY: Wiley.

MODULE 2: Behaviour and health – **No of Sessions: 12**

Behaviour and health – Health Promoting Behaviour: Concept and Types; Health Compromising Behaviour: Concept & Types; Characteristics of health behaviour; Barriers to health behaviour; Theories of health behaviour and their implications.

Learning Outcomes

1.	Identify the characteristics of health behaviours.	L1
2.	Examine the health promoting behaviours.	L2

3. Recognise the health compromising behaviours. L2
4. Identify the barriers to health behaviour. L1
5. Understand the theoretical perspectives related to health behaviours. L2

Essential Readings:

Dimatteo, M. R., & Martin L. R. (2011). Health psychology. India: Dorling Kindersley.

MODULE 3: Stress, Coping & Resilience. **No of Sessions: 12**

Stress, Coping & Resilience – Stress: Nature and Sources, Effects of stress on physical and mental health; Coping: Types of coping; Resilience and Stress Management.

Learning Outcomes

1. Identify stressful situations and effective ways of coping with it. L1
2. Recognise the different types of coping. L2
3. Evaluate the importance of social support in chronic stress conditions. L3
4. Identify the role of resilience in coping with stress. L1
5. Understand the importance of stress management in health promotion. L2

Essential Readings:

Dimatteo, M. R., & Martin L. R. (2011). Health psychology. India: Dorling Kindersley.

MODULE 4: Health Promotion and Management **No of Sessions: 12**

Health Promotion and Management – Changing health habits; Cognitive behavioural approaches to health behaviour change, Illness Management, Pain Management, Burnout in health professionals.

Learning Outcomes

1.Identify the importance of changing health habits in person's health. L1
2. Examine the importance of pain management in a patient's life. L2
3. Identify the role of patient-provider communication in patient's treatment. L1
4. Understand the Cognitive behavioural approaches to health behaviour change. L2
5. Examine the impact of burnout in health professionals. L2

Essential Readings:

Dimatteo, M. R., & Martin L. R. (2011). Health psychology. India: Dorling Kindersley.

MODULE 5: Emerging Areas in Health Psychology **No of Sessions: 12**

Emerging Areas in Health Psychology – Health Neuroscience; Sleep and Health; Geriatric Health, Mindfulness and Health; Digital Health Psychology.

Learning Outcomes

1. Recognise the emerging areas in health Psychology. L2
2. Identify and analyse the future challenges for health psychology. L1
3. Examine the latest trends in health promotion. L2
4. Recognise the importance of sleep and health, geriatric health, mindfulness and health. L2
5. Understand the importance of digital health psychology and health neuroscience. L2

Essential Readings:

Dimatteo, M. R., & Martin L. R. (2011). Health psychology. India: Dorling Kindersley.

Suggested Readings:

Taylor, S.E. (2015). Health psychology, 9th Edition. New Delhi: Tata McGraw Hill.
Allen, F. (2011). Health psychology and behaviour. Tata McGraw Hill Edition.
Misra,G. (1999).Stress and Health. New Delhi: Concept.

Assessment Pattern and Evaluation

Mode of Test	Number of Tests	Marks Consideration	Total Marks
Quiz	**5**	**4 x 2.5**	**10**
Quiz Schedule	Quiz 1	Module 1	Quiz may be conducted at the middle of the module or at the end of the module
	Quiz 2	Module 2	
	Quiz 3	Module 3	
	Quiz 4	Module 4	
	Quiz 5	Module 5	
Short Answer Test	**5**	**4 x 5**	**20**
Short Answer Test Schedule	Short Answer Test 1	Module 1	Short answer test is conducted generally at the end of the module
	Short Answer Test 2	Module 2	
	Short Answer Test 3	Module 3	
	Short Answer Test 4	Module 4	
	Short Answer Test 5	Module 5	
Long Answer Test	**3**	**2 x 20**	**40**
Long Answer Test Schedule	Long Answer 1	Module 1 and first half of Module 2	The long answer test is conducted after the completion of mentioned syllabus
	Long Answer 2	Second half of Module 2 and Module 3	
	Long Answer 3	Modules 4 & 5	
Continuous Evaluation Total			**70**
External Examination			**30**
Total			**100**

	ProgrammeObjectives(POs)												**PSOs**		
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**1**	**2**	**3**
CO1	1	1													
CO2					1										
CO3				2											
CO4		2			3										
CO5															
CO6															

1-Low,2-Mediumand3-HighCorrelation

Cyber Psychology (Program Elective II)

CourseCode	CourseTitle	L	T	P	S	J	C
	Cyber Psychology	4	0	0	0	0	4
CourseOwner		Syllabusversion				1.0	
CoursePre-requisite(s)	Psychology of Organizations	Contact Sessions				60	
CourseCo-requisite(s)		DateApproved				Sept2021	
Level	300						
AlternateExposure							

INTRODUCTION:

The core premise of Cyberpsychology is to understand the underlying psychological processes that influence human thinking, inferences and behavior associated with online connectivity. This course explores the wide range of cyber psychological processes and research activities conducted in this emerging field equipping the students to discover potential growth as a discipline. The key areas of research in this emerging area span across, understand the online self and online group behaviours in particular.

OBJECTIVE:

1. To provide an understanding of the emergent discipline of cyber and internet psychology.
2. To enable students to develop an understanding of the functioning of self, dyads, groups and societies on virtual world.
3. To understand how technology is impacting mental health
4. To understand the dynamics of cybercrime
5. Demonstrate an understanding on the uses of technology and digital inclusion.

LEARNING OUTCOME:
After doing this course in Cyberpsychology, the students should be able to:

1. Understand the origins,nature and emergence of the field of Cyberpsychology
2. Grasp the relationship between social psychology, cognitive psychology and its scope
3. Understand how the concepts of self differs with virtual self that influence thoughts, feelings and behavior of individuals and in turn, their influence on our interactions with others.
4. Identify social networking behavioral phenomena in both real and virtual situations
5. Recognize the positive and negative sides of the online behaviors acknowledging the therapeutics emerging in the area

CONTINUOUS ASSESSMENT: Assignment/seminars, case studies, mid semester examination

MODULE I Origins and Scope of Cyberpsychology **No of Sessions: 12**

Emergence of the field of Cyberpsychology; Linkages with Social psychology and Cognitive psychology; Technology across Lifespan: Children, adolescents, adults and older adults interface with technologies.

Learning Outcomes

1. Understand the emergence of the field of Cyberpsychology	L2
2. Analyse the linkages between social psychology and cognitive psychology	L3
3. Critically evaluate the advent and impact of technology among children and adolescents	L5
4. Critically evaluate the effects of technology on adults	L5
5. Critically evaluate the impact of technology among older adults	L5

Essential Readings:

Alison Attrill-Smith, Chris Fullwood, Melanie Keep, and Daria J. Kuss. (2019). The Oxford Handbook of Cyberpsychology. Oxford University Press

MODULE II Identity and Social Interactions **No of Sessions: 12**

The Online self; Social identities; Identity development; Personality and Internet use;
Online relationships; cultural considerations of online relations; Technology interference in couple and family relationships; social consequences of online interactions.

Learning Outcomes

1. Understand the importance of identity development on online space	L2
2. Analyse the importance of multiple social identities on online social platforms	L3
3. Evaluate the relation between personality and internet use	L5

4. Understand the impacts of online relationships and technology interference L2
5. Grasp the social consequences of online interactions L2

Essential Readings:

Alison Attrill-Smith, Chris Fullwood, Melanie Keep, and Daria J. Kuss. (2019). The Oxford Handbook of Cyberpsychology. Oxford University Press

MODULE III Technology and Mental Health **No of Sessions: 12**

Problematic internet usage; online gaming and gambling addictions; instant gratifications; cyberbullying and trolling; cyber stalking.

Learning Outcomes

1. Understand the role of technology and mental health L2
2. Analyse the impacts of problematic internet usage L3
3. Evaluate the nature of online gaming and gambling addiction L5
4. Understand the role of instant gratification on social media usage L2
5.Understand the causes and effects of cyberbullying, trolling and cyberstalking L2

Essential Readings:

Alison Attrill-Smith, Chris Fullwood, Melanie Keep, and Daria J. Kuss. (2019). The Oxford Handbook of Cyberpsychology. Oxford University Press

MODULE IV Cybercrime **No of Sessions: 12**

Illegal content; understanding cybercrime dynamics; online shopping issues; cognitive errors. Radicalization

Learning Outcomes

1. Understand the advent of illegal content on online spaces L2
2. Understand cybercrime dynamics L2
3. Analyse the online shopping issues and cognitive errors L3
4. Evaluate the impacts and access to radical content and radicalization on online spaces L5
5. Grasp the effects of cybercrime on society L2

Essential Readings:

Alison Attrill-Smith, Chris Fullwood, Melanie Keep, and Daria J. Kuss. (2019). The Oxford Handbook of Cyberpsychology. Oxford University Press

MODULE V Technology and its uses **No of Sessions: 12**

Online support commModuleies; digital inclusion of disadvantaged populations; Technology and Learning; E-Learning; The advent of artificial intelligence; Online psychological therapies.

Learning Outcomes

1. Understand online support commModuleies L2
2. Analyse the importance of digital inclusion of disadvantage populations L3
3.Evaluate the growth and blending of technology in learning L5
4. Acknowledge the importance of artificial intelligence and machine learning L2
5. Understand and recognise the benefits of online psychological therapies L2

Essential Readings:

Alison Attrill-Smith, Chris Fullwood, Melanie Keep, and Daria J. Kuss. (2019). The Oxford Handbook of Cyberpsychology. Oxford University Press

Suggested Readings:

Kent Norman. (2017). Cyber psychology: An Introduction to Human Computer Interaction. Cambridge University Press

Assessment Pattern and Evaluation

Mode of Test	Number of Tests	Marks Consideration	Total Marks
Quiz	**5**	**4 x 2.5**	**10**
Quiz Schedule	Quiz 1	Module 1	Quiz may be conducted at the middle of the module or at the end of the module
	Quiz 2	Module 2	
	Quiz 3	Module 3	
	Quiz 4	Module 4	
	Quiz 5	Module 5	
Short Answer Test	**5**	**4 x 5**	**20**
Short Answer Test Schedule	Short Answer Test 1	Module 1	Short answer test is conducted generally at

	Short Answer Test 2	Module 2	the end of the module
	Short Answer Test 3	Module 3	
	Short Answer Test 4	Module 4	
	Short Answer Test 5	Module 5	
Long Answer Test	**3**	**2 x 20**	**40**
Long Answer Test Schedule	Long Answer 1	Module 1 and first half of Module 2	The long answer test is conducted after the completion of mentioned syllabus
	Long Answer 2	Second half of Module 2 and Module 3	
	Long Answer 3	Modules 4 & 5	
Continuous Evaluation Total			**70**
External Examination			**30**
Total			**100**

	ProgrammeObjectives(POs)												**PSOs**		
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**1**	**2**	**3**
CO1	2	2		2											
CO2					2										
CO3				3								5			
CO4				3	5										
CO5															
CO6															

1-Low,2-Mediumand3-HighCorrelation

COMMUNITY PSYCHOLOGY (Program Elective III)

CourseCode	CourseTitle	L	T	P	S	J	C
	Community Psychology	4	0	0	0	0	4
CourseOwner		Syllabusversion				1.0	
CoursePre-requisite(s)	None	Contact Sessions				60	
CourseCo-requisite(s)		DateApproved				Sept2021	
Level	300						
AlternateExposure							

Introduction: This course facilitates the development of a conceptual understanding of issues in Community psychology. It introduces the principles of Community psychology, Community research and program evaluation, types and models of prevention, stress, coping and social support, and rationale and strategies for social change.

Course Objectives

The objectives of this course are to provide:

1. Critical perspectives and contextual examples of Community psychology.
2. An insight on methods in Community psychology research methods.
3. An understanding of multicultural and ethnic dimensions of intervention practices.
4. Critical information on preventing problem behaviour and promoting social competence.
5. An awareness on promoting Community and social change.

Course Outcomes

At the end of the course the student would be able to:

1. Illustrate concepts in the field of Community psychology.
2. Apply Community psychology research methods in understanding the cultural and social contexts of Community.
3. Evaluate the aspects of human diversity along with identification of stress and coping in the Community context.
4. Demonstrate strategies to prevent problem behaviour and promote social competence.
5. Apply Community psychology perspectives to contemporary issues**.**

CONTINUOUS ASSESSMENT: Quiz, Creative Extension Project, Case Study Assignment, Coursera Course.

MODULE I: Introducing Community Psychology **No of Sessions 12**

Introducing Community Psychology – Persons, contexts and change; Ecological Levels of Analysis in Community Psychology; Core Values in Community Psychology; The Formative Contexts of Community Psychology; Community Psychology in Shifting Social Contexts; Critical Community Psychology Perspective.

Learning Outcomes

1. Identify the Goals and Scope of Community Psychology. L2
2. Examine the Ecological Levels of Analysis in Community Psychology. L3
3. Analyse the Core Values in Community Psychology. L3
4. Understand the Formative Contexts of Community Psychology. L2
5. Recognise the importance of Critical Community Psychology Perspective. L2

Essential Readings:

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

MODULE II: Community Research **No of Sessions 12**

Community Research – Values and Assumptions; Promoting Community Participation and Collaboration in Research Decisions; Understanding the cultural and social contexts of Community research; Methods of Community Psychology Research.

Learning Outcomes

1. Understand the nature and importance of Community research. L2
2. Identify the cultural and social contexts of Community research. L2
3. Understand the methods of Community psychology research. L2
4. Identify the nature and importance of qualitative research methods. L2
5. Identify the nature and importance of quantitative research methods. L2

Essential Readings:

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

MODULE III: Understanding Communities **No of Sessions 12**

Understanding Communities – Understanding individuals within environments; Understanding Community; Understanding Human Diversity in Context; Understanding Stress and Coping in Context.

Learning Outcomes

1. Recognise the role and importance of individuals within environments. L2
2. Understand the role and importance of communities. L2
3. Identify role of human diversity in social context. L2
4. Examine different proximal and distant stressors in social context. L3
5. Recognise the importance of coping in Community context. L2

Essential Readings:

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

MODULE IV: Preventing Problem Behaviour and Promoting Social Competence **No of Sessions 12**

Preventing Problem Behaviour and Promoting Social Competence – Primary, Secondary and Tertiary Prevention; Risk and Resiliency; Prevention Programmes; Participatory Action Research.

Learning Outcomes

1. Identify ways to prevent problem behaviours. L2
2. Examine ways to promote social competence. L3
3. Understand the nature and importance of primary, secondary and tertiary prevention. L2
4. Recognise the importance of prevention programmes. L2
5. Understand the role and importance of Participatory Action Research. L2

Essential Readings:

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

MODULE V: Promoting Community and Social Change **No of Sessions 12**

Promoting Community and Social Change – Empowerment; Multiple forms of power; Empowering Practices and Settings; Community Organizing Techniques; Public Policy; Programme Evaluation.

Learning Outcomes

1. Identify ways to promote Community and social change. L2
2. Understand the nature and importance of empowerment. L2
3. Identify the multiple forms of power. L2
4. Recognise the importance of Community Organizing Techniques. L2
5. identify empowering practices and settings for social change. L2

Essential Readings:

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

Suggested Readings:

Kloos, B., Hill, J. Thomas, E., Wandersman, A., Elias, M. & Dalton, J.H. (2012). Community Psychology: Linking Individuals and Communities. Belmont: Cengage.
Kagan, C., Burton, M., Duckett, P., Lawthom, R. & Siddiquee, A. (2011). Critical Community Psychology. New Jersey: Wiley-Blackwell.
Nelson, G. & Prilleltensky, I. (2010). Community Psychology: In Pursuit of Liberation and Well-being

Assessment Pattern and Evaluation

Mode of Test	Number of Tests	Marks Consideration	Total Marks
Quiz	**5**	**4 x 2.5**	**10**
Quiz Schedule	Quiz 1	Module 1	Quiz may be conducted at the middle of the module or at the end of the module
	Quiz 2	Module 2	
	Quiz 3	Module 3	
	Quiz 4	Module 4	

	Quiz 5	Module 5	
Short Answer Test	**5**	**4 x 5**	**20**
Short Answer Test Schedule	Short Answer Test 1	Module 1	Short answer test is conducted generally at the end of the module
	Short Answer Test 2	Module 2	
	Short Answer Test 3	Module 3	
	Short Answer Test 4	Module 4	
	Short Answer Test 5	Module 5	
Long Answer Test	**3**	**2 x 20**	**40**
Long Answer Test Schedule	Long Answer 1	Module 1 and first half of Module 2	The long answer test is conducted after the completion of mentioned syllabus
	Long Answer 2	Second half of Module 2 and Module 3	
	Long Answer 3	Modules 4 & 5	
Continuous Evaluation Total			**70**
External Examination			**30**
Total			**100**

	ProgrammeObjectives(POs)												**PSOs**		
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**1**	**2**	**3**
CO1	2	2		3											
CO2					2										
CO3			2												
CO4			2		3										
CO5		2													
CO6															

1-Low,2-Mediumand3-HighCorrelation

FORENSIC PSYCHOLOGY
(ProgramElective Paper III)

	CourseCode	CourseTitle	L	T	P	S	J	C
		Forensic Psychology	4	0	0	0	0	4
	CourseOwner		Syllabusversion				1.0	
	CoursePre-requisite(s)	None	Contact Sessions				60	
	CourseCo-requisite(s)		DateApproved				Sept2021	
	Level	300						
	AlternateExposure							

INTRODUCTION: While appearing to be seemingly different the disciplines of law, investigative sciences and psychology have elements in common. Psychology can assist the improvement of legal decision making and forensic investigative capabilities.

Course Objectives: The Objectives of this Course is:
To illustrate the relevance of psychology in broader fields of application;
To enlist the areas in law and forensics, which require an understanding of psychological functioning; and
To familiarize the students with research in criminal and forensic psychology.
To make students understand eyewitness testimony and hostage taking
To understand correctional psychology

Course Outcomes: The course in Forensic Psychology would enable the student to:
Identify the psychological phenomena that influence criminal behavior
Enlist psychological techniques useful in understanding criminal behavior
Aid forensic investigation through a psychological understanding of perpetrators of crime
Understand the process involved in criminal profiling
To understand Community based correction and legal rights

CONTINUOUS ASSESSMENT: seminars/assignment, mid semester exam, case studies, projects

MODULE I: A brief history of psychology and law **No of Sessions: 12**

A brief history of psychology and law; Roles played by psychologists interested in law- psychologists as advisors; psychologists as evaluators, psychologists as reformers.

Learning Outcomes

1. Understand the history of psychology in relation to law	L2
2. Understand role of psychologist in law	L2
3. Grasp the roles of psychologist as evaluators and reformers	L2
4. Analyse the role of psychologist as advisors	L3
5. Understand the scope of psychologist in the field of law	L2

Essential Readings

Bartol, C.R. & Bartol, A.M. (2004). Introduction to Forensic Psychology. New Delhi: Sage Publications.

MODULE II: Lie Detection and False Confession **No of Sessions: 12**

Lie Detection and False Confession – The complexity and pervasiveness of deception; The Polygraph – The process of polygraphing, weaknesses of polygraphing techniques; Research on the polygraph; Legal status of the polygraph; An alternative polygraph-based testing – The Guilty Knowledge Test.

False Confession – The problem of false confessions; Types of false confessions; Potential solutions to the problem of false solutions.

Learning Outcomes

1. Analyse the complexity and pervasiveness of deception	L3
2. Understand the use and process of polygraphing	L2
3. Evaluate the legal status of the polygraph and its weaknesses	L4
4. Understand the problems of false confessions and its types	L2
5. Analyse potential solutions to problem of false solutions.	L3

Essential Readings

Bartol, C.R. & Bartol, A.M. (2004). Introduction to Forensic Psychology. New Delhi: Sage Publications.

MODULE III: Criminal Profiling and psychological autopsies **No of Sessions: 12**

Criminal Profiling and psychological autopsies – The process of profiling; Research on profiling; Characteristics of serial killers; Geographic profiling. Psychological autopsies; Legal status of psychological autopsies.

Learning Outcomes

1. Understand criminal profiling and psychological autopsies	L2
2. Analyse the characteristics of serial killers	L3
3. Understand geographic profiling	L2
4. Grasp the significance of psychological autopsies	L2
5. Evaluate the legal status of psychological autopsies	L4

Essential Readings

Bartol, C.R. & Bartol, A.M. (2004). Introduction to Forensic Psychology. New Delhi: Sage Publications.

MODULE IV: Eyewitness testimony and Hostage Taking **No of Sessions: 12**

Eyewitness testimony and Hostage Taking – The Manson Criteria; Cross-racial identifications Stress and Weapons Focus, Unconscious transference; leading or suggestive comments; preexisting expectations; witness confidence; Improving eyewitness accuracy - when the eyewitness is a child. Ways to improve eyewitness accuracy. Techniques to refreshing the memories of witnesses. Hostage Taking.

Learning Outcomes

1. Understand the importance of Manson criteria	L2
2. Recognise the role of unconscious transference and leading	L2
3. Analyse pre existing expectations and witness confidence	L3
4. Understand eyewitness accuracy especially when the eyewitness is a child	L2
5. Enlist the techniques and ways to improve eyewitness accuracy	L2

Essential Readings

Bartol, C.R. & Bartol, A.M. (2004). Introduction to Forensic Psychology. New Delhi: Sage Publications.

MODULE V: Insanity defence **No of Sessions: 12**

Insanity defence – post-partum mental illness and maternal filicide; battered woman syndrome, rape trauma syndrome and posttraumatic stress disorder.

Correctional Psychology – Legal Rights – Right to treatment; Inmates with mental disorders; Solitary Confinement; Community-based Correction; Group Homes; Family Preservation Model.

Learning Outcomes

1. Understand concepts in insanity defence like mental illness and maternal filicide	L2
2. Analyse the battered woman syndrome, rape trauma and PTSD	L3
3. Evaluate correctional psychology aspects like legal rights and solitary confinement	L4
4. Understand Community based corrections	L2
5. Analyse family preservation model.	L3

Essential Readings

Bartol, C.R. & Bartol, A.M. (2004). Introduction to Forensic Psychology. New Delhi: Sage Publications.

Suggested Readings

1. Costanzo, M., & Krauss, D. (2012). Forensic and Legal Psychology: Psychological Science Applied to Law. New York: Worth Publishers.
2. Blackburn, R. (1993). The Psychology of Criminal Conduct: Theory, Research and Practice. Chichester: Wiley & Sons.
3. Dhanda, A. (2000). Legal Order and Mental Disorder. New Delhi: Sage Publications.
4. Harari, L. (1981). Forensic Psychology. London: Batsford Academic.

Assessment Pattern and Evaluation

Mode of Test	Number of Tests	Marks Consideration	Total Marks
Quiz	**5**	**4 x 2.5**	**10**
Quiz Schedule	Quiz 1	Module 1	Quiz may be conducted at the middle of the module or at the end of the module
	Quiz 2	Module 2	
	Quiz 3	Module 3	
	Quiz 4	Module 4	
	Quiz 5	Module 5	
Short Answer Test	**5**	**4 x 5**	**20**

Short Answer Test Schedule	Short Answer Test 1	Module 1	Short answer test is conducted generally at the end of the module
	Short Answer Test 2	Module 2	
	Short Answer Test 3	Module 3	
	Short Answer Test 4	Module 4	
	Short Answer Test 5	Module 5	
Long Answer Test	**3**	**2 x 20**	**40**
Long Answer Test Schedule	Long Answer 1	Module 1 and first half of Module 2	The long answer test is conducted after the completion of mentioned syllabus
	Long Answer 2	Second half of Module 2 and Module 3	
	Long Answer 3	Modules 4 & 5	
Continuous Evaluation Total			**70**
External Examination			**30**
Total			**100**

	ProgrammeObjectives(POs)												**PSOs**		
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**1**	**2**	**3**
CO1	2	2		2											
CO2					4										
CO3		2		3											
CO4		2			3										
CO5					4										
CO6															

1-Low,2-Mediumand3-HighCorrelation

ENHANCING WELLBEING (Program Elective IV)

CourseCode	CourseTitle	L	T	P	S	J	C
	Enhancing Wellbeing	4	0	0	0	0	4
CourseOwner		Syllabusversion				1.0	
CoursePre-requisite(s)	Health Psychology	Contact Sessions				60	
CourseCo-requisite(s)		DateApproved				Sept2021	
Level	300						
AlternateExposure							

INTRODUCTION: This course extends itself from the broad discipline of positive psychology to a narrower focus on understanding wellbeing. It provides a profound understanding of psychological and subjective wellbeing in specific domains through a sound theoretical build up and analysis of its correlates and benefits of applying wellbeing. Finally, the intervention programs and strategies will be discussed to optimize applicability of wellbeing in interpersonal and intrapersonal realms of life.

OBJECTIVES:

1. To understand and evaluate wellbeing and its correlates building a rich focused resource in positive psychology
2. To gain a theoretical as well as practical orientation towards enhancing wellbeing
3. To understand the predictors of wellbeing
4. To understand the positive outcomes of wellbeing
5. To grasp strategies and interventions on ways to enhance wellbeing

LEARNING OUTCOMES:

After completing this course on Enhancing Wellbeing, Students will be able to

1. Evaluate indices of wellbeing in their own life and those around them
2. Enrich their core strengths and gain a realistic perspective of ways to enhance wellbeing
3. Check and acknowledge the effects and affects of cognitions on wellbeing
4. Understand the role of spirituality in wellbeing
5. Understand parenting programs, school programs and workplace interventions for enhancing wellbeing

CONTINUOUS ASSESSMENT: Mid semester exam, Projects/Field Work/Seminars and Assignments

MODULE 1: Introduction to Wellbeing **No of Sessions: 12**

Introduction to Wellbeing: Definitions, Concepts, Measures; External determinants: Demographic factors, Political factors, Technological factors, Personal and consumption activities.

Learning Outcomes

1. Understand the concept of wellbeing. L2
2. Identify the measures of wellbeing. L2
3. Understand the nature of wellbeing. L2
4. Recognise the external determinants of wellbeing. L2
5. Examine the importance of wellbeing. L3

Essential Readings:

Module 1 &Module 2; Chapter 4, Chapter 6, Chapter 7: Sirgy, M. J. (2002). *The psychology of quality of life* (Vol. 12). Dordrecht: Kluwer Academic Publishers.

Chapter 1: Maddux, J. E. (2018). *Subjective well-being and life satisfaction: An introduction to conceptions, theories, and measures*. Routledge/Taylor & Francis Group.

Chapter 2: Wells, I. E. (2014). *Psychological well-being*. Nova Science Publishers, Incorporated.

Part 2: Morandi, A., & Narayanan Nambi, A. N. (2013). *An integrated view of health and well-being*. Cross Cultural Advancements inPositive Psychology.

MODULE 2: Theories of Wellbeing **No of Sessions: 12**

Theories of Wellbeing: Ontological Model, Structural model, Hierarchical model, Livability theory, Capability theory, Stocks and Flows, Multi-dimensional perspective of the Quality of Life, Homeostatically Protected Mood theory, Bi-Directional Spillover Model; Indian Perspectives of wellbeing—reality, Ayurveda theories, social rituals, local health traditions

Learning Outcomes

1. Understand the theoretical approaches of wellbeing. L2
2. Identify the multi-dimensional perspective of the quality of life L2

3. Understand the Indian perspectives of wellbeing L2
4. Recognise the local health traditions. L2
5. Understand the importance of Ayurveda theories. L2

Essential Readings:
Part 1 Chapter 2 & Part 6 Chapter 29: Sirgy, M. J. (2002). *The psychology of quality of life* (Vol. 12). Dordrecht: Kluwer Academic Publishers.
Part II: Health and Well-Being in Indian Traditions, Morandi, A., & Narayanan Nambi, A. N. (2013). An integrated view of health and well-being. *Cross Cultural Advancements in Positive Psychology*.

MODULE 3: Predictors of Wellbeing **No of Sessions: 12**
Predictors of Wellbeing: Effect of Personality; Effect of Affect and Cognition; Effects of Beliefs and Values; Effects of Needs and Need satisfaction; Effects of Goals; Effects of Self-concept.

Learning Outcomes
1. Identify the predictors of wellbeing. L2
2. Understand the effect of personality on wellbeing. L2
3. Identify the effect of affect and cognition on wellbeing. L2
4. Examine the effects of beliefs and values on wellbeing. L3
5. Recognise the effects of self-concept on wellbeing. L2

Essential Readings:
(Personality) Chapter 9; (Affect and Cognition) Chapter 10; (Beliefs and Values) Chapter 11; (Needs and Need satisfaction) Chapter 12; (Goals) Chapter 13; (Self Concept) Chapter 14; Sirgy, M. J. (2002). *The psychology of quality of life* (Vol. 12). Dordrecht: Kluwer Academic Publishers.

MODULE 4: Positive Outcomes of Wellbeing **No of Sessions: 12**
Positive Outcomes of Wellbeing: Health; Achievement and Work; Social, Family, and Marital; Leisure; Spirituality; Wellbeing among Children, Youth, Women and Seniors

Learning Outcomes
1. Recognise the positive outcomes of wellbeing. L2
2.Understand health, achievement, and work in the context of wellbeing. L2
3.Identify the social, family, and marital aspects of wellbeing. L2
4.Examine the nature and importance of wellbeing among children and youth. L3
5. Understand the nature and importance of wellbeing among women and seniors. L2

Essential Readings:
(Health) Chapter 21; (Achievement and Work) Chapter 17; (Social, Family, and Marital) Chapter 20; (Leisure) Chapter 22; (Spirituality) Chapter 23 Module 2; (Wellbeing among Children and Youth) Chapter 24; (Women) Chapter 26; and (Seniors) Chapter 25

MODULE 5: Strategies and Interventions to enhance Wellbeing **No of Sessions: 12**
Strategies and Interventions to enhance Wellbeing: Social support, Mindfulness, Kindness & Prosocial Behaviour, Gratitude, Self-Compassion, Humour, Using strengths, Three good things, Savouring, Social Comparison (downward); Parenting Programs; school Programs; Workplace interventions; Community and Society based interventions; Limitations

Learning Outcomes
1. Recognise the strategies and interventions to enhance wellbeing. L2
2. Understand the importance of kindness and prosocial behaviour in promotion of wellbeing. L2
3. Identify the importance of parenting programs. L2
4. Examine the nature and importance of workplace interventions. L3
5. Understand the nature and importance of Community and society based interventions. L2

Essential Readings:
(Chapter 4 & 5)Social support; (Chapter 9) Kindness & Prosocial Behaviour, (Chapter 10) (Chapter 21) Gratitude, Self Compassion, Humour, Using strengths, Three good things, Savouring, Social Comparison (downward);

Suggested Readings:
Parenting Programs; school Programs; Workplace interventions; Community and Society based interventions; Limitations (Positive Interventions)

Keyes, C. L. (2013). *Mental well-being: International contributions to the study of positive mental health* (Vol. 8). Dordre

Assessment Pattern and Evaluation

Mode of Test	Number of Tests	Marks Consideration	Total Marks
Quiz	**5**	**4 x 2.5**	**10**
Quiz Schedule	Quiz 1	Module 1	Quiz may be conducted at the middle of the module or at the end of the module
	Quiz 2	Module 2	
	Quiz 3	Module 3	
	Quiz 4	Module 4	
	Quiz 5	Module 5	
Short Answer Test	**5**	**4 x 5**	**20**
Short Answer Test Schedule	Short Answer Test 1	Module 1	Short answer test is conducted generally at the end of the module
	Short Answer Test 2	Module 2	
	Short Answer Test 3	Module 3	
	Short Answer Test 4	Module 4	
	Short Answer Test 5	Module 5	
Long Answer Test	**3**	**2 x 20**	**40**
Long Answer Test Schedule	Long Answer 1	Module 1 and first half of Module 2	The long answer test is conducted after the completion of mentioned syllabus
	Long Answer 2	Second half of Module 2 and Module 3	
	Long Answer 3	Modules 4 & 5	
Continuous Evaluation Total			**70**
External Examination			**30**
Total			**100**

	ProgrammeObjectives(POs)												**PSOs**		
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**1**	**2**	**3**
CO1		2		2											
CO2					2										
CO3				2											
CO4		2			3										
CO5			2	2											
CO6															

1-Low,2-Mediumand3-HighCorrelation

SPORTS PSYCHOLOGY (Program Elective IV)

CourseCode	CourseTitle	L	T	P	S	J	C
	Sports Psychology	4	0	0	0	0	4
CourseOwner		Syllabusversion				1.0	
CoursePre-requisite(s)	None	Contact Sessions				60	
CourseCo-requisite(s)		DateApproved				Sept2021	
Level	300						
AlternateExposure							

INTRODUCTION: Sports Psychology is the study of the interaction between psychological variables and performance in sports and physical activity. This course introduces both the key concepts in the field of Sport Psychology as well as the practical applications of these concepts to current practices in exercise, sports, competition, health and wellness. It puts forward an interdisciplinary field of study in sport and exercise science and the course is ideal for students who wish to work with athletes in some capacity, pursue a career in physical education, or plan on coaching individuals in the health and fitness industry.

Course Objectives:

The course on Sports Psychology will enable the students to-

1. Demonstrate an understanding of the use of psychological methods in enhancing personal development and human performance in sports and physical activity.
2. Gain practical experience in goal setting, behaviour change, and identify principles of sport psychology.
3. Analyze, distinguish, and apply the theoretical knowledge to respond to challenges commonly encountered in the arenas of sports and physical activity
4. Understand group dynamics and leadership in sports
5. Understand how to overcome performance limitations and the role of concentration effects in sports

Course Outcomes:

After completing this paper, the students will be able to:

1. Apply the psychological principles of Sports Psychology that contribute to improved performance
2. Evaluate the influence of individual variables such as personality and attitudes on sports performance
3. Understand sports environments and overcoming the challenges.
4. Analyze the nature and characteristics of groups, leadership and coaching
5. Apply psychological techniques to improve sports performance.

CONTINUOUS ASSESSMENT: Discussion questions, Journal posts, research article reviews, Quizzes, case studies, oral and/or written assessments.

MODULE I: Introduction to Sports psychology **No of Sessions:12**

Introduction to Sports psychology – Definition and Scope of Sports Psychology; History of Sports psychology; Differing orientations to Sports Psychology; Ethics; Children and Sports Psychology; Character development and sports; Exercise and Psychological Well-being.

Learning Outcomes:

1. Understand the definition and scope of Sport Psychology	L2
2. Understand the history of sports psychology	L2
3. Analyse the differing orientations and ethics of sports psychology	L4
4. Evaluate character development and its relation to sports	L5
5. Analyse the importance of exercise and psychological wellbeing	L4

Essential Readings:

Cox, R. H. (2011). Sport psychology: Concepts and applications. McGraw Hill.

Mangal, S. K. & Mangal, S (2021). Sports Psychology. Sage Publications.

MODULE II: Individual Variables Impacting Sports perform **No of Sessions:12**

Individual Variables Impacting Sports performance: Personality and Sports; Attitudes; Motivation: Intrinsic and Extrinsic motivation, achievement motivation, applying concepts of achievement motivation; Cognitive variables: emotional control, mental sets, cognitive strategies, Role & impact of Arousal, Stress and Anxiety.

Learning Outcomes:

1. Understand the individual variables impacting sports performance	L2
2. Evaluate the relation between personality and sports	L5

3. Understand the role of motivation and application of achievement motivation L2
4. Analyse cognitive variables on sports performance L4
5. Grasp the impact of arousal, stress and anxiety on performance L2

Essential Readings:

Cox, R. H. (2011). Sport psychology: Concepts and applications. McGraw Hill.
Mangal, S. K. & Mangal, S (2021). Sports Psychology. Sage Publications.

MODULE III: Understanding Sports Environments **No of Sessions:12**

Understanding Sports Environments: Understanding competition and cooperation, Enhancing cooperation. Understanding Feedback & reinforcement; Mental Preparation for Sport Performance- 4 Cs of Commitment, Confidence, concentration, and Control (emotional); Mental Imagery: Nature, function & types, applying Mental Imagery; Combating aggression in sports.

Learning Outcomes:

1. Understand competition and cooperation L2
2. Understand the aspects of feedback and the importance of reinforcement L2
3. Analyse the significance of mental preparation for sports performance L4
4. Understand the nature and functions of mental imagery L2
5. Apply mental imagery in enhancing the wellbeing L5

Essential Readings:

Cox, R. H. (2011). Sport psychology: Concepts and applications. McGraw Hill.
Mangal, S. K. & Mangal, S (2021). Sports Psychology. Sage Publications.

MODULE IV: Group Dynamics & Leadership in Sports **No of Sessions:12**

Group Dynamics & Leadership in Sports: Group and Team Dynamics: maximizing individual performance in a team; Group cohesion and cohesion building strategies; Role of Leadership on sports performance: Coach – player relationship building; Athletic Injuries, Burnout and Overtraining.

Learning Outcomes:

1. Understand group& team dynamics and maximizing individual performance in teams L2
2. Understand group cohesion and cohesion building strategies L2
3. Analyse the role of leadership on sports performance L4
4. Understand coach player relationship L2
5. Grasp the effects of burnout and overtraining L2

Essential Readings:

Cox, R. H. (2011). Sport psychology: Concepts and applications. McGraw Hill.
Mangal, S. K. & Mangal, S (2021). Sports Psychology. Sage Publications.

MODULE V: Improving Sports Performance **No of Sessions:12**

Improving Sports Performance: Psychological skills training: Self-motivation, self-confidence, self-monitoring, goal setting, concentration – yoga & meditation; Overcoming performance limitations; behaviour modification in sports; Effective coaching practices for children & youth.

Learning Outcomes:

1. Apply psychological skills training L6
2. Understand the effects of yoga and meditation L2
3. Analyse the aspects of performance limitations L4
4. Apply behavioral modification techniques in sports L6
5. Understand the importance of coaching practices to children and youth. L2

Essential Readings:

Cox, R. H. (2011). Sport psychology: Concepts and applications. McGraw Hill.
Mangal, S. K. & Mangal, S (2021). Sports Psychology. Sage Publications.

Suggested Readings:

Tenenbaum, G &Eklund, R.C.(2007) Handbook of Sport Psychology-3rd Edition. New Jersey: John Wiley & Sons.
Weineberg, R.S & Gould, D. (2011) Foundations of Sport and Exercise Psychology-5th Edition. Moduleed States: Human Kinetics
Lavallee, D., Kremer, J., Moran, A.P., & Williams, M. (2004) Sport psychology: Contemporary Themes. UK: Palgrave Macmillan
LeUnes, A. (2011) Introducing Sport Psychology.

Assessment Pattern and Evaluation

Mode of Test	Number of Tests	Marks Consideration	Total Marks
Quiz	**5**	**4 x 2.5**	**10**
Quiz Schedule	Quiz 1	Module 1	Quiz may be conducted at the middle of the module or at the end of the module
	Quiz 2	Module 2	
	Quiz 3	Module 3	
	Quiz 4	Module 4	
	Quiz 5	Module 5	
Short Answer Test	**5**	**4 x 5**	**20**
Short Answer Test Schedule	Short Answer Test 1	Module 1	Short answer test is conducted generally at the end of the module
	Short Answer Test 2	Module 2	
	Short Answer Test 3	Module 3	
	Short Answer Test 4	Module 4	
	Short Answer Test 5	Module 5	
Long Answer Test	**3**	**2 x 20**	**40**
Long Answer Test Schedule	Long Answer 1	Module 1 and first half of Module 2	The long answer test is conducted after the completion of mentioned syllabus
	Long Answer 2	Second half of Module 2 and Module 3	
	Long Answer 3	Modules 4 & 5	
Continuous Evaluation Total			**70**
External Examination			**30**
Total			**100**

	Programme Objectives (POS)												**PSOs**		
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**1**	**2**	**3**
CO1	2	2		2											
CO2															
CO3				2											
CO4		2			4				5						
CO5				4		2		5							
CO6															

1-Low,