



AMITY UNIVERSITY

— R A J A S T H A N —

Syllabus Revision

Amity Institute of Behavioral & Allied Sciences (AIBAS)

Course Name	Page No.
M.A. (Psychology)	1
B.A. (H) App. Psy.	68

AIBAS
MA Psychology
Syllabus
2021-23

Program learning Outcomes:**After completion of the course students will be able to:**

Identify the various psychological schools of thought, contemporary perspectives and advancements in the field of cognitive science, personality and its socio-cultural constructs and developmental aspects.

Demonstrate breadth of knowledge of a variety of psychotherapy theories and in-depth knowledge of one chosen theory of intervention

Demonstrate knowledge of empirically supported clinical interventions and evidence ability to select treatments for individual clients

Develop competence to conduct empirical and qualitative researches.

Demonstrate knowledge of the basic and advanced skills required for counselling and to implement them in case analysis and therapeutic formulation.

Identify counselling needs for diverse population and plan and implement interventions strategies.

Attain life skills training for facilitating effective counselling process.

Develop proficiency in reading, writing and communicating in one foreign language of choice to be ready for cross cultural assignments.

Acquire the professional and personal communication skills for assessment, diagnosis and treatment at individual and group level

SEMESTER I

HISTORY AND SCHOOLS OF PSYCHOLOGY

Course Name	Course Code	LTP	Credit	Semester
HISTORY AND SCHOOLS OF PSYCHOLOGY	MCP101	2:1:0	3	1

A. COURSE LEARNING OUTCOMES (CLOs)

CLO1	You will be able to describe various schools of psychology and their contribution in evolving psychology as a science.
CLO2	You will be able to explain strength and weaknesses of work done by each school and their contributors
CLO3	You will be able to compare the work of different schools and their contributors.
CLO4	You will be able to apply the psychological theories to distant problems of daily life

B.SYLLABUS

Course Objective:

The paper on System and Theories gives a brief history of psychology and the developments within the discipline.

Course Contents:

Module I: Introduction – 7 hours

History of Psychology, Psychology as a Science

Module II: Structuralism – 7 hours

Subject Matter of Psychology
Methods of Studying Human Behaviour

Module III: Functionalism – 7 hours

Subject Matter of Psychology
Methods of Studying Human Behaviour

Module IV: Associationism-Thorndikian Associationism, Watsonian Behaviorism – 7 hours

Subject Matter of Psychology
Methods of Studying Human Behaviour

Module V: Phenomenology and Gestalt – 8 hours

Classical Psychoanalysts – Sigmund Freud, Alfred Adler and Carl Jung
Continuity theory
Subject Matter of Psychology
Methods of Studying Human Behaviour

Text:

Leahy, T. H. (1991). *A history of modern psychology*. New York: Prentice Hall.

Wolman, B.B. (1979). *Contemporary theories and systems in psychology*. London: Freeman Book Company.

References:

Chaplin, J.P., & Krawice, T.S. (1979). *Systems and theories in psychology*. New York: Holt Rinechart & Winston.

Marx, M.H., & Hillix, W.A. (1986). *Systems and theories in psychology*. New York: McGraw Hill.

Paranj, A.C. (1994). *Meeting east and west*. New York: Plenum Press.

Examination Scheme:

Components	MTE	CT/H/P/V/Q	FC/MA/CS/DP	A	EE
Weightage (%)	15	15	15	5	50

MTE- Mid Term Exam; **CT-**Class Test; **H-**Home Assignment; **P-**Presentation; **V-**Viva; **Q-**Quiz; **FC-** Flip class; **MA-** Movie Analysis; **CS-** Case study; **DP-** Discursive paper; **A-**Attendance; **EE-**End Session Exam

PERSONALITY THEORIES

Course Name	Course Code	LTP	Credit	Semester
PERSONALITY THEORIES	MCP102	2:1:0	3	1

A. COURSE LEARNING OUTCOMES (CLOs)

CLO1	Demonstrate in-depth knowledge in the major concepts and theories of personality.
CLO2	Analyse socio cultural influences on the personality development.
CLO3	Compare and contrast traditional biological / evolutionary approaches to the human subject with modern social psychological approaches of personality.
CLO4	Critically examine and reflect on personality problems with reference to diverse socio cultural contexts.

B. SYLLABUS

Course Objective:

This course enables students to become familiar with the major theories and traditions related to the study of personality and personal growth. It further enables the student to articulate the underlined themes, methodology and assumption of each theory to enhance understanding of personality and behaviour.

Course Contents:

Module I: Introduction to Personality– 7 hours

Nature of personality theory: Present status

Theory in Broader perspective

Grouping among theories: Different perspectives on personality

Module II: The Dispositional Perspective– 7 hours

Type and trait approaches to personality:

Shelley, Kretschmer, Allport, Cattell & Eysenck, Kobasa.

Alternative Five factor Model.

Module III: Psychoanalytic Approach– 8 hours

The Freudian Theory of personality

Topographic model, structural model.

Instincts, tension reduction; defense mechanism.

Alfred Adler: Striving for superiority; parental influence on personality development, birth order

Carl Jung: Collective Unconscious

Erik Erikson: Concept of Ego, Stages of Personality Development

Harry Stock Sullivan: Personifications

Module IV: Humanistic & Phenomenological Perspectives– 7 hours

Maslow's Hierarchy of Motives

Roger's Person Centered Theory

May's Existential Analytic tradition

Module V: Behavioural/ Cognitive Approach– 7 hours

Skinner's Radical Behaviours

Albert Bandura's Social-Cognitive theory

Rotter's expectancy reinforce model

Kelly's theory of personal constructs

Text:

Allport, G.W. (1961). *Pattern & growth in personality*. New York: Halt

Hall, G.S., & Lindzey, G. (1985). *Theories of personality* (3rd ed.). New Delhi: Wiley Eastern.

References:

Eysenck, H.J. (1981). *Model of personality*. New York: Springer & Verlog.

Cattell, R.B., & Klings, P. (1977). *The scientific analysis of personality & motivation*. London: Academic Press.

Examination Scheme:

Components	MTE	CT/H/P/V/Q	FC/MA/CS/DP	A	EE
Weightage (%)	15	15	15	5	50

MTE- Mid Term Exam; CT-Class Test; H-Home Assignment; P-Presentation; V-Viva; Q-Quiz; FC- Flip class; MA- Movie Analysis; CS- Case study; DP- Discursive paper; A-Attendance; EE-End Session Exam

RESEARCH METHODOLOGY

Course Name	Course Code	LTP	Credit	Semester
RESEARCH METHODOLOGY	MCP103	2:1:0	3	1

A. COURSE LEARNING OUTCOMES

CLO1	Develop conceptual clarity of the research methodology and researches in applied fields of psychology and its significance and importance to the students.
CLO2	Learn different techniques of sample selection
CLO3	Learn to process data through parametric and non parametric statistical analysis of quantitative and qualitative data and various research designs.
CLO4	Selection of statistical methods, Interpretation of the data
CLO5	Writing a research report

B. SYLLABUS

Course Objectives: Through this course student should be able to:
Know about the basics of scientific research in applied psychology.
Learn the statistical rigors in designing research and processing data.
Apply basic framework of research process, research designs and techniques.

Course Contents:

Module I: Introduction to research basics and ethics – 8 hours

Meaning, purpose and dimensions of research. Objectives, Types, Approaches and Significance of Research. Methods Vs Methodology. Various research methods. Problems encountered by researchers in India. Ethical problems and principles in Research.

Module II: Components and Process of Research – 7 hours

Nature of data, Defining and stating a research problem, Criteria of a good problem, Meaning and Types of Hypothesis, Criteria, formulation and stating a hypothesis, hypothesis testing.

Module III: Research Traditions – 7 hours

Functions and sources in Reviewing literature. Characteristics of Parametric and Non-Parametric Statistics. Applications of psychological testing in various settings.

Module IV: Sampling – 7 hours

Meaning and Types of sampling, Sampling procedures, Sample size and other attributes, Merits and Limitations of sampling.

Module V: Methods and Report writing – 7 hours

Selection of statistical methods, Interpretation of the data. Writing a Research Report.

Text:

Kerlinger, F. N. (1973). *Foundations of behavioral research*. USA: Holt, Rinehart & Winston.
Chadha, N. K. (2009). *Applied psychometry*. New Delhi, India: Sage.

References:

Bridget, S., & Cathy, L. (Eds.) (2008). *Research methods in the social sciences*. New Delhi, India: Vistaar Publication.
Gliner, J. A., & Morgan, G. A. (2000). *Research methods in applied settings: An integrated approach to design and analysis*. Mahwah, NJ: Lawrence Erlbaum.
Howell, D. C. (2002). *Statistical methods for psychology* (5th ed.). Duxbury, California: Thomson Learning.

Examination Scheme:

Components	MTE	CT/H/P/V/Q	FC/MA/CS/DP	A	EE
Weightage (%)	15	15	15	5	50

MTE- Mid Term Exam; CT-Class Test; H-Home Assignment; P-Presentation; V-Viva; Q-Quiz; FC- Flip class; MA- Movie Analysis; CS- Case study; DP- Discursive paper; A-Attendance; EE-End Session Exam

PSYCHOLOGICAL MEASUREMENT AND STATISTICS

Course Name	Course Code	LTP	Credit	Semester
PSYCHOLOGICAL MEASUREMENT AND STATISTICS	MCP104	2:1:0	3	1

A. COURSE LEARNING OUTCOMES

CLO1	Gain a basic awareness of the underlying concepts regarding Statistics.
CLO2	Gain knowledge on the concepts of testing, assessment and measurement
CLO3	Know Test construction and standardization
CLO4	Learn to calculate and use parametric statistics: inferential statistics.
CLO5	Learn to calculate and use non-parametric statistics: inferential statistics.

B. SYLLABUS

Course Objective: The course will enable the students to understand the concepts and principles of psychological testing and evaluation and the use of standardized instruments to examine how assessment has influenced our lives and how clinical assessment can significantly affect the clients with whom we work. It will also help you to interpret and draw conclusions based on the scores and results obtained when these psychological measurement are administered in group setting using appropriate statistics.

Course Contents:

Module I: Introduction– 7 hours History of Testing
and Assessment, Nature and significance of Measurement
Distinction between assessment and measurement, Levels of measurement.

Module II: Test Construction– 7 hours
Classification and characteristics of psychological tests
Steps to develop psychological test, Ethical consideration
Item analysis: item difficulty, item discrimination, item response theory

Module III: Test Standardization– 7 hours
Validity, Reliability, Various methods of estimating reliability and Validity
Test Norms- its types, development of norms

Module IV: Descriptive statistics– 7 hours
Definition and purpose of psychological statistics
Measures of central tendency and variability; Correlation: product-moment, point-biserial, phi, biserial, tetrachoric, spearman's correlation coefficients.

Module V: Inferential Statistics– 8 hours
Probability distribution and normal curve; Levels of significance
Type – I and Type – II errors, one-and two-tailed tests;
Parametric and non-parametric tests of significance;
Statistical analysis: t test (independent sample, dependent sample Analysis of variance of single - sample study: testing a sample mean by t-test, Statistical analysis of two-sample experiments: the independent samples t-test, the dependent-sample test;
Statistical analysis of complex experiments: analysis of variance – F test (computing and interpreting one-way, two-way ANOVA and their logic); MANOVA and Post-hoc tests.

Texts:

Anastasi, A., (1988), Psychological Testing; 6th Ed. New York: Mc Millan Publishing Company.
Kerlinger, F. N., (1933), Foundation of Behavioural Research; New Delhi: Surjeet Publication.

References:

Freeman, F.S. (1962). Theory and Practice of Psychological Testing; New Delhi: Oxford IBH.

Examination Scheme:

Components	MTE	CT/H/P/V/Q	FC/MA/CS/DP	A	EE
Weightage (%)	15	15	15	5	50

MTE- Mid Term Exam; CT-Class Test; H-Home Assignment; P-Presentation; V-Viva; Q-Quiz; FC- Flip class; MA- Movie Analysis; CS- Case study; DP- Discursive paper; A-Attendance; EE-End Session Exam

PRACTICUM- I

Course Name	Course Code	LTP	Credit	Semester
PRACTICUM- I	MCP120	0:0:4	2	1

A. COURSE LEARNING OUTCOMES

CLO1	To give practical experience to the students in administering and scoring psychological tests and interpreting the scores.
CLO2	To acquaint the students with the basic procedure and design of psychology experiments.
CLO3	To familiarize the students with the use of elementary statistical techniques
CLO4	To encourage and guide the students to undertake a small-scale research project.

B. SYLLABUS

Course Objective:

To give practical experience to the students in administering and scoring psychological tests and interpreting the scores.

To acquaint the students with the basic procedure and design of psychology experiments.

To familiarize the students with the use of elementary statistical techniques

To encourage and guide the students to undertake a small-scale research project.

Course Content:

S.No.	Practical
1	Psychological Well-Being
2	Emotional Intelligence Scale
3	Beck Depression Inventory
4	Questionnaire to assess risk of Suicide
5	Drug Use Questionnaire (AUDIT)
6	16 PF
7	Sentence Completion Test
8	Eysenck Personality Questionnaire
9	Adjustment Scale
10	Family/Home Environment Scale

Note: Every student is expected to perform and write any 06 experiments & tests mentioned

Examination Scheme:

Components	Viva	Record Book + Attendance	Practical Continuous	Total
Weightage (%)	40	25+05	30	100

ForeignLanguage (Non Technology)

Course Name	Course Code	LTP	Credit	Semester
français.com (Débutant)	FLN 101/111	2:0:0	2	1

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Students will hone Basic language skills such as reading, writing, speaking, listening & interactive in the language .
CLO 2	Students will be able to read and interpret small texts .
CLO 3	Students will be able to communicate in small sentences in writing, self introduction, family description etc.
CLO 4	Students will be able to communicate in small sentences in oral, self introduction, family description etc.

Program Learning Outcomes :

- To produce global citizens speaking an International language in keeping with the institutional vision .
- To give students a platform to understand Culture and Society of a different world.
- To enhance the possibilities of jobs in MNCs established in/outside the country.
- To enhance the possibilities of Studying Abroad

After successful completion of the course, students will be able to express simple vocabulary in oral and writing French language.

Familiarize the students of French Language with:

1. addressing someone
2. to present oneself and someone else
3. formal and informal addressal to others
4. work place

Course Contents:

Unit 1: Pg: 9-24

A. Lexical:

- Transparent words
- Formulas of politeness: Hello, please, thankyou etc.
- salutations, excuses
- Numbers from 0 to 99.
- Adjectives of nationalities
- alphabets
- professions
- activities of the enterprises
- Personal details like phone number, address etc.

B. Grammar:

- Definite and indefinite articles
- Masculine, feminine and plural of nouns
- Subject pronouns : I, You, He, She etc. (je, tu, il, elle, vous etc.)
- verbs: To be, to have, to speak, to live, to call oneself, to do, to know, to sell
- masculine and feminine of the nationalities
- It's me and it's you
- This is/ It is + Profession
- Who is this? What is this?
- Complement of noun with « of » example : the house of Ram
- Interrogative word which/what "Quel"

EXAMINATION SCHEME

Total: 100 marks

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Text &References:

Penfornis, J. (2007), Français.com (Débutant). Paris: CLE International

Français.com (Débutant), livre de professeur

<http://apprendre.tv5monde.com/>

Larousse Dictionnaire français-anglais anglais-français (French Dictionary), W.R.Goyal

Supplementary Materials are given in form of photocopies

Foreign Language German

Course Name	Course Code	LTP	Credit	Semester
Foreign Language German	FLG 101/111	2:0:0	2	I

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	To produce global citizens speaking an International language in keeping with the institutional vision .
CLO 2	To give students a platform to understand Culture and Society of a different world.
CLO 3	To enhance the possibilities of jobs in MNCs established in/outside the country.
CLO 4	To enhance the possibilities of Studying Abroad

Course Learning Objective:

- Students will hone Basic language skills such as reading, writing, speaking, listening & interactive in the language
- Students will be able to read and interpret small texts .
- Students will be able to communicate in small sentences in writing, self introduction, family description etc.
- Students will be able to communicate in small sentences in oral, self introduction, family description etc.

After successful completion of the course, students will be able to express simple vocabulary in oral and writing German language.

After successful completion of this semester, students will be able to:

- greeting formally and informally.
- self introduction
- countings from 1 To 100
- make simple sentences using present tense
- spelling names.
- describing objects with articles in the classroom

Course Contents:

Vocabulary:

- Personal information like age, name etc.
- Alphabets
- Greetings: Good morning, good afternoon, good evening,
- parting good bye Etc.
- describing objects with articles in the classroom

Grammar:

- Personal Pronouns
- Use of verbs >to be< and >to have< in simple present tense
- Use of regular verbs like to live, to go, to learn etc.
- Using definite and indefinite article in German in nominative case
- Interrogative pronouns > **who, what, where, where from, where to**<
- talk about gender, numbers and articles.
- Singular and plural
- Basic Phonetics: Consonants and Vowels

EXAMINATION SCHEME

Total: 100 marks

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Prescribed Text-Book: First 10 Lessons from Deutsch als Fremdsprache -1A, IBH & Oxford, New Delhi, 1977

References: Studio D A1 by Hermann Funk, Christina Kuhn and Silke Demme, Cornelsen, 2013

Tangram A1 by Rosa Maria Dallapiazza, Eduard von Jan & Till Schoenherr, Max Hueber, 2007

Sprachtraining A1 by Rita Maria Niemann, Dong Ha Kim, Cornelsen, 2013

Dictionaries for reference: Studio D: Glossar A1 - Deutsch – Englisch, Cornelsen, 2013

<http://www.duden.de/woerterbuch>

Foreign Language Spanish

Course Name	Course Code	LTP	Credit	Semester
Language Spanish Foreign	FLS 101/111	2:0:0	2	I

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Students will hone Basic language skills such as reading, writing, speaking, listening & interactive in the language .
CLO 2	Students will be able to read and interpret small texts .
CLO 3	Students will be able to communicate in small sentences in writing, self introduction, family description etc.
CLO 4	Students will be able to communicate in small sentences in oral, self introduction, family description etc

Program Learning Outcomes :

- To produce global citizens speaking an International language in keeping with the institutional vision .
- To give students a platform to understand Culture and Society of a different world.
- To enhance the possibilities of jobs in MNCs established in/outside the country.
- To enhance the possibilities of Studying Abroad

After successful completion of the course, students will be able to express simple vocabulary in oral and writing. Students will be able to:

- Greet Formally and Informally
- Talk about gender, numbers and articles.
- Deal with basic Phonetics
- Introduce oneself and others
- Talk about Professions and nationalities
- Count from 1 To 20
- Get introduced to Hispanic Culture

Course Contents:

Vocabulary: Passport Form, personal information, age, Interrogative pronouns, Alphabets, to be able to spell names, surnames, Good morning, good afternoon, Good bye Etc. different professions, countries, nationalities, languages.

Grammar:

Subject pronouns

Use of verbs SER/ESTAR/TENER in simple present tense

Use of regular AR /ER/IR ending verbs.

Llamarse y dedicarse

Simple Negativesentences

ExaminationScheme:

Total: 100 marks

ContinuousEvaluation (Total 50 Marks)					EndSemEvaluation (Total 50 Marks)
Quiz	MidTerm Test	Presentation	Viva Voce	Attendance	End-TermExam
10	15	10	10	5	50

Text &References:

Nuevo Español Sin Fronteras (ESF1) by Jesús Sánchez Lobato, Concha Moreno Garcia, Concha Moreno Garcia, Isabel Santos Gargallo, Sociedad General Española De Librería, S.A 2005

Pasaporte Nivel (A1) by Matilde Cerralzo Aragón, Oscar Cerralzo Gilli, Begonia Llovet Barquero, Edelsa Group didascalía, S.A. 2005

Dictionaries for reference: Collins, www.wordreferences.com.

Essential materials are given in the form of photocopies.

FOREIGN LANGUAGE CHINESE

Course Name	Course Code	LTP	Credit	Semester
Foreign Language Chinese	FLC- 101/111	2:0:0	2	1

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Students will hone Basic language skills such as reading, writing, speaking, listening & interactive in the language
CLO 2	Students will be able to read and interpret small texts .
CLO 3	To enhance the possibilities of jobs in MNCs established in/outside the country.
CLO 4	<ul style="list-style-type: none"> • Students will be able to communicate in small sentences in oral, self introduction, family description etc.

Aim: The Aims of Chinese language course at AUR is to equip students with the basic knowledge & skills in Chinese language so as to enable them to interact with Chinese speaking people and efficiently work in the Chinese environment and also to build a solid foundation for further studies in the language.

Course Learning Objectives:

On the completion of first semester the students will be able to:

- Understand the nature and characteristics of Chinese language.
- Read Chinese Pinyin and Chinese Characters.
- Write Chinese Characters and sentences related to greetings & personal information.
- Speak Chinese dialogues related to greetings & personal information.
- Listen and understand simple Chinese words and dialogues of the text.
- Manipulate basic grammatical structures.
- Master and use most essential vocabulary items of day to day use; approx 70 Characters including 50 characters of HSK level -I.
- Understand China as a powerful nation.

COURSE CONTENT

1. Introduction to Chinese Language
2. Introduction to the Sound System , Initials and Finals
3. Table of sounds of Beijing Dialect
4. Tones
5. Writing System & Basic Strokes of Chinese Character
6. Rules of Stroke-Order of Chinese Character,
7. Expression of Greetings & Good wishes
8. Farewell
9. Asking & telling Personal Information : Name & Age
10. Personal Information : Residence
11. Personal Information : Family Members
12. Listening Skill & Practice
13. Conversation based on dialogues
14. China; an emerging world power (In English)

VOCABULARY CONTENT

Vocabulary will have approx 70 Characters including 50 characters of HSK-I level.

1. Vocab related to greetings & farewell; 你, 好, 再见。。
2. Vocab related to personal information; 名字, 年纪, 家, 住, 爸爸。。

GRAMMATICAL CONTENT

1. Introduction to the sound system, initials and finals, sound table & tones.
2. Basic strokes of Chinese Character & stroke- order.
3. Conjunction 和.
4. Word order in Chinese sentence.
5. Adjective Predicate sentence.
6. 是 sentence type (1).
7. Interrogative sentence with 吗.
8. Attributive & structural particle 的.

EXAMINATION SCHEME

Total: 100 marks

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Text Books & References

1. Learn Chinese with me book-I (Major Text book), People's Education Press
2. Chinese Reader (HSK Based) book-I (suggested reading)

3. Elementary Chinese Reader Book-I (suggested reading)

PROFESSIONAL COMMUNICATION SKILLS

Course Name	Course Code	LTP	Credit	Semester
Professional Communication Skills	BCS 111	1:0:0	1	1

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Investigate strengths and personal insights to be revealed in a Formal Setup of Communication.
CLO 2	Create right selection of words and ideas while also choosing the appropriate networking channel for formal communication
CLO 3	Apply their acquired knowledge with the appropriate selection of channel of formal communication.
CLO 4	Develop and empower self with the power of Words.
CLO 5	Enhance their technical writing capabilities while also learning about do's and don'ts of technical drafting.

B. SYLLABUS

Topic
Self Actualization (Baseline, Self Image Building, SWOT, Goal Setting)
Writing Skills (CV Writing, Email Writing, cover Letter, Application Writing)
GD based on current affairs, contemporary issues, sensitive issues, case study based and social issues
Body Language

EXAMINATION SCHEME:

Components	Selfintroduction	Group Discussion	Email Writing	Attendance
Weightage (%)	25	35	35	5

SUGGESTED READINGS

- Raman Prakash, Business Communication, Oxford
- Working in English, Jones, Cambridge
- Dr. P.Prasad. *Communication Skills*.S.K.Kataria & Sons
- Koneru, Aruna. *Professional Communication*. The McGraw Hill: New Delhi, 2008. Print
- New International Business English, Jones/Alexander, Cambridge

Course Title: Anandam

Type: Compulsory

Course Name	Course Code	LTP	Credit	Semester
ANANDAM	AND 001	0:0:0	2	1

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Awareness and empathy regarding community issues
CLO 2	Interaction with the community and impact on society
CLO 3	Interaction with mentor and development of Student teacher relationship
CLO 4	Interaction among students, enlarge social network
CLO 5	Cooperative and Communication skills and leadership qualities
CLO 6	Critical thinking, Confidence and Efficiency

B. SYLLABUS

Course Objectives:

After the completion of this course, students will be able to:

- apply their knowledge and skills to solve specific community problem
- learn to plan, lead, and organize community events have a sense of belonging to their college campus and community and find something they are interested in doing during their free time
- make new friends, expand social network, and boost social skills and mental health.
- be useful to society as it will protect them against stress, frustration, and depression

Course Contents:

The project report should be guided by the mentor and shall contain:

- **Synopsis:** clearly stating objectives and activities to be undertaken. Problem identifying and problem-solving projects to be taken up.
- Details of the **Mentor and the Participants** are to be given (name of mentor, name of participants, phone number/mobile no, email, and address)
- Location / community where the work was carried out
- Details of Activities performed are to be given with date
- Number of beneficiaries and impact on the society (the object should be to empower the community and make them self-reliant)
- Photographs taken for documentation of work should be submitted
- Media coverage of the projects should be attached if any
- The Group Community Service Project Report will be submitted by the Student group leader under the guidance of the mentor to the Director/HoIs of the Department.
- The Director/HoIs should get the best report (more than one if required) of the Group Community Service Project uploaded on the HTE website and on the University page
- The Director/HoIs will forward the best report of the department to the Nodal Officer of the University.
- University will forward the report to the state level committee.

GUIDELINES FOR GCSP (Group Community Service Project)

ASSIGNMENT OF ANANDAM FOR SOCIAL AWARENESS (for students)

1. Each member of the group shall write one blog about the decided topic of 500 words (minimum) along with any relevant photos/diagrams/statistical data (with reference).
2. The group member shall write his/her name at the end of the blog.
3. The blog shall be posted on Instagram and Facebook (apart from these any other website wherever the group seems necessary).
4. Print out of the blog where date of when the content is posted, number of followers, comments, name of the writer shall be visible will be taken and file will be maintained for the same.
5. In the cover page of the project mention heading **“Group Community Service Project”**, and the filled format of final project report given by Anandam Scheme.
6. For the topic chosen by the group, students are recommended to cover the following points:
 - a) Current scenario (Regional, national and international level as applicable)
 - b) Future predictions
 - c) Duty of the government
 - d) Government policies (related to the topic), if any
 - e) Duty of public
 - f) Conclusion

Evaluation Scheme:

Project Participation: 2 hours X 8 days (per month) X 4 months = 64 hours

- C grade =32 hrs (Below 20 marks)
- B grade >32 hrs to <=44hrs (20-30 marks)
- A grade >44 hrs to<=54hrs (30-40 marks)
- O grade >54 hrs to<=64hrs (40-50 marks)

Evaluation Criteria:

Respective Departmental Anandam mentors are requested to evaluate the project (out of 50) as per the following criteria:

1. Position and exceptions, if any, are clearly stated. The organization of the blog is completely and clearly outlined and implemented.
2. The body of the blog is coherently organized, original and the logic is easy to follow. There is no spelling or grammatical errors and terminology is clearly defined. Writing is clear, concise, and persuasive.
3. Conclusion is clearly stated. The underlying logic is explicit.

BEHAVIOURAL SCIENCE - I
(SELF-DEVELOPMENT AND INTERPERSONAL SKILLS)

Course Name	Course Code	LTP	Credit	Semester
BEHAVIOURAL SCIENCE - I (SELF-DEVELOPMENT AND INTERPERSONAL SKILLS)	BSS 111	1:0:0	1	1

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Develop your understanding of who you are; what your core purpose is, what your values are and what limits your success
CLO 2	Manage your emotions and feelings more effectively to have the impact that you need
CLO 3	Develop the way that you regulate and control your emotions
CLO 4	Learn about your behavioral preferences to become more self-awareness
CLO 5	Develop and build your emotional intelligence

B. SYLLABUS

Course Objective:

This course aims at imparting an understanding of:

Self and the process of self exploration

Learning strategies for development of a healthy self esteem

Importance of attitudes and their effect on work behavior

Effective management of emotions and building interpersonal competence.

Course Contents:

Module I: Understanding Self

Formation of self concept

Dimension of Self, Components of self, Self Competency

Module II: Self-Esteem: Sense of Worth

Meaning and Nature of Self Esteem

Characteristics of High and Low Self Esteem

Importance & need of Self Esteem, Self Esteem at work, Steps to enhance Self Esteem

Module III: Emotional Intelligence: Brain Power

Introduction to EI, Difference between IQ, EQ and SQ

Relevance of EI at workplace , **Self assessment, analysis and action plan**

Module IV: Managing Emotions and Building Interpersonal Competence

Need and importance of Emotions

Healthy and Unhealthy expression of emotions

Anger: Conceptualization and Cycle

Developing emotional and interpersonal competence

Self assessment, analysis and action plan

Module V: Leading Through Positive Attitude

Understanding Attitudes

Formation of Attitudes

Types of Attitudes

Effects of Attitude on

Behavior, Perception, Motivation

Stress, Adjustment

Time Management, **Effective Performance**

Building Positive Attitude

Examination Scheme:

Components	SAP	JOS	FC/MA/CS/HA	P/V/Q	A
Weightage (%)	25	15	30	25	05

SAP- Social Awareness Programme; **JOS-**Journal of Success; **HA-**Home Assignment; **P-**Presentation; **V-**Viva; **Q-**Quiz; **FC-** Flip class; **MA-** Movie Analysis; **CS-** Case study; **A-**Attendance

Text & References:

- Towers, Marc: Self Esteem, 1st Edition 1997, American Media
- Pedler Mike, Burgoyne John, Boydell Tom, A Manager's Guide to Self-Development: Second edition, McGraw-Hill Book company.
- Covey, R. Stephen: Seven habits of Highly Effective People, 1992 Edition, Simon & Schuster Ltd.
- Chatterjee Debashish, Leading Consciously: 1998 1st Edition, Viva Books Pvt. Ltd.
- Dr. Dinkmeyer Don, Dr. Losoncy Lewis, The Skills of Encouragement: St. Lucie Press.
- Singh, Dalip, 2002, Emotional Intelligence at work; First Edition, Sage Publications.
- Goleman, Daniel: Working with E.I., 1998 Edition, Bantam Books.

COGNITIVE PSYCHOLOGY

Course Name	Course Code	LTP	Credit	Semester
COGNITIVE PSYCHOLOGY	MCP105	2:1:0	3	1

A. COURSE LEARNING OUTCOMES (CLOs)

CLO1	Understand and differentiate concepts of formation, attention, and perception
CLO2	Gain knowledge on the concepts of testing, assessment and measurement
CLO3	Understand the concept of learning, language, and memory
CLO4	Apply the knowledge of intelligence, language and decision making

B. SYLLABUS

Course Objective: The objective of this course is to:

Study the concept of cognition and its application in cognitive psychology.

Facilitate the students about concept formation, attention and perception.

Develop the cognitive and problem solving skills in themselves and others.

Course Contents:

Module I: Introduction and Sensation – 8 hours

Origin of cognitive psychology, Methods in cognitive psychology, Current status of cognitive psychology. Sensation; Meaning and Types, Sensation and Cognition.

Module II: Attention & Perception – 7 hours

Attention, Determinants of Attention, Types and Theories of attention. Perception; Types, Cues, Theories of perception: pattern recognition, disruptions of perception. Illusions, Delusions and Hallucinations.

Module III: Learning, Memory and forgetting – 7 hours

Learning: Meaning, Nature, Types and Theories. Memory: Types, Theories and models of memory. Methods of Retrieval. Forgetting: Theories of forgetting.

Module IV: Language, Thinking and problem solving – 7 hours

Concept formation and Theories. Structure of language, language comprehension and production, language and cognition.

Thinking: Convergent & divergent thinking, creative and critical thinking.

Problem solving: methods of solution, hindrances.

Module V: Intelligence, Reasoning and Decision making – 7 hours

Intelligence: Meaning, Nature, Types, Theories. Creativity

Reasoning: Inductive & deductive reasoning, patterns and approaches, conditional reasoning, syllogisms. Decision making: Basic concepts, models and theories, algorithms, heuristics.

Text:

Solso, R.L. (2004). *Cognitive Psychology*. (6th ed.). Delhi: Pearson Education.

References:

Mark, L.E. (1978). *Unity of the senses*. London: Academic Press

Newell, A., & Simon H. (1972). *Human problem solving*. New Jersey: Prentice Hall.

Posner, M. (1989). *Foundations of cognitive science*. London: MIT Press

Examination Scheme:

Components	MTE	CT/H/P/V/Q	FC/MA/CS/DP	A	EE
Weightage (%)	15	15	15	5	50

MTE- Mid Term Exam; CT-Class Test; H-Home Assignment; P-Presentation; V-Viva; Q-Quiz; FC- Flip class; MA- Movie Analysis; CS- Case study; DP- Discursive paper; A-Attendance; EE-End Session Exam

NEUROLOGICAL BASIS OF BEHAVIOUR

Course Name	Course Code	LTP	Credit	Semester
NEUROLOGICAL BASIS OF BEHAVIOUR	MCP106	2:1:0	3	1

A. COURSE LEARNING OUTCOMES (CLOs)

CLO1	Demonstrate the broad anatomy of the human brain, especially the cerebral cortex.
CLO2	Establish the relationship between brain structure/function and several psychological processes/neurological and mental illness.
CLO3	Explain the neurochemistry and the functions of hormones
CLO4	Identify and recognize the cognitive neuroscience techniques
CLO5	Link the biological factors underlying human behavior and different neurological disorders

B. SYLLABUS

Course Objective: Students would get an:

orientation towards the dynamics of brain behaviour complexity.

insight on psycho physiological correlates accounting for general phenomena, individual differences, and abnormal functions of human behaviour.

Course Contents:

Module I: Bio psychology – 7 hours

Nature and Scope of biopsychology. Ethics in biopsychology, divisions of biopsychology. Methods of studying the brain:

Ablation, Recording and Stimulation methods, Neurochemical methods. Brain and Spinal Cord: Structure and functions.

Divisions –Central and Peripheral Nervous System.

Module II: Neural Communication – 7 hours

Neurons Structure, types and functions of neuron. Neuronal conduction communication between neurons, synaptic conduction.

Neurotransmitters –categories and functions. supporting cells, blood-brain barrier, basic features of nervous system, types of supporting cells.

Module III: Senses – 7 hours

Structure and function of cell, Mitosis and meiosis. Structure and function of eye, tongue and nose. Function and composition of RNA and DNA. The Brain and Cognition: Cerebral Cortex and Parallel Processing; Cognitive Neuroscience techniques: PET, CT, fMRI, ERP and other imaging techniques.

Module –IV: Evolutionary perspectives – 7 hours

Principles of Evolution –human behaviour -Reflexes, Instincts. Environmental influences on behaviour –human and non-human species. Current researches in evolutionary biopsychology. Controversial issues in evolutionary biopsychology.

Module-V: Neural mechanisms – 8 hours

Brain and cognitive functions intelligence, memory, learning. Endocrine system –functions and effects of endocrine glands. Hormones and behaviour. Neurological Disorders-Tumors, Seizures, Parkinson's disease, Huntington's disease, Alzheimer's disease, Multiple Sclerosis. Chromosomal functions. Hereditary determinants of behaviour.

Texts:

Carlson, N. R. (2005). *Foundations of physiological psychology*. (6th ed.). New York: Pearson Education.

Eyessenk, H.J. (2006). *Biological basis of personality*. (3rd ed.). New Jersey: Transactional Publishers.

References:

Buss, D.M. (2005). *The handbook of evolutionary psychology*. NY: John Wiley and Sons.

Lerner, R.M., & Lerne, J.V. (1999). *Theoretical foundations and biological bases of development in adolescence*. USA: Taylor and Francis.

Examination Scheme:

Components	MTE	CT/H/P/V/Q	FC/MA/CS/DP	A	EE
Weightage (%)	15	15	15	5	50

MTE- Mid Term Exam; CT-Class Test; H-Home Assignment; P-Presentation; V-Viva; Q-Quiz; FC- Flip class; MA- Movie Analysis; CS- Case study; DP- Discursive paper; A-Attendance; EE-End Session Exam

TERM PAPER

Course Name	Course Code	LTP	Credit	Semester
TERM PAPER	MCP130	0:0:0	1	1

A. COURSE LEARNING OUTCOMES

CLO1	Enhance the reading and writing skills and understand about the process of carrying out a research work.
CLO2	Develop research orientations to understand and enhance skills in Research Methodology.
CLO3	Gain competency in presentation skills which will further enhance their confidence.

B. SYLLABUS

Course Objectives:

With the completion of this course, students will be able to:

1. Enhance the reading and writing skills and understand about the process of carrying out a research work.
2. Develop research orientations to understand and enhance skills in Research Methodology.
3. Gain competency in presentation skills which will further enhance their confidence.

Methodology:

The students will select a psychology based topic on which he/she is going to gain conceptual knowledge by searching related research on available secondary data resources. The students will also learn the techniques employed in conducting literature review and referencing. This is going to help them in attaining research skills. The students should follow following structure:

- a) Topic
- b) Introduction
- c) Review research (min.25 researches)
- d) Key Learning
- e) Conclusion
- f) References

The report is to be submitted in about 3000 words on A4 size sheets, Font 12pt., Times New Roman, 1.5 spacing, headings in Font Size16. The report will be submitted a day before the presentation.

Evaluation Scheme:

Components	Internal Supervisor	Compilation of Term Paper	Viva-voce	Presentation	Total
Weightage (%)	10	40	30	20	100

SEMINAR

Course Code: MCP 145

L:0,T:0,P:0,C:01

Course Name	Course Code	LTP	Credit	Semester
SEMINAR	MCP145	0:0:0	1	1

A. COURSE LEARNING OUTCOMES (CLOs)

CLO1	Select a topic of relevance to their area, drawing on different theories, perspectives and past research studies and methods.
CLO2	Write a comprehensive review of literature on a topic in psychology or a related discipline.
CLO3	Write a journal length manuscript of qualitative research, appropriate for submission to a professional journal in psychology or a related discipline.

B.SYLLABUS

Course Objectives:

With the completion of this course, students will be able to:

1. Select a topic of relevance to their area, drawing on different theories, perspectives and past research studies and methods.
2. Write a comprehensive review of literature on a topic in psychology or a related discipline.
3. Write a journal length manuscript of qualitative research, appropriate for submission to a professional journal in psychology or a related discipline.

Methodology:

Each student will engage themselves in interaction and observation of Psychological Processes in a subject/field of their choice and document a seminar report. The Students will then present the findings in the form of a paper for Seminar discussion.

The report is to be submitted in about 3000 words on A4 size sheets, Font 12pt., Times New Roman, 1.5 spacing, headings in Font Size 16. The documentation will be submitted a day before the presentation.

Evaluation Scheme:

Components	Documentation	Internal Supervisor	Presentation	Viva-voce	Total
Weightage (%)	40	10	20	30	100

SEMESTER II
ADVANCED SOCIAL PSYCHOLOGY

Course Name	Course Code	LTP	Credit	Semester
ADVANCED SOCIAL PSYCHOLOGY	MCP201	2:1:0	3	2

A. COURSE LEARNING OUTCOMES (CLOs)

CLO1	Display basic knowledge of the major concepts, and chart the progression of theoretical perspectives, empirical findings, and historical trends in Social Psychology.
CLO2	Describe, explain and evaluate research studies examining core areas of social psychology.
CLO3	Develop a critical understanding of the major methods of research in this area
CLO4	Use critical and creative thinking, sceptical inquiry, and the scientific approach to solve
CLO5	problems related to social behaviour, socialization, group processes (both inter and intra group), and interpersonal processes.
CLO6	Value empirical evidence; act ethically and professionally; and analyse the complexity of socio-cultural and international diversity.
CLO7	Apply psychological concepts, theories, and research findings to solve problems in everyday life and in society

B.SYLLABUS

Course Objectives: The student will:

Understand the use of psychosocial perspectives to explore human experiences and behaviour within social situations or socio-historical context.

Develop insights about basic assumptions and scope of psychosocial perspectives.

Learn the use of research methodologies in social psychology.

Explore the use of psychosocial perspectives in addressing the issues and problems.

Course Contents:

Module I: Introduction to Social Psychology – 7 hours

Nature and scope of social psychology, contemporary, cultural and cross-cultural psychology; traditional theoretical perspectives. Research Methods in Social psychology

Module II: Social Influence and Responding to Social Situations – 8 hours

Social facilitation; social loafing; conformity, compliance, obedience; social power; reactance; cultural context of getting influenced or resisting influence. Social perception; Attitude; Aggression; Prosocial behaviour.

Module III: Intergroup relations – 7 hours

Group dynamics, leadership style and effectiveness. Theories of Intergroup relations. Conflicts and resolution.

Module - IV Applications in real world – 7 hours

Application and challenges of societal development in counseling. Social consciousness and cyber world issues. Issues of gender, poverty, marginalization and social suffering; facilitating wellbeing and self-growth in diverse cultural and socio-political contexts.

Module V: Applied Social Psychology – 7 hours

Nature and origin of stereotyping, nature and origin of prejudice, nature and origin of discrimination, techniques for countering its effects. Applied Social Psychology: health, environment and law, personal space, crowding, territoriality

Texts:

Baron, R. A., & Byrne, D. (2000). (8th ed.). *Social psychology*. New Delhi: Prentice Hall of India.

Billig, M. (1976). *Social psychology and intergroup relations*. NY: Academic Press.

Dalal, A.K., & Misra, G. (Ed.) (2001). *New directions in Indian psychology, Vol. 1: Social psychology*. New Delhi: Sage.

References:

McGarty, C., & Haslam, S. A. (Eds.) (1997). *The message of social psychology*. Oxford, UK: Blackwell.

Misra G. (Ed.) (2009). *Psychology in India, Vol. 2: Social and organizational processes*. New Delhi: Pearson.

Shaw, M. E., & Costanzo, P. R. (1970). *Theories of social psychology*. USA: McGraw-Hill.

Taylor. M., & Moghaddam, F.M. (1987). *Theories of intergroup relations*. NY: Praeger.

Examination Scheme:

Components	MTE	CT/H/P/V/Q	FC/MA/CS/DP	A	EE
Weightage (%)	15	15	15	5	50

MTE- Mid Term Exam; CT-Class Test; H-Home Assignment; P-Presentation; V-Viva; Q-Quiz; FC- Flip class; MA- Movie Analysis; CS- Case study; DP- Discursive paper; A-Attendance; EE-End Session Exam

OPEN ELECTIVE
SOCIAL PSYCHOLOGICAL PERSPECTIVES

Course Name	Course Code	LTP	Credit	Semester
SOCIAL PSYCHOLOGICAL PERSPECTIVES	MCP201	2:1:0	3	2

A. COURSE LEARNING OUTCOMES (CLOs)

CLO1	Describe the social & psychological factors affecting individual.
CLO2	Analyse how social factors influence the psychological factors of individual
CLO3	Apply the knowledge to cater themselves and others in various situations.

B. SYLLABUS

Objectives:

- To understand the use of social psychological perspectives to explore human experiences and behaviour within social situations or socio-historical context.
- To develop insights about the basic assumptions and scope of social psychological perspectives.
- To learn the use of research methodologies in social psychology.
- To explore the use of social psychological perspectives in addressing the issues and problems of the real world.

Course Details:

Module - I Introduction to Social Psychological Perspectives

- Nature and scope of social psychology, contemporary, cultural and cross-cultural psychology; traditional theoretical perspectives (field theory, cognitive dissonance, sociobiology, psychodynamic approaches)
- Research Methods in Social psychology

Module - II Social Influence and Responding to Social Situations

- Social facilitation; social loafing; conformity, compliance, obedience; social power; reactance; cultural context of getting influenced or resisting influence
- Social perception; attitude and its change within cultural context; aggression and ways to manage aggression; prosocial behaviour

Module - III Intergroup relations

- Group dynamics, leadership style and effectiveness
- Theories of intergroup relations (minimal group experiment and social identity theory, relative deprivation theory, realistic conflict theory, equity theory), conflicts and resolution

Module - IV Applications in real world

- Application and challenges of societal development in counseling
- Social consciousness and cyber world issues
- Issues of gender, poverty, marginalization and social suffering; facilitating wellbeing and self-growth in diverse cultural and socio-political contexts

Examination Scheme:

Components	MTE	CT/H/P/V/Q	FC/MA/CS/DP	A	EE
Weightage (%)	15	15	15	5	50

MTE- Mid Term Exam; CT-Class Test; H-Home Assignment; P-Presentation; V-Viva; Q-Quiz; FC- Flip class; MA- Movie Analysis; CS- Case study; DP- Discursive paper; A-Attendance; EE-End Session Exam

References:

Baron, R. A., & Byrne, D. (2000). (8th ed.). *Social psychology*. New Delhi: Prentice Hall of India.
 Billig, M. (1976). *Social psychology and intergroup relations*. NY: Academic Press.
 Dalal, A.K., & Misra, G. (Ed.) (2001). *New directions in Indian psychology, Vol. 1: Social psychology*. New Delhi: Sage.
 McGarty, C., & Haslam, S. A. (Eds.) (1997). *The message of social psychology*. Oxford, UK: Blackwell.

Texts:

Misra G. (Ed.) (2009). *Psychology in India, Vol. 2: Social and organizational processes*. New Delhi: Pearson.
 Misra, G. (Ed.) (1990). *Applied social psychology in India*. New Delhi: Sage.
 Shaw, M. E., & Costanzo, P. R. (1970). *Theories of social psychology*. USA: McGraw-Hill.
 Strickland, L. H., Aboud, F. E., & Gergen, K. J. (1976). *Social psychology in transition*. New York: Plenum.

PSYCHOMETRICS

Course Name	Course Code	LTP	Credit	Semester
PSYCHOMETRICS	MCP202	2:1:0	3	2

A. COURSE LEARNING OUTCOMES (CLOs)

CLO1	Understand the historical perspectives & ethical consideration concerning the nature meaning and types of psychological assessment.
CLO2	Develop the ability to select and evaluate tests for specific purposes, populations, situations, and settings.
CLO3	Gain an insight about standardization of psychological tests.
CLO4	Gain an understanding about basic procedures of using qualitative methodology
CLO5	Develop an understanding about the different tyoes of non-parametric tests and their assumptions

B.SYLLABUS

Course Objectives: The students will be able:

To learn about the philosophical foundations, goals and scope of qualitative

To develop an understanding about the relationship between paradigms of science and methods of qualitative inquiry.

To understand basic procedures of using qualitative methodology.

To learn about scientific rigor in the use of qualitative methodology.

Course Contents:

Module I: Psychological tests – 7 hours

Meaning of psychological assessment and psychometrics, historical background, core characteristics of assessment. Classification of psychological tests. Steps to develop psychological test, Ethical consideration. Applications of psychological tools.

Module II: - Item Analysis and Test Construction – 7 hours

Item analysis: item difficulty, item discrimination, item response theory, Factors related to construction of tools. Rational test construction, Empirical Test construction, Factor Analytic test construction.

Module III: Standardization – 8 hours

Reliability and its types, Validity and its types. Various methods of estimating reliability and Validity. Test Norms- its types, development of norms.

Module IV: Qualitative methods – 7 hours

Choosing an appropriate qualitative method. Qualitative Methods: Theory to Text, Text to theory, Qualitative Research Design, Grounded Theory, Triangulation, State of the Art and Future.

Module V: Non-parametric tests – 7 hours

Non-parametric test: Nature and assumptions. Parametric and non-parametric tests of significance. distribution free statistics, chi-square, contingency coefficient, median and sign test, Friedman test. Familiarization with software packages of statistics and their application.

Text:

Anastasi, A., (1988), *Psychological Testing*; 6th Ed. New York: Mc Millan Publishing Company

Kothari, C. R. (1986). *Research Methodology: Methods and Techniques*. New Delhi : New Age International.

References:

Charmaz, K. (2006). *Constructing grounded theory: A practical guide through qualitative analysis*. Thousand Oaks, CA: Sage.

Denzin, N. K., & Lincoln, Y. (2005). *Handbook of qualitative research*. Thousand Oaks, CA: Sage.

Smith, J. A., Harre, R., & Langenhove, L. V. (1995). *Rethinking methods in psychology*. London: Sage.

Willig, C., & Stainton-Rogers, W. (Eds.) (2008). *Handbook of qualitative research in psychology*. London: Sage.

Examination Scheme:

Components	MTE	CT/H/P/V/Q	FC/MA/CS/DP	A	EE
Weightage (%)	15	15	15	5	50

MTE- Mid Term Exam; CT-Class Test; H-Home Assignment; P-Presentation; V-Viva; Q-Quiz; FC- Flip class; MA- Movie Analysis; CS- Case study; DP- Discursive paper; A-Attendance; EE-End Session Exam

HUMAN DEVELOPMENT IN SOCIAL CONTEXT

Course Name	Course Code	LTP	Credit	Semester
HUMAN DEVELOPMENT IN SOCIAL CONTEXT	MCP203	2:1:0	3	2

A. COURSE LEARNING OUTCOMES (CLOs)

CLO1	Demonstrate knowledge of the major theoretical frameworks in study of human development.
CLO2	Identify the dynamics of development in the early and middle childhood, adolescence, adulthood and old age.
CLO3	To contextualize the developmental concerns in the social context of contemporary India.

B. SYLLABUS

Objectives:

To engage with the major theoretical frameworks in study of human development

To understand the dynamics of development in the early and middle childhood, adolescence, adulthood and old age

To contextualize the developmental concerns in the social context of contemporary India

Course Contents:

Module 1: Theoretical frames in human development: An overview – 7 hours

Psychoanalytical (Freud, Mahler, Winnicott, Kakar), Individual-constructivist (Piaget, Kohlberg), Social-constructivist (Vygotsky, Valsiner), Life-cycle (Erikson) and life span (Baltes) approaches, Dynamic systems theories and transpersonal/integral theories

Module 2: Understanding early and middle childhood – 7 hours

Who is a child? An analysis of images in media and popular culture, Child as a miniature adult and alternate cultural images
Childhood in India, Understanding the concept of multiple childhoods, Physical development, cognitive development, socio-emotional development, moral-ethical development, development of self and inner lives of children

Childhood and care in India: Government policies and concerns (Anganwadis, day care policy, child rights, child labour, RTE, mid-day meal scheme, school dropouts etc.)

Module 3: Adolescence: Developmental issues and social concerns – 8 hours

Entering adolescents' world-issues and crises: A reflective analysis. Does adolescence exist as a stage in India? A critical cultural analysis, Physical development; cognitive development: The nature of thought process and its complexity, intuitive thinking and higher cognition; moral development: The nature of moral reasoning, ideas of a just and ideal world; socio-emotional development; development of self and identity: The dynamics of identity formation and personal-integrational process; Developmental challenges: Negative identity, totalism; models of positive development

Adolescence in India: Government policies and concerns (juvenile delinquency; citizenship rights; policy on higher education etc.)

Module 4: Adulthood and old age: Developmental issues and social concerns – 7 hours

Adulthood and old age in India: Images and constructs – A reflective analysis, Physical development; cognitive development: The nature and complexity of thought, post-formal thought, higher cognition; moral development: Nature of moral thinking, higher stages of moral development; socio-emotional development: The nature of work and human relations in adulthood, life goals, personal satisfaction and mid-life crisis; development of self: Understanding the complexity of self and personal-integrational process, inter-generational relations; potential for inner growth and development

Adulthood and old age in India: Overview of government policy and social concerns (work and labour laws, marriage laws, laws on social security and care of elderly etc.)

Texts & References:

Alexander, C., & Langer, E. (Eds.) (1991). *Higher stages of human development*. New York: Oxford University Press.

Aries, P. (1962). *Centuries of childhood*. New York: Alfred A. Knopf.

Erikson, E., & Erikson, J. (1998). *The life cycle completed*. New York: W. W. Norton & Co.

Gupta, M. (2014). *Sri Aurobindo's vision of integral human development: A future discipline of study*. New Delhi, India: Springer.

Kakar, S. (2008). *The inner world: A psychoanalytic study of childhood and society in India*. New Delhi, India: Oxford University Press.

Kapur, M., & Mukundan, H. (2003). *Childcare in ancient India from the perspectives of developmental psychology and paediatrics*. New Delhi, India: Sri Satguru Publications.

Examination Scheme:

Components	MTE	CT/H/P/V/Q	FC/MA/CS/DP	A	EE
Weightage (%)	15	15	15	5	50

MTE- Mid Term Exam; CT-Class Test; H-Home Assignment; P-Presentation; V-Viva; Q-Quiz; FC- Flip class; MA- Movie Analysis; CS- Case study; DP- Discursive paper; A-Attendance; EE-End Session Exam

INDIAN APPROACHES TO PSYCHOLOGY

Course Name	Course Code	LTP	Credit	Semester
INDIAN APPROACHES TO PSYCHOLOGY	MCP204	2:1:0	3	2

A. COURSE LEARNING OUTCOMES (CLOs)

CLO1	Investigate scope and research methods of study of Indian Psychology.
CLO2	Analyse, evaluate, and compare major theories and concept in Indian psychology and relate new experimental results to these theories.
CLO3	Explain some of the broader implications of Indian Psychology for mind body complex.
CLO4	Understand various dimensions of self and Personality.
CLO5	Describe and evaluate emotion and cognition in Indian context

B. SYLLABUS

Course Objective:

This course enables students to gather knowledge about concept of Indian Psychology. It is further designed to equip students with indigenous psychological practices.

Module: I Scope and Methods of Study – 7 hours

Psychology in the Indian Tradition

Scope and Subject Matter, Sources of Indian Psychology.

Research Methods in Indian Psychology

Experimental Methods, Phenomenological Methods, Other Methods of Relevance

Module: II Centrality of Consciousness – 7 hours

Advaita Metaphysics of Consciousness

Buddhist Phenomenology of Consciousness

Elements of Consciousness, Four Planes of Consciousness

Psychology of Consciousness in Sāṃkhya-Yoga

Module: III Mind–Body Complex – 7 hours

Mind in Indian Psychology

Vedic Conception of the Mind, Sāṃkhya Yoga Conception of Mind

Mind in Advaita Vedānta, Mind in Buddhism

Module: IV Self and Personality – 8 hours

Theories of the “SELF” in Indian Thought

The Concept of Anattā and the Denial of the Self in Buddhism

The Concept of Self in Vedānta and Sāṃkhya-Yoga

Concept of Personality in the Bhagavad Gītā and according to Āyurveda

A Buddhist Perspective on Personality Types

Psychometric Studies of Guṇa

Module: V Cognition and Emotion – 7 hours

Śaṅkara’s Views of Cognition and Knowledge

Bharata on Emotions and Aesthetic Moods

Implications of the Concept of Rasa

Rasa in the Context of Modern Psychology

Karma Yoga as Means to Liberation

Text:

Tart C. T. (1992). *Transpersonal psychologies*. (2nd Ed.). New York ; Harper Collins.

Kuppuswamy, B. (1985). *Elements of Ancient Indian Psychology*, New Delhi-110 002: Vikas Publishing House Pvt. Ltd., t, Ansari Road. (Paper back edition available)

Vrinte, J. (1996). *The quest for the inner man – Transpersonal psychotherapy and integral sadhana*. Pondicherry, India: Sri Mira Trust.

References:

Sinha J. (1985). *Indian Psychology Vol. 1 Cognition,; Vol.2 Emotion; and Will; Vol.3 Epistemology of Perception*. New Delhi: Motilal Banarasidas.

Dalal, A.S. (2001). *A greater Psychology: An Introduction to the Psychological Thought of Sri Aurobindo*, Pondicherry: Sri Aurobindo Ashram Publication Department..

Rama, S. Ballentine, R., Ajaya, S. (1976). *Yoga and psychotherapy*. Honesdale, Pennsylvania: The Himalayan International Institute of Yoga Science and Philosophy.

Examination Scheme:

Components	MTE	CT/H/P/V/Q	FC/MA/CS/DP	A	EE
Weightage (%)	15	15	15	5	50

MTE- Mid Term Exam; CT-Class Test; H-Home Assignment; P-Presentation; V-Viva; Q-Quiz; FC- Flip class; MA- Movie Analysis; CS- Case study; DP- Discursive paper; A-Attendance; EE-End Session Exam

PRACTICUM- II

Course Name	Course Code	LTP	Credit	Semester
PRACTICUM- II	MCP220	0:0:4	2	2

A. COURSE LEARNING OUTCOMES (CLOs)

CLO1	To give practical experience to the students in administering and scoring psychological tests and interpreting the scores.
CLO2	To acquaint the students with the basic procedure and design of psychology experiments. .
CLO3	To familiarize the students with the use of elementary statistical techniques
CLO4	To encourage and guide the students to undertake a small-scale research project.

B. SYLLABUS**Course Objective:**

To give practical experience to the students in administering and scoring psychological tests and interpreting the scores.

To acquaint the students with the basic procedure and design of psychology experiments. .

To familiarize the students with the use of elementary statistical techniques

To encourage and guide the students to undertake a small-scale research project.

Course Content:

S.No.	Practical
1	Transactional Analysis
2	DBDA
3	Interest Inventory
4	MBTI
5	Neo PI
6	Bender Gestalt Test
7	Stroop Test
8	Tower of London
9	PGI Memory Scale
10	Wisconsin Card Sorting

Note: Every student is expected to perform and write any 06 experiments & tests mentioned

Examination Scheme:

Components	Viva	Record Book + Attendance	Practical Continuous	Total
Weightage (%)	40	25+05	30	100

ForeignLanguage (Non Technology)

Course Name	Course Code	LTP	Credit	Semester
français.com (Débutant)	FLN 201/211	2:0:0	2	II

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Students will be able to read and interpret small texts.
CLO 2	Students will be able to communicate in small sentences in writing, self introduction, family description etc.

Students will be able to communicate in small sentences in oral, self introduction, family description etc To familiarize the students of French Language with:

1. to identify the objects and to explain their usage.
2. to do a purchasing in a market, to discuss the price etc.
3. Comparison of the objects.

Course Contents

Unit 2: Pg: 26-40

a. Lexical:

- Everyday small objects
- Numbers from 0 to 1000
- To ask the price of a thing
- Furniture of office
- Adjectives for describing the objects
- colours

b. Grammar:

- Possessive adjectives
- for + infinitive form of the verb
- verb: to have
- negative : not/don't (ne-pas)
- question with « do »formation « est-ce que »?
- question with the “Si”
- prepositions of place
- There is, there are/is there? Are there?
- Placing of the adjectives
- There is a shortage of/Something is missing
- comparatives and superlatives
- tonic pronouns
- pronoun « on »

EXAMINATION SCHEME

Total: 100 marks

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Text &References:

Penfornis, J. (2007), Français.com (Débutant). Paris: CLE International

Français.com (Débutant), livre de professeur

<http://apprendre.tv5monde.com/>

Larousse Dictionnaire français-anglais anglais-français (French Dictionary), W.R.Goyal

Supplementary Materials are given in form of photocopies

Foreign Language German

Course Name	Course Code	LTP	Credit	Semester
Foreign Language German	FLG 201/211	2:0:0	2	II

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Students will hone Basic language skills such as reading, writing, speaking, listening & interactive in the language .
CLO 2	Students will be able to read and interpret small texts .
CLO 3	Students will be able to communicate in small sentences in writing, self introduction, family description etc.
CLO 4	Students will be able to communicate in small sentences in oral, self introduction, family description etc.

After successful completion of this semester, students will be able to:

- Recognizing geographical locations.
- Know famous places in Germany and Europe.
- To be able to form basic questions
- use of past participle of verb was/were and make sentences.
- able to conjugate irregular verbs
- use possessive article for the nominative case
- Use of adjectives in sentences.
- They can describe their house like number of bedroom, kitchen etc
-

Course Content:

Vocabulary

- Verb was/were
- Types of Houses and Apartments,
- State and cities
- directions like north, south etc.,
- Neighboring countries of Germany and their respective languages.
- Description of house: Bedroom, bathroom, kitchen etc.

Grammar:

- Interrogatives – what, which, why, how, who, when
- Yes - no question
- Introduction of irregular verbs
- Article in accusative (definite and indefinite)
- Possessive article

EXAMINATION SCHEME

Total: 100 marks

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Prescribed Text-Book: Lesson 11 onwards from Deutsch als Fremdsprache -1A, IBH & Oxford, New Delhi, 1977

References: Studio D A1 by Hermann Funk, Christina Kuhn and Silke Demme, Cornelsen, 2013

Tangram A1 by Rosa Maria Dallapiazza, Eduard von Jan & Till Schoenherr, Max Hueber, 2007

Sprachtraining A1 by Rita Maria Niemann, Dong Ha Kim, Cornelsen, 2013

Dictionaries for reference: **Studio D: Glossar A1 - Deutsch –Englisch**, Cornelsen, 2013

<http://www.duden.de/woerterbuch>

Materials are given in form of photocopies if felt to be necessary

Foreign Language Spanish

Course Name	Course Code	LTP	Credit	Semester
Language Spanish Foreign	FLS 201/211	2:0:0	2	II

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Students will hone Basic language skills such as reading, writing, speaking, listening & interactive in the language .
CLO 2	Students will be able to read and interpret small texts .
CLO 3	Students will be able to communicate in small sentences in writing, self introduction, family description etc.
CLO 4	Students will be able to communicate in small sentences in oral, self introduction, family description etc .

- To enhance all five skills of the language: Reading, Writing, Listening, Interacting and speaking.
- Adjectives to describe people
- To talk about locations and places.
- To be able to form basic questions
- Counting till 100
- To be able to speak about daily Routine and verbs of daily usage both regular & irregular verbs.

Course Content:

Vocabulary:

Home, Classroom, Neighborhood, hotel, Restaurant, Market, Days name, Months name, Colors names etc. Interrogatives.

Grammar:

Use of SER/ESTAR/TENER/ HAY

Difference between Estar and Hay

Demonstrative pronouns

Interrogatives – what, which, why, how, who, when

Introduction of irregular verbs

Possessive pronouns

ExaminationScheme:

Total: 100 marks

ContinuousEvaluation (Total 50 Marks)					EndSemEvaluation (Total 50 Marks)
Quiz	MidTerm Test	Presentation	Viva Voce	Attendance	End-TermExam
10	15	10	10	5	50

Skills Evaluated: Writing, Comprehension, grammar, and Vocabulary

Text &References:

Nuevo Español Sin Fronteras (ESF1) by Jesús Sánchez Lobato, Concha Moreno Garcia, Concha Moreno Garcia, Isabel Santos Gargallo, Sociedad General Española De Librería, S.A 2005

Pasaporte Nivel (A1) by Matilde Cerralzoza Aragón, Oscar Cerralzoza Gilli, Begoña Llovet Barquero, Edelsa Group didascalía, S.A. 2005

Dictionaries for reference: Collins, www.wordreferences.com.

Essential materials are given in the form of photocopies.

FOREIGN LANGUAGE CHINESE

Course Name	Course Code	LTP	Credit	Semester
Foreign Language Chinese	FLC- 201/211	2:0:0	2	II

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Students will hone Basic language skills such as reading, writing, speaking, listening & interactive in the language
CLO 2	Students will be able to read and interpret small texts .
CLO 3	Students will be able to communicate in small sentences in writing, self introduction, family description etc.
CLO 4	Students will be able to communicate in small sentences in oral, self introduction, family description etc.

On the completion of second semester the students will be able to:

- Read Chinese words, phrases and simple sentences both in Pin Yin and Characters.
- Write Chinese Characters and sentences.
- Speak Chinese dialogues with correct pronunciation & tone.
- Listen and understand simple Chinese words and dialogues used in syllabi.
- Manipulate basic grammatical structures such as questions type (2), 有 sentence, verbal predicate, 们 , numeration, time etc.
- Master and use most essential vocabulary items of day to day use; approx 110 Characters including 50 characters of HSK level -I.
- Understand Sino-Indian Relations.

COURSE CONTENT

1. Personal information : hobbies & habits
2. Personal information : abilities
3. Expression of gratitude
4. Expression of apology
5. Numbers & currencies
6. Expression of time
7. Description of weather
8. Description of direction,
9. Listening of dialogues
10. Conversation based on dialogues
11. Chinese CBT package /video clipping
12. Sino-Indian relations (in English)

VOCABULARY CONTENT

Vocabulary will include approx 110 Characters including 50 Characters of HSK-I level.

1. Vocab related to hobbies, abilities, gratitude, apology numbers, time, weather, direction, etc will be covered.

GRAMMAR CONTENT

1. Question of type (2) & (3)
2. 有 sentence
3. Auxiliary verbs:要,会,能, 可以
3. The sentence with a verb as its predicate.
4. 们: a plural suffix
5. Numeration
6. Interrogative pronoun 多少
7. Counting Money
8. A numeral-measure word as the attributive
9. Time words: Time, month, day & date
10. The demonstrative pronoun as the attributive
11. The adverbial adjunct:
12. Words of location

EXAMINATION SCHEME

Total: 100 marks

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Text books & References

1. Learn Chinese with me book-I (Major Text book), People's Education Press
2. Elementary Chinese Reader Book-I (suggested reading)
2. Chinese Reader (HSK Based) book-I (suggested reading)

3. Practical Chinese Grammar for foreigners (suggested reading)

PROFESSIONAL COMMUNICATION SKILLS

Course Name	Course Code	LTP	Credit	Semester
Professional Communication Skills	BCS 211	1:0:0	1	1

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Investigate strengths and personal insights to be revealed in a Formal Setup of Communication.
CLO 2	Create right selection of words and ideas while also choosing the appropriate networking channel for formal communication
CLO 3	Recognize the mannerisms and methodology of Interview.

B. SYLLABUS

Topic
Enhancing Speaking Skills (JAM, Extempore, Public Speaking : any one)
Poster Making (Current Affairs)
Dream company-based presentation/ PPT Presentation
Interview Essentials (Mock PI) + CV-2
Internship preparation (SOP, Documentation)

EXAMINATION SCHEME:

Components	Public Speaking	Presentation	Personal Interview	Attendance
Weightage (%)	30	30	35	5

SUGGESTED READINGS

- Raman Prakash, Business Communication, Oxford
- Working in English, Jones, Cambridge
- Dr. P.Prasad. *Communication Skills*.S.K.Kataria & Sons
- Koneru, Aruna. *Professional Communication*. The McGraw Hill: New Delhi, 2008. Print
- New International Business English, Jones/Alexander, Cambridge

Course Title: Anandam

Type: Compulsory

Course Name	Course Code	LTP	Credit	Semester
ANANDAM	AND 002	0:0:0	2	2

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Awareness and empathy regarding community issues
CLO 2	Interaction with the community and impact on society
CLO 3	Interaction with mentor and development of Student teacher relationship
CLO 4	Interaction among students, enlarge social network
CLO 5	Cooperative and Communication skills and leadership qualities
CLO 6	Critical thinking, Confidence and Efficiency

B. SYLLABUS

Course Objectives:

After the completion of this course, students will be able to:

- apply their knowledge and skills to solve specific community problem
- learn to plan, lead, and organize community events have a sense of belonging to their college campus and community and find something they are interested in doing during their free time
- make new friends, expand social network, and boost social skills and mental health.
- be useful to society as it will protect them against stress, frustration, and depression

Course Contents:

The project report should be guided by the mentor and shall contain:

- **Synopsis:** clearly stating objectives and activities to be undertaken. Problem identifying and problem-solving projects to be taken up.
- Details of the **Mentor and the Participants are to** be given (name of mentor, name of participants, phone number/mobile no, email, and address)
- Location / community where the work was carried out
- Details of Activities performed are to be given with date
- Number of beneficiaries and impact on the society (the object should be to empower the community and make them self-reliant)
- Photographs taken for documentation of work should be submitted
- Media coverage of the projects should be attached if any
- The Group Community Service Project Report will be submitted by the Student group leader under the guidance of the mentor to the Director/HoIs of the Department.
- The Director/HoIs should get the best report (more than one if required) of the Group Community Service Project uploaded on the HTE website and on the University page
- The Director/HoIs will forward the best report of the department to the Nodal Officer of the University.
- University will forward the report to the state level committee.

GUIDELINES FOR GCSP (Group Community Service Project)

ASSIGNMENT OF ANANDAM FOR SOCIAL AWARENESS (for students)

1. Each member of the group shall write one blog about the decided topic of 500 words (minimum) along with any relevant photos/diagrams/statistical data (with reference).
2. The group member shall write his/her name at the end of the blog.
3. The blog shall be posted on Instagram and Facebook (apart from these any other website wherever the group seems necessary).
4. Print out of the blog where date of when the content is posted, number of followers, comments, name of the writer shall be visible will be taken and file will be maintained for the same.
5. In the cover page of the project mention heading “**Group Community Service Project**”, and the filled format of final project report given by Anandam Scheme.
6. For the topic chosen by the group, students are recommended to cover the following points:
 - a) Current scenario (Regional, national and international level as applicable)
 - b) Future predictions
 - c) Duty of the government
 - d) Government policies (related to the topic), if any
 - e) Duty of public
 - f) Conclusion

Evaluation Scheme:

Project Participation: 2 hours X 8 days (per month) X 4 months = 64 hours

- **C grade =32 hrs (Below 20 marks)**
- **B grade >32 hrs to <=44hrs (20-30 marks)**
- **A grade >44 hrs to<=54hrs (30-40 marks)**
- **O grade >54 hrs to<=64hrs (40-50 marks)**

Evaluation Criteria:

Respective Departmental Anandam mentors are requested to evaluate the project (out of 50) as per the following criteria:

1. Position and exceptions, if any, are clearly stated. The organization of the blog is completely and clearly outlined and implemented.
2. The body of the blog is coherently organized, original and the logic is easy to follow. There is no spelling or grammatical errors and terminology is clearly defined. Writing is clear, concise, and persuasive.
3. Conclusion is clearly stated. The underlying logic is explicit.

BEHAVIOURAL SCIENCE - II
(BEHAVIOURAL COMMUNICATION AND RELATIONSHIP MANAGEMENT)

Course Name	Course Code	LTP	Credit	Semester
BEHAVIOURAL SCIENCE - II (BEHAVIOURAL COMMUNICATION AND RELATIONSHIP MANAGEMENT)	BSS 211	1:0:0	1	2

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Demonstrate an understanding of interpersonal skills as part of effective communication processes.
CLO 2	Identify the effects of behaviour on interpersonal communication
CLO 3	Demonstrate a range of effective interpersonal communication skills
CLO 4	Use assertiveness and interpersonal skills in the workplace team
CLO 5	Utilise effective communication skills to build strong relationships
CLO 6	Develop, implement and promote effective communication techniques

B. SYLLABUS

Course Objective:

This course aims at imparting an understanding of:

Process of Behavioral communication

Aspects of interpersonal communication and relationship

Management of individual differences as important dimension of IPR

Course Contents:

Module I: Behavioral Communication

Scope of Behavioral Communication

Process – Personal, Impersonal and Interpersonal Communication

Guidelines for developing Human Communication skills

Relevance of Behavioral Communication in relationship management

Module II: Managing Individual Differences in Relationships

Principles

Types of issues

Approaches

Understanding and importance of self disclosure

Guidelines for effective communication during conflicts

Module III: Communication Climate: Foundation of Interpersonal Relationships

Elements of satisfying relationships

Conforming and Disconfirming Communication

Culturally Relevant Communication

Guideline for Creating and Sustaining Healthy Climate

Module IV: Interpersonal Communication

Imperatives for Interpersonal Communication

Models – Linear, Interaction and Transaction

Patterns – Complementary, Symmetrical and Parallel

Types – Self and Other Oriented

Steps to improve Interpersonal Communication

Module V: Interpersonal Relationship Development

Relationship circle – Peer/ Colleague, Superior and Subordinate

Initiating and establishing IPR

Escalating, maintaining and terminating IPR

Direct and indirect strategies of terminating relationship

Model of ending relationship

Examination Scheme:

Components	SAP	JOS	FC/MA/CS/HA	P/V/Q	A
Weightage (%)	25	15	30	25	05

SAP- Social Awareness Programme; **JOS-**Journal of Success; **HA-**Home Assignment; **P-**Presentation; **V-**Viva; **Q-**Quiz; **FC-** Flip class; **MA-** Movie Analysis; **CS-** Case study; **A-**Attendance

Text & References:

- Vangelist L. Anita, Mark N. Knapp, Inter Personal Communication and Human Relationships: Third Edition, Allyn and Bacon
- Julia T. Wood. Interpersonal Communication everyday encounter
- Simons, Christine, Naylor, Belinda: Effective Communication for Managers, 1997 1st Edition Cassell
- Harvard Business School, Effective Communication: United States of America

Domain Electives:**LIFE SKILLS**

Course Name	Course Code	LTP	Credit	Semester
LIFE SKILLS	MCP207	2:1:0	3	2

A. COURSE LEARNING OUTCOMES (CLOs)

CLO1	This course will enable students to understand core life skills, its concept, process and practice and how they facilitated the counseling process if they are mastered.
CLO2	Demonstrate knowledge of the key theoretical concepts of life skills
CLO3	The students will acquire the attitudes, knowledge, and skills that contribute to effective learning in across the life span.
CLO4	The student will understand the relationship of academics to the world of work and to life at home and in the community
CLO5	Examine various issues of life (e.g., School related problems, Academic, Study, caree, personal & family problems)
CLO6	Assess to different life skill through different kind of activities.

B. SYLLABUS

Course Objective: This course will enable students to understand core life skills, its concept, process and practice and how they facilitated the counseling process if they are mastered.

Course Content:**Module I: Introduction – 7 hours**

Need & Importance

Application, WHO & UNICEF Model of Life Skills in Counseling

Self awareness & empathy skills

Relevance , development and use in counseling

Module II: Critical & Creative Skill – 7 hours

Relevance for counselor

Development and use of these skills in counseling

Module III: Problem Solving & Decision Making Skill – 8 hours

Relevance for counselor

Development and use of these skills in counseling

Module IV: Communication & IPR – 7 hours

Relevance for counselor

Development and use of these skills in counseling

Module V: Stress management & Handling Emotions – 7 hours

Relevance for counselor

Development and use of these skills in counseling

Text

Dahama, O.P., & Bhatnagar, O.P. (2005). *Education and communication for development (2nd ed.)*. New Delhi: Oxford & IBH Publishing Co. Pvt. Ltd.

Debra, M.G. (2007). *Developing thinking, developing learning - A guide to thinking skills in education*. New York: Open University Press.

Hockenbury, D.H. (2010). *Discovering psychology*. New York: Worth Publishers.

References

Halonen, J. S., & Santrock, J.W. (2009). *Psychology: Context & application. (3rd ed.)*. USA: McGraw-Hill Companies Inc.

Mangal, S.K. (2008). *An introduction to psychology*. New Delhi: Sterling Publishers Pvt. Ltd.

Nair, V. R. (2010). *Life skills, personality and leadership*. Tamil Nadu: Rajiv Gandhi National Institute of Youth Development.

Examination Scheme:

Components	MTE	CT/H/P/V/Q	FC/MA/CS/DP	A	EE
Weightage (%)	15	15	15	5	50

MTE- Mid Term Exam; **CT-**Class Test; **H-**Home Assignment; **P-**Presentation; **V-**Viva; **Q-**Quiz; **FC-** Flip class; **MA-** Movie Analysis; **CS-** Case study; **DP-** Discursive paper; **A-**Attendance; **EE-**End Session Exam

EXPERIMENTAL DESIGNS IN BEHAVIORAL RESEARCH

Course Name	Course Code	LTP	Credit	Semester
EXPERIMENTAL DESIGNS IN BEHAVIORAL RESEARCH	MCP205	2:1:0	3	2

A. COURSE LEARNING OUTCOMES (CLOs)

CLO1	Demonstrate in-depth knowledge in the major concepts and theories of the research designs.
CLO2	Analyse and articulate through extensive practice the employment of research designs
CLO3	Compare and contrast different types of research designs in psychology
CLO4	Understand basic terminology associated with research
CLO5	Examine and reflect different research designs and statistics as per the usage in psychology

B. SYLLABUS

Course Objective:

The present paper is designed to present detailed and comprehensive picture of experimental designs in behavioral science, various types and importance.

Course Contents:

Module I: Introduction – 7 hours

Introduction to Experimental Designs; experimental designs as variance control, error variance

Types: single case experimental design, experimental design, control group, experimental group, quasi experimental designs; and Basic terminologies in experimental design

Module II Analysis of Variance: Foundation of experimental designs – 7 hours

Analysis of variance and t-test

Concept of variance and underlying assumptions

One-way analysis variance

Two-way analysis of variance

Module III- Single Factor Experiments – 7 hours

Fixed effect and random effect models

Equal sample sizes; Test for trends; Unequal sample size

MANOVA

Comparisons of designs with and without repeated measures

Module IV: Factorial Experiments – 8 hours

Factorial experiment: two factors; Factors, assumptions, homogeneity of variance

Repeated experiment; Factorial experiment: three factors; complete factorial experiment

Repeated measures on one factor; two factors and three factors

Module V-Randomized Complete Block Design – 7 hours

Blocking

Randomized Complete Block Design (single subject each cell)

Randomized Complete Block Design (n subject each cell)

Text & References:

Broota, K. D. (1989). *Experimental design in behavioural research*. New Age International.

Examination Scheme:

Components	MTE	CT/H/P/V/Q	FC/MA/CS/DP	A	EE
Weightage (%)	15	15	15	5	50

MTE- Mid Term Exam; CT-Class Test; H-Home Assignment; P-Presentation; V-Viva; Q-Quiz; FC- Flip class; MA- Movie Analysis; CS- Case study; DP- Discursive paper; A-Attendance; EE-End Session Exam

ADVANCED COUNSELING SKILLS

Course Name	Course Code	LTP	Credit	Semester
ADVANCED COUNSELING SKILLS	MCP206	2:1:0	3	2

A. COURSE LEARNING OUTCOMES (CLOs)

CLO1	Describe basic concept of counselling in psychology.
CLO2	Become aware of major counselling skills in counselling psychology.
CLO3	Develop real life understanding of counselling skills in various setting of counselling in psychology.

B.SYLLABUS

Course Objective: This course would prepare the students with the basic and general skills required for counseling.

Course Content:

Module I: Understanding Counseling – 7 hours

Emergence & current trends

Nature of counselors work

Job outlook and Growth

Counseling in diverse environment

Module II: Counselor & Counseling Skills – 8 hours

Basic Counseling skills

Helping and Healing side of counseling

Desirable qualities of a counselor

Counseling Process: Initiating, Establishing Structure & Termination

Module III: Counseling Approaches – 7 hours

Directive, Non-Directive and Eclectic techniques

Affectively, Behaviorally & Cognitively oriented approaches

Module IV: Legal & Ethical Issues – 7 hours

Confidentiality & Professional Ethics

Counselor licensing

Ethical codes & Ground rules

Module V: Counselor's Self-care strategies – 7 hours

Burnout

Causes of stress

Remedies

Text:

Belkin, G. S. (1984). *Introduction to counseling*. Dubuque, Iowa: WCB/McGraw-Hill.

Bellack, A. S., Hersen, M., & Kazdin, A. E. (Eds.) (2012). *International handbook of behavior modification and therapy*. New York: Springer Science & Business Media.

Corey, G. (2015). *Theory and practice of counseling & psychotherapy*. New Delhi: Pearson.

References:

Cormier, L. S., & Nurius, P. S. (2003). *Interviewing and change strategies for helpers* (Fifth ed.). Pacific Grove, CA: Brooks/Cole.

Gladding, S. T. (2012). *Counseling: A comprehensive profession*. New Delhi: Pearson .

Herlihy, B., & Corey, G. (2014). *ACA ethical standards casebook*. New Jersey: John Wiley & Sons.

Joyce, P., & Sills, C. (2014). *Skills in gestalt counseling & psychotherapy*. Los Angeles: Sage.

Examination Scheme:

Components	MTE	CT/H/P/V/Q	FC/MA/CS/DP	A	EE
Weightage (%)	15	15	15	5	50

MTE- Mid Term Exam; CT-Class Test; H-Home Assignment; P-Presentation; V-Viva; Q-Quiz; FC- Flip class; MA- Movie Analysis; CS- Case study; DP- Discursive paper; A-Attendance; EE-End Session Exam

REVIEW ARTICLE

Course Code: MCP 240

L:0,T:0,P:0;C:01

Course Name	Course Code	LTP	Credit	Semester
REVIEW ARTICLE	MCP240	0:0:0	1	2

A. COURSE LEARNING OUTCOMES (CLOs)

CLO1	Develop the scientific bent of mind in understanding the research applications of the subject.
CLO2	Develop an understanding of currently published research literature with the aim of reporting the theoretical work in the field of interest.
CLO3	Describe research insights, existing gaps, future research directions and learn to write review based research articles.

B. SYLLABUS

Course Objectives:

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

1. Develop the scientific bent of mind in understanding the research applications of the subject.
2. Develop an understanding of currently published research literature with the aim of reporting the theoretical work in the field of interest.
3. Describe research insights, existing gaps, future research directions and learn to write review based research articles.

Methodology:

The students will have to select a topic for preparing secondary data based review article appropriate for publishing in any journal. The students will have to collect the literature review in both national and international context. This will be going to help the student in gaining competency in qualitative research.

The report is to be submitted in about 3000 words on A4 size sheets, Font 12pt., Times New Roman, 1.5 spacing, headings in Font Size 16. The report will be submitted in hard copy a day before the presentation.

Evaluation Scheme:

Components	Internal Supervisor	Article writing		Presentation	Viva	Total
		Content	References			
Weightage (%)	10	30	20	20	20	100

Semester III
SUMMER INTERNSHIP EVALUATION

Course Name	Course Code	LTP	Credit	Semester
SUMMER INTERNSHIP EVALUATION	MCP350	0:0:0	3	3

A. COURSE LEARNING OUTCOMES (CLOs)

CLO1	1. Acquire practicing competencies developed throughout the internship.
CLO2	Get well acquainted with the organizational structure, protocol, relationships, processes, treatment compliance of inmates and working conditions in in a specific organization setting (hospitals, NGO, schools, corporate etc.).
CLO3	Stimulate and take initiation in successfully identifying the professional roles involved in community counseling set up and present it.

B. SYLLABUS

Course Objectives:

With the completion of this course, students will be able to:

2. Acquire practicing competencies developed throughout the internship.
3. Get well acquainted with the organizational structure, protocol, relationships, processes, treatment compliance of inmates and working conditions in in a specific organization setting (hospitals, NGO, schools, corporate etc.).
4. Stimulate and take initiation in successfully identifying the professional roles involved in community counseling set up and present it.

Methodology:

The students will join in any one (or more) of the various specific organization setting (hospitals, NGO, schools, corporate etc.).The students have to maintain a logbook. Students have to follow the ethical guidelines of the agency to which they are attached and report to the supervisor in the organization visited as well as their respective internal supervisor assigned by the department. The students have to complete 72 hours of this course. The logbook will be submitted in hard copy a day before the presentation.

Evaluation Scheme:

Components	Logbook	Internal Supervisor	External Supervisor	Presentation	Viva-voce	Total
Weightage (%)	30	10	10	20	30	100

PRACTICUM III

Course Name	Course Code	LTP	Credit	Semester
PRACTICUM III	MCP320	0:0:4	2	3

A. COURSE LEARNING OUTCOMES (CLOs)

CLO1	To give practical experience to the students in administering and scoring psychological tests and interpreting the scores.
CLO2	To acquaint the students with the basic procedure and design of psychology experiments.
CLO3	To encourage and guide the students to undertake a small-scale research project.

B.SYLLABUS**Course Objectives:**

To give practical experience to the students in administering and scoring psychological tests and interpreting the scores.
 To acquaint the students with the basic procedure and design of psychology experiments.
 To encourage and guide the students to undertake a small-scale research project.

Course Content:

S.No.	Practical
1	Behavioral Assessment of children Psychological Well-Being
2	Adolescent Coping Scale
3	Social Support Beck Depression Inventory
4	Body Image Perception Survey
5	Abstinence Self Efficacy Drug Use Questionnaire (AUDIT)
6	Sociometry 16 PF
7	TAT/CAT Sentence Completion Test
8	Depression screening of school children Eysenck Personality Questionnaire
9	Learning Disabilities Assessment Adjustment Scale
10	Diagnostic Interview Schedule for Children (DISC 1V)

Note: Every student is expected to perform and write any 06 experiments & tests mentioned

Examination Scheme:

Components	Viva	Record Book + Attendance	Practical Continuous	Total
Weightage (%)	40	25+05	30	100

ForeignLanguage (Non Technology)

Course Name	Course Code	LTP	Credit	Semester
français.com (Débutant)	FLN 301/311	2:0:0	2	III

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Students will hone Basic language skills such as reading, writing, speaking, listening & interactive in the language .
CLO 2	Students will be able to read and interpret small texts .
CLO 3	Students will be able to communicate in small sentences in writing, self introduction, family description etc.

Students will be able to communicate in small sentences in oral, self introduction, family description etc To familiarize the students of French Language with:

1. the time
2. daily routine
3. the date
4. the work & the hobbies

Course Contents

Unit 3: (français.com (Débutant))Pg: 42-56

A. Lexical:

- time
- verbs : open, close, start, finish
- the stage of a day
- games and sports
- daily activities at work, division of work-hobbies
- the calendar: months, seasons, dates, days of the week
- climate, weather
- expressions on telephone
- salutations in an e-mail

B. Grammar:

- Questions with « at what time »?
- demonstrative adjectives
- pronominal verbs in present
- les prepositions of: to go to or to come from
- adverbs de frequency
- Why...? Because...
- expressions indicating the date
- impersonal verbs
- verb “can” (+ infinitive)
- Monday, next Monday

EXAMINATION SCHEME

Total: 100 marks

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Text &References:

Penfornis, J. (2007), Français.com (Débutant). Paris: CLE International

Français.com (Débutant), livre de professeur

<http://apprendre.tv5monde.com/>

Larousse Dictionnaire français-anglais anglais-français (French Dictionary), W.R.Goyal

Supplementary Materials are given in form of photocopies

Foreign Language German

Course Name	Course Code	LTP	Credit	Semester
Foreign Language German	FLG 301/311	2:0:0	2	III

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Students will hone Basic language skills such as reading, writing, speaking, listening & interactive in the language .
CLO 2	Students will be able to read and interpret small texts .
CLO 3	Students will be able to communicate in small sentences in writing, self introduction, family description etc.
CLO 4	Students will be able to communicate in small sentences in oral, self introduction, family description etc.

After successful completion of this semester, students will be able to:

- describe furniture in a room.
- ask question related to time like when, from when etc.
- tell time (formal and informal)
- how to make calls on phone
- can excuse for cancel appointments.
- speak about their daily routine.

Course Contents

Vocabulary:

- Furniture
- Days and months name
- Time vocabulary like 15 min, quarter, minute, seconds.
- Adjectives use to describe furniture.

Grammar:

- Past participle of verb had
- Usage of negation like **not = nicht; kein= not a single.**
- Preposition of time.
- Use of adjective in sentences.
- Introduction and use of separable verbs

EXAMINATION SCHEME

Total: 100 marks

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Prescribed Text-Book: First 10 Lessons from Deutsch als Fremdsprache -1B, INBH & Oxford, New Delhi, 1977

References: Studio D A1 by Hermann Funk, Christina Kuhn and Silke Demme, Cornelsen, 2013

Tangram A1 by Rosa Maria Dallapiazza, Eduard von Jan & Till Schoenherr, Max Hueber, 2007

Sprachtraining A1 by Rita Maria Niemann, Dong Ha Kim, Cornelsen, 2013

Dictionaries for reference: **Studio D: Glossar A1 - Deutsch –Englisch**, Cornelsen, 2013

<http://www.duden.de/woerterbuch>

Materials are given in form of photocopies if felt to be necessary

Foreign Language Spanish

Course Name	Course Code	LTP	Credit	Semester
Language Spanish Foreign	FLS 301/311	2:0:0	2	III

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Students will hone Basic language skills such as reading, writing, speaking, listening & interactive in the language .
CLO 2	Students will be able to read and interpret small texts .
CLO 3	Students will be able to communicate in small sentences in writing, self introduction, family description etc.
CLO 4	Students will be able to communicate in small sentences in oral, self introduction, family description etc .

- To enable the students to talk about a place like, class room, market, neighborhood and location of thing with the use of prepositions.
- To talk about one's likes/dislikes, how one is feeling, to express opinions, pain and illness.
- Time and date
- Speaking about prices/currency/ market and quantity.
- Counting above 100,
- To discuss near future plans

Course Content

Vocabulary:

Vocabulary pertaining to describe people/ place /objects, Illness, Currency, Market etc. preferences, opinions , body parts etc.

Grammar:

Introduction of stem changing irregular verbs
 Introduction of prepositions (Cerca de/ lejos de/ encima de etc.)
 Present continuous tense (**Estar+ gerundio**)
 Introduction of third person verbs Gustar/Parecer/Encantar/ Doler etc
 Interrogatives – How much/ How many
 Introduction of irregular verbs.
 Immediate future plans (Ir a + verbo)

Examination Scheme:

Total: 100 marks

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Skills Evaluated: Writing, Comprehension, grammar, and Vocabulary

Text & References:

Nuevo Español Sin Fronteras (ESF1) by Jesús Sánchez Lobato, Concha Moreno García, Concha Moreno García, Isabel Santos Gargallo, Sociedad General Española De Librería, S.A 2005
 Pasaporte Nivel (A1) by Matilde Cerralozza Aragón, Oscar Cerralozza Gilli, Begoña Llovet Barquero, Edelsa Group didascalía, S.A. 2005
 Dictionaries for reference: Collins, www.wordreferences.com.
 Essential materials are given in the form of photocopies.

FOREIGN LANGUAGE CHINESE

Course Name	Course Code	LTP	Credit	Semester
Foreign Language Chinese	FLC- 301/311	2:0:0	2	III

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Students will hone Basic language skills such as reading, writing, speaking, listening & interactive in the language
CLO 2	Students will be able to read and interpret small texts .
CLO 3	Students will be able to communicate in small sentences in writing, self introduction, family description etc.

Course Learning Objectives:

- Students will be able to communicate in small sentences in writing, self introduction, family description etc.
- Students will be able to communicate in small sentences in oral, self introduction, family description etc
- On the completion of third semester the students will be able to attain the proficiency of HSK-I and they will be able to
- Read Chinese words, phrases and simple sentences both in Pin Yin and Characters given in the text.
 - Write Chinese Characters and sentences.
 - Speak Chinese dialogues from various fields of day to day life.
 - Listen and understand simple Chinese words and dialogues used in syllabi.
 - Carry out conversation in the target language.
 - Manipulate basic grammatical structures such as: 在, 是, 有 sentence, etc.
 - Master and use most essential vocabulary items of day to day use and programme specific vocabulary; approx 100 Characters including 50 characters of HSK level -I.

COURSE CONTENTS

1. Description of size
2. Description of quantity
3. Asking and replying questions on shopping
4. Asking and replying questions on Communication
5. Conversation Related to Study
6. Conversation Related to Work
7. Expression of Simple Feelings
8. Listening of dialogues
9. Conversation based on dialogues
10. Programme Specific Vocabulary & Expressions
11. Chinese CBT Package
12. Chinese Festivals (In English)

VOCABULARY CONTENTS

1. Vocabulary will include approx 100 Characters including 50 Characters of HSK-I level.
2. Vocab related to size, quantity, shopping, communication, study, work and simple feelings and Programme Specific Vocabulary will be covered during this semester.
3. By the end of third semester the students will be able to master all 150 characters set for the HSK level-I.

GRAMMATICAL CONTENTS

1. Antonyms
2. Prepositional phrases
3. The object of 在, 从
4. Complement of degree
5. Preposed object
6. Verb 在
7. 有 and 是 indicating existence
8. Question of type (4)
9. The 是 sentence type (2).
10. Sentence with a verb taking two objects

EXAMINATION SCHEME

Total: 100 marks

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Text & References

1. Learn Chinese with me book-I (Major Text book), People's Education Press
2. Elementary Chinese Reader Book-I
2. Chinese reader (HSK Based) book-I

3. Module on Programme specific vocab.

PROFESSIONAL COMMUNICATION SKILLS

Course Name	Course Code	LTP	Credit	Semester
Professional Communication Skills	BCS 311	1:0:0	1	1

B. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Develop an idea of professional work place
CLO 2	Learn about the importance of interviews, etiquette.
CLO 3	Learn the basic steps and techniques for preparing and for having a successful interview
CLO 4	Demonstrate Workplace Speaking Skills.

B. SYLLABUS

Topic
Group Discussion-2
PI-2 (Mock Sessions)
CV-3 + Video Resume
Career Mapping (Researching Organization)
Social Media Profiling

EXAMINATION SCHEME:

Components	Group Discussion	Video Resume	Personal Interview	Attendance
Weightage (%)	30	30	35	5

SUGGESTED READINGS

- Raman Prakash, Business Communication, Oxford
- Working in English, Jones, Cambridge
- Dr. P.Prasad. *Communication Skills*.S.K.Kataria & Sons
- Koneru, Aruna. *Professional Communication*. The McGraw Hill: New Delhi, 2008. Print
- New International Business English, Jones/Alexander, Cambridge

**BEHAVIOURAL SCIENCE - III
(LEADING THROUGH TEAMS)**

Course Name	Course Code	LTP	Credit	Semester
BEHAVIOURAL SCIENCE - III (LEADING THROUGH TEAMS)	BSS 311	1:0:0	1	3

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Describe team design features and the difference between team and group, and components of the concept.
CLO 2	Identify the patterns of interaction in a team, method of studying attractions and repulsions in groups sociometry and construction of socio-gram for studying interpersonal relations in a Team.
CLO 3	Analyze various stages of team growth, team performance curve profiling a team: Role of leadership in managing team.
CLO 4	Differentiate between management values, pragmatic spirituality in life and organization building global teams through universal human values.
CLO 5	Demonstrate the leaning of teams, leadership and values, pragmatic spirituality in life and organization building global teams.

B. SYLLABUS

Course Objective:

This course aims to enable students to:
Understand the concept and building of teams
Manage conflict and stress within team
Facilitate better team management and organizational effectiveness through universal human values.

Course Contents:

Module I: Teams: An Overview

Team Design Features: team vs. group
Effective Team Mission and Vision
Life Cycle of a Project Team

Rationale of a Team, Goal Analysis and Team Roles

Module II: Team & Sociometry

Patterns of Interaction in a Team
Sociometry: Method of studying attractions and repulsions in groups

Construction of sociogram for studying interpersonal relations in a Team

Module III: Team Building

Types and Development of Team Building
Stages of team growth

Team performance curve

Profiling your Team: Internal & External Dynamics

Team Strategies for organizational vision
Team communication

Module IV: Team Leadership & Conflict Management

Leadership styles in organizations
Self Authorized team leadership
Causes of team conflict
Conflict management strategies
Stress and Coping in teams

Module V: Global Teams and Universal Values

Management by values

Pragmatic spirituality in life and organization

Building global teams through universal human values

Learning based on project work on Scriptures like Ramayana, Mahabharata, Gita etc.

Examination Scheme:

Components	SAP	JOS	FC/MA/CS/HA	P/V/Q	A
Weightage (%)	25	15	30	25	05

SAP- Social Awareness Programme; **JOS-**Journal of Success; **HA-**Home Assignment; **P-**Presentation; **V-**Viva; **Q-**Quiz; **FC-** Flip class; **MA-** Movie Analysis; **CS-** Case study; **A-**Attendance

Text & References:

- Hoover, Judhith D. Effective Small Group and Team Communication, 2002, Harcourt College Publishers
- LaFasto and Larson: When Teams Work Best, 2001, Response Books (Sage), New Delhi
- Dick, Mc Cann & Margerison, Charles: Team Management, 1992 Edition, viva books

- J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 2, Group (1996); Pfeiffer & Company
- Smither Robert D.; The Psychology of Work and Human Performance, 1994, Harper Collins College Publishers

Course Title: Anandam

Type: Compulsory

Course Name	Course Code	LTP	Credit	Semester
ANANDAM	AND 003	0:0:0	2	3

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Awareness and empathy regarding community issues
CLO 2	Interaction with the community and impact on society
CLO 3	Interaction with mentor and development of Student teacher relationship
CLO 4	Interaction among students, enlarge social network
CLO 5	Cooperative and Communication skills and leadership qualities
CLO 6	Critical thinking, Confidence and Efficiency

B. SYLLABUS

Course Objectives:

After the completion of this course, students will be able to:

- apply their knowledge and skills to solve specific community problem
- learn to plan, lead, and organize community events have a sense of belonging to their college campus and community and find something they are interested in doing during their free time
- make new friends, expand social network, and boost social skills and mental health.
- be useful to society as it will protect them against stress, frustration, and depression

Course Contents:

The project report should be guided by the mentor and shall contain:

- **Synopsis:** clearly stating objectives and activities to be undertaken. Problem identifying and problem-solving projects to be taken up.
- Details of the **Mentor and the Participants** are to be given (name of mentor, name of participants, phone number/mobile no, email, and address)
- Location / community where the work was carried out
- Details of Activities performed are to be given with date
- Number of beneficiaries and impact on the society (the object should be to empower the community and make them self-reliant)
- Photographs taken for documentation of work should be submitted
- Media coverage of the projects should be attached if any
- The Group Community Service Project Report will be submitted by the Student group leader under the guidance of the mentor to the Director/HoIs of the Department.
- The Director/HoIs should get the best report (more than one if required) of the Group Community Service Project uploaded on the HTE website and on the University page
- The Director/HoIs will forward the best report of the department to the Nodal Officer of the University.
- University will forward the report to the state level committee.

GUIDELINES FOR GCSP (Group Community Service Project)

ASSIGNMENT OF ANANDAM FOR SOCIAL AWARENESS (for students)

1. Each member of the group shall write one blog about the decided topic of 500 words (minimum) along with any relevant photos/diagrams/statistical data (with reference).
2. The group member shall write his/her name at the end of the blog.
3. The blog shall be posted on Instagram and Facebook (apart from these any other website wherever the group seems necessary).
4. Print out of the blog where date of when the content is posted, number of followers, comments, name of the writer shall be visible will be taken and file will be maintained for the same.
5. In the cover page of the project mention heading **“Group Community Service Project”**, and the filled format of final project report given by Anandam Scheme.
6. For the topic chosen by the group, students are recommended to cover the following points:
 - a) Current scenario (Regional, national and international level as applicable)
 - b) Future predictions
 - c) Duty of the government
 - d) Government policies (related to the topic), if any
 - e) Duty of public

f) Conclusion

Evaluation Scheme:

Project Participation: 2 hours X 8 days (per month) X 4 months = 64 hours

- **C grade =32 hrs (Below 20 marks)**
- **B grade >32 hrs to <=44hrs (20-30 marks)**
- **A grade >44 hrs to<=54hrs (30-40 marks)**
- **O grade >54 hrs to<=64hrs (40-50 marks)**

Evaluation Criteria:

Respective Departmental Anandam mentors are requested to evaluate the project (out of 50) as per the following criteria:

1. Position and exceptions, if any, are clearly stated. The organization of the blog is completely and clearly outlined and implemented.
2. The body of the blog is coherently organized, original and the logic is easy to follow. There is no spelling or grammatical errors and terminology is clearly defined. Writing is clear, concise, and persuasive.
3. Conclusion is clearly stated. The underlying logic is explicit.

Domain Electives:**COMMUNITY PSYCHOLOGY**

Course Name	Course Code	LTP	Credit	Semester
COMMUNITY PSYCHOLOGY	MCP309	2:1:0	3	3

A. COURSE LEARNING OUTCOMES (CLOs)

CLO1	Explore history of community psychology and various models of mental health services
CLO2	Identify the role of various models, concept of community-based rehabilitation, and issues and challenges of different groups of community
CLO3	Analyse various models of community mental health services, community-based rehabilitation and issues of different communities of society

B.SYLLABUS

Course Objectives: The course objective is designed to provide an in-depth and critical study of community psychology. It includes the nature and goals of community psychology, interventions within a community framework. Community based programs and current applied issues in community psychology are covered. It would help them develop a community-based orientation towards mental health.

Course Contents:**Module I: Introduction – 7 hours**

Introduction to community psychology: Concept, nature and principles of community psychology
Evolution and history of community movement
Goals of community psychology, community psychology today

Module II: Community mental health – 7 hours

Community mental health and its indices
Social change: importance, reasons and types of social change, creating and sustaining social change
Quality of life, mental health education, awareness and promotional programs in India

Module III Community Problems and Interventions – 8 hours

Problems of community life: unemployment, aggression, alienation violence
Modalities of community intervention
Role of change agents and media in community interventions

Module IV: Community based rehabilitation – 7 hours

Community based rehabilitation (CBR): Issues, principles,
Health promotion: process of community organization for health promotion, importance. Community program for: child and maternal health, physical challenged and old age in the Indian context.

Module V: Future of Community Psychology – 7 hours

Recent social and political agendas affecting community psychology.
General recommendations about social change for the coming year, promoting the values.
Action research, diversity issues.
Community development and empowerment: case studies in Indian context

Text:

Duffy, K (2002). *Community Psychology* (3rd Ed.). Boston: Allyn & Bacon.
Korchin, S.J. (1988). *Modern clinical psychology*. CBS Publication

References:

Mortisugu, G. Wong, F. Y., & Duffy, K. G. (2009). *Community psychology* (4th ed.). Boston: Allyn & Bacon.
Iscue, I. Block, B.L. & Spielberger, CD (Eds.) (1997). *Community psychology: Perspectives in training and research*. Appleton Century Crofts. NY.
Mann, P.A. (1978). *Community Psychology: Concepts and Applications*. The Free Press. Moritsugu.

Examination Scheme:

Components	MTE	CT/H/P/V/Q	FC/MA/CS/DP	A	EE
Weightage (%)	15	15	15	5	50

MTE- Mid Term Exam; **CT-**Class Test; **H-**Home Assignment; **P-**Presentation; **V-**Viva; **Q-**Quiz; **FC-** Flip class; **MA-** Movie Analysis; **CS-** Case study; **DP-** Discursive paper; **A-**Attendance; **EE-**End Session Exam

BEHAVIORAL PROBLEMS OF CHILDREN & ADOLESCENTS

Course Name	Course Code	LTP	Credit	Semester
BEHAVIORAL PROBLEMS OF CHILDREN & ADOLESCENTS	MCP310	2:1:0	3	3

A. COURSE LEARNING OUTCOMES (CLOs)

CLO1	Develop theoretical perspective on problem behaviour of children and adolescents.
CLO2	Identify problem behaviour of children and adolescents and develop an appropriate evidence-based intervention for it.
CLO3	Demonstrate specific skills and strategies useful for working with issues related to abuse

B. SYLLABUS

Course Objectives: The purpose of this course is to expose the students to various behavioral problems experienced by children and adolescents. Understand the social issues and intervention for each type of problem. Know the process of intervention to various behavioral problems.

Course Contents:

Module I: Clinical Problems in Infancy and Early Childhood – 7 hours

Developmental Perspectives on Problem Behavior in Childhood. Developmental Perspectives on Problem Behavior in Adolescence. Theoretical perspectives. Disruptive Problems, Emotional Problems, Eating & Feeding Problems, Sleep problems, Toileting problems. Interventions

Module II: Conduct problems in School going Children – 7 hours

Attention and overactivity problems. Fear and anxiety problems. Repetition problems. Somatic problems. Interventions.

Module III: Learning Disabilities – 8 hours

Definition, Concept and Prevalence
Types of LD: dyslexia, dysgraphia, dyscalculia, dyspraxia
Bilingualism/Multilingualism
Assessment of LD
Issues in adulthood, Services -National and International scenario

Module IV: Other associated problems – 7 hours

Disruptive Behaviour Disorder: Oppositional Defiant Disorder and Conduct Disorder
Delinquent behaviour, Vandalism
Parent-child relationship, role of parenting
Peer relationship

Module V: Problems in adolescence – 7 hours

Physical abuse, Emotional abuse and neglect
Sexual abuse, Substance abuse
Intervention

Texts:

Carr, A. (2003). *The handbook of child and adolescent clinical psychology: A contextual approach*. USA: Routledge.
Kauffman, J. M. (1997). *Characteristics of emotional and behavioral disorders of children and youth*. Merrill/Prentice Hall, One Lake Street, Upper Saddle River, NJ 07458.

References:

Gibbs, J. T., & Huang, L. N. (1989). *Children of color: Psychological interventions with minority youth*. Jossey-Bass.
Rutter, M. (1975). *Helping troubled children*. Plenum.

Examination Scheme:

Components	MTE	CT/H/P/V/Q	FC/MA/CS/DP	A	EE
Weightage (%)	15	15	15	5	50

MTE- Mid Term Exam; CT-Class Test; H-Home Assignment; P-Presentation; V-Viva; Q-Quiz; FC- Flip class; MA- Movie Analysis; CS- Case study; DP- Discursive paper; A-Attendance; EE-End Session Exam

GUIDED COUNSELING

Course Name	Course Code	LTP	Credit	Semester
GUIDED COUNSELING	MCP375	0:0:0	3	3

A. COURSE LEARNING OUTCOMES (CLOs)

CLO1	Identify the psychological problem of the clients.
CLO2	Find out the causes behind the psychological problems.
CLO3	Learn to carry out some counseling sessions of the client.

B.SYLLABUS**Course Objectives:**

With the completion of this course, students will be able to:

1. Identify the psychological problem of the clients.
2. Find out the causes behind the psychological problems.
3. Learn to carry out some counseling sessions of the client.

Methodology:

In the beginning the student will practice counseling skills with Psycho-education and rapport building in peer group under the supervision of faculty. Student should select at least 10 cases related to different psychological issues related to different types of counseling which will be taught by the faculty/counselor. Applications of counseling skills in real situation can be reported by the student and discussed with the faculty/counselor for necessary modification.

Submission of report of counseling cases and exercises report of the 10 counseling cases should be neatly typed in the standard format and should be submitted in hard copy a day before the presentation. The report should cover the following points.

- Case history, Genogram of the Client
- Identification of the problem
- Psychological Assessment
- Diagnosis of problem
- Prognosis
- Session plan
- Therapeutic intervention used and its justification
- Summary and Outcomes
- Ethics Followed

Examination Scheme:

Components	<i>Internal Supervisor</i>	<i>Case Reports</i>	<i>Presentation</i>	<i>Viva Voce</i>	<i>Total</i>
Weightage (%)	10	40	20	30	100

SCIENTIFIC RESEARCH PAPER

Course Name	Course Code	LTP	Credit	Semester
SCIENTIFIC RESEARCH PAPER	MCP365	0:0:0	1	3

A. COURSE LEARNING OUTCOMES (CLOs)

CLO1	Develop research orientations to understand and enhance skills in Research Methodology.
CLO2	Gain competency in presentation skills which will further enhance their confidence.
CLO3	Understand the scientific ways of data collection, statistical analysis, Formulation and interpretation of data.

B.SYLLABUS

Course Objectives:

With the completion of this course, students will be able to:

1. Develop research orientations to understand and enhance skills in Research Methodology.
2. Gain competency in presentation skills which will further enhance their confidence.
3. Understand the scientific ways of data collection, statistical analysis, Formulation and interpretation of data.

Methodology:

The students will have to select a topic for research in recent scenario, conduct review literature, plan research design, and collect data and statistical techniques as well. Through this course, the students will be able to develop an understanding about empirical research and referencing. Students are required to publish a research paper under faculty supervision. The publication should be in a refereed peer reviewed National/International Journal.

The SRP will consist of the following chapters:

- 1) Abstract
- 2) Introduction
- 3) Conceptual Framework/Review of literature
- 4) Methodology (with Research Plan/Design)
- 5) Result and Discussion
- 6) Conclusion and Recommendations
- 7) Bibliography or References

The report is to be submitted on A4 size sheets, Font 12pt., Times New Roman, 1.5 spacing, headings in Font Size 16. No word limit. The research paper has to be submitted in hard copy a day before the presentation.

Evaluation Scheme:

Components	Methodology & Result and Discussion	Publication	Internal Supervisor	Presentation	Viva-voce	Total
Weightage (%)	20	20	10	20	30	100

M.A. Specialization In Clinical Psychology

INTRODUCTION TO CLINICAL PSYCHOLOGY

Course Name	Course Code	LTP	Credit	Semester
INTRODUCTION TO CLINICAL PSYCHOLOGY	MCP301	2:1:0	3	3

A. COURSE LEARNING OUTCOMES (CLOs)

CLO1	Describe historical perspective and professional identity in the area of clinical psychology.
CLO2	Understand various approaches related to clinical psychology.
CLO3	Apply the knowledge to improve the biological, psychological, social, emotional aspect of human functioning
CLO4	Understand the application of various methods and techniques required for assessing psychiatric disorders

B. SYLLABUS

Objectives:

To familiarize with the history and development of clinical psychology as a field in India and its evolving professional identity.
 To orient students to major theoretical models which guide clinical psychological practice and research.
 To orient about clinical assessment process and its applications in various domains.

Course Contents:

Module – I: Foundations – 7 hours

Historical background: Early & recent history

Nature of discipline: Theory and research

Developing a professional identity: Education & training, professional activities and employment settings, sub-specializations.

Module – II: Psychodynamic approach – 7 hours

Brief orientation to four psychoanalytic psychologies – Drive, ego, object relations & self-psychology

Understanding psychological defenses, regression, and the true and false self-systems

Module – III: Other major approaches – 8 hours

Behavioural and cognitive-behavioural

Humanistic

Existential

Family systems

Biological

Attempt at integration: Bio-psycho-social

Module – IV: Clinical assessment – 7 hours

Rationale and planning

Clinical interviewing

Areas of applications: Intellectual and educational; personality and interpersonal; behavioural and psycho-diagnostic

References:

Aiken, L. R. (2000). *Psychological testing and assessment* (10th ed.). Boston: Allyn & Bacon.

Anastasi, A., & Urbina, S. (1997). *Psychological testing* (7th ed.). Delhi, India: Pearson Education.

Fernandes-Ballesteros, R. (Ed.) (2003). *Encyclopedia of psychological assessment* (Vol. I & II). New Delhi, India: Sage.

Freeman, F. S. (1965). *Theory and practice in psychological testing* (3rd ed.). New Delhi, India: Oxford and IBH.

Texts:

Kaplan, R. M., & Saccuzzo, D. P. (2001). *Psychological testing: Principles, applications, and issues* (5th ed.). New Delhi, India: Asian Books Pvt. Ltd.

Koocher, G. P., Norcross, J. C., & Hill, S. S. (Eds.) (1998). *Psychologists' desk reference*. Oxford: Oxford University Press.

Examination Scheme:

Components	MTE	CT/H/P/V/Q	FC/MA/CS/DP	A	EE
Weightage (%)	15	15	15	5	50

MTE- Mid Term Exam; CT-Class Test; H-Home Assignment; P-Presentation; V-Viva; Q-Quiz; FC- Flip class; MA- Movie Analysis; CS- Case study; DP- Discursive paper; A-Attendance; EE-End Session Exam

PSYCHOPATHOLOGY

Course Name	Course Code	LTP	Credit	Semester
PSYCHOPATHOLOGY	MCP302	2:1:0	3	3

A. COURSE LEARNING OUTCOMES (CLOs)

CLO1	Describe various types classification systems of disorder
CLO2	Understand various types of psychopathologies and their diagnosis
CLO3	Apply the knowledge to improve mental health of individuals

B. SYLLABUS

Objectives:

To develop understanding of the various manifestations of psychopathology.

To familiarize with DSM V and ICD 10 classificatory systems in the context of diagnosis of various psychiatric/psychological disorders.

Contents:

Module – I: Classification and models of psychopathology – 7 hours

Psychopathology and systems of classification.

Basic features of DSM-V & ICD-10: Similarities, differences and critical evaluation.

Major theoretical models of psychopathology.

Critical evaluation.

Module – II: Disorders of mood, anxiety, somatoform & behavioural syndromes – 7 hours

Clinical characteristics and etiology of depression, bipolar affective disorders.

Clinical characteristics and etiology of phobia, panic, OCD, PTSD, adjustment disorder.

Clinical characteristics and etiology of dissociative disorder, somatoform disorder, other neurotic disorders.

Clinical characteristics and etiology of eating disorder, sleep disorder.

Module – III: Psychotic spectrum disorders – 7 hours

Clinical characteristics and etiology of schizophrenia, delusion, other psychotic disorders.

Schizophrenia and its spectrum.

Delusional, brief and shared psychotic disorders.

Schizo-affective disorders and related manifestations.

Other psychotic disorders, cultural specific manifestations, organic overlay.

Module – IV: Disorders of infancy, childhood and adolescence – 8 hours

Clinical characteristics and etiology of specific developmental disorder of scholastic skills.

Pervasive developmental disorders.

Behavioural and emotional disorders.

Disorders of social functioning.

References:

Adams, P. B., & Sutker, H. E. (2001). *Comprehensive handbook of psychopathology* (3rd ed.). New York: Springer.

Craighead, W. E., Miklowitz, D. J., & Craighead, L. W. (2008). *Psychopathology: History, diagnosis and empirical foundations*. New York: John Wiley and Sons.

Hersen, M., & Beidel, D. (2012). *Adult psychopathology and diagnosis* (6th ed.). New York: Wiley.

Texts:

Blaney, P. H., Krueger, R. F., & Millon, T. (2015). *Oxford textbook of psychopathology* (3rd ed.). New York: Oxford University Press.

Millon, T., Krueger, R. F., & Simonsen, E. (2011). *Contemporary directions in psychopathology*. New York: Guilford Press.

Sadock, B. J., & Sadock, V. A. (2015). *Kaplan and Sadock's synopsis of psychiatry* (11th ed.). PA, USA: Lipincott, Williams and Wilkins.

Examination Scheme:

Components	MTE	CT/H/P/V/Q	FC/MA/CS/DP	A	EE
Weightage (%)	15	15	15	5	50

MTE- Mid Term Exam; CT-Class Test; H-Home Assignment; P-Presentation; V-Viva; Q-Quiz; FC- Flip class; MA- Movie Analysis; CS- Case study; DP- Discursive paper; A-Attendance; EE-End Session Exam

PSYCHOTHERAPY

Course Name	Course Code	LTP	Credit	Semester
PSYCHOTHERAPY	MCP303	2:1:0	3	3

A. COURSE LEARNING OUTCOMES (CLOs)

CLO1	Develop an appreciation for the importance of psychotherapy research
CLO2	Describe different psychotherapeutic intervention techniques
CLO3	Understand the role of psychotherapist in different intervention techniques.
CLO4	Develop skills and knowledge required to work with clients in order to carry out psychological interventions

B. SYLLABUS

Objectives:

To understand theories and techniques of major psychotherapy approaches.

To develop an appreciation for the importance of psychotherapy research .

Course Contents:

Module - I: Foundations – 7 hours

Becoming a psychotherapist: Training and supervision.

Stages of therapy.

Modes of therapy: Individual, group, couples & family.

Psychotherapy research.

Critical/controversial issues in psychotherapy.

Module – II: Psychodynamic therapies – 7 hours

Psychoanalytic therapies.

Brief analytic therapies.

Object-relations therapies.

Interpersonal approaches.

Module – III: Humanistic & transpersonal therapies – 7 hours

Client-centred therapies.

Existential therapies.

Gestalt therapies.

Transpersonal therapies.

Module – IV: Behavioural & cognitive-behavioural therapies – 8 hours

Behavioural therapy.

Cognitive therapy (Beck).

Rational emotive behaviour therapy (Ellis).

References:

Brems, C. (2000). *Dealing with challenges in psychotherapy and counseling*. Singapore: Brooks/Cole.

Brems, C. (2001). *Basic skills in psychotherapy and counseling*. Singapore: Brooks/Cole.

Corey, G. (2015). *Theory and practice of counseling and psychotherapy* (10th ed.). Boston: Cengage Learning.

Dryden, W. (2007). *Dryden's handbook of individual therapy* (5th ed.). New Delhi, India: Sage.

Prochaska, J. O., & Norcross, J. C. (2003). *Systems of psychotherapy: A transtheoretical analyses* (5th ed.). Pacific Grove, CA:

Texts:

Sundel, M., & Sundel, S. S. (2004). *Behavior change in the human services: Behavioral and cognitive principles and applications* (5th ed.). Thousand Oaks, CA: Sage Publications.

Todd, J., & Bohart, A. C. (2005). *Foundations of clinical and counseling psychology*. Grove, IL: Waveland Press.

Trull, T. J., & Phares, E. J. (2001). *Clinical psychology: Concepts, methods, and profession* (6th ed.). Belmont, CA:

Wadsworth/Thomson Learning.

Examination Scheme:

Components	MTE	CT/H/P/V/Q	FC/MA/CS/DP	A	EE
Weightage (%)	15	15	15	5	50

MTE- Mid Term Exam; CT-Class Test; H-Home Assignment; P-Presentation; V-Viva; Q-Quiz; FC- Flip class; MA- Movie Analysis; CS- Case study; DP- Discursive paper; A-Attendance; EE-End Session Exam

CLINICAL PSYCHOLOGY: A POSITIVE PSYCHOLOGY APPROACH

Course Name	Course Code	LTP	Credit	Semester
CLINICAL PSYCHOLOGY: A POSITIVE PSYCHOLOGY APPROACH	MCP304	2:1:0	3	3

A. COURSE LEARNING OUTCOMES (CLOs)

CLO1	Explore the development of positive psychology and Indian and Western approach to it.
CLO2	Evaluate the role of positive psychology models in quality of life and wellbeing of clients.
CLO3	Using elements of positivity in counselling
CLO4	Studying role of positive relationships and apply apply positive psychological approach in clinical set up.
CLO5	Applications of Positive Psychology in Counselling diverse populations

B. SYLLABUS

Course Objectives:

The course examines paradigm shift from pathologies to positive subjective experience and positive individual traits to improve quality of life. A framework for a science of positive psychology is built on the aim to promote positive relationships which has implications in various areas of psychology. The course helps the students to acquire insights into their own strengths and utilize them to increase their own and others' wellbeing.

Course Contents:

Module I: Introduction to Positive Psychology – 7 hours

Theoretical background : Association between positive psychology and counseling; Salutogenic vs pathogenic models. Counseling using positive psychology: Indian and Western tradition

Module II: Role of inducing Positive Emotional and Cognitive States – 8 hours

Using elements of positivity in counseling: Principles of pleasure; Positive emotions, emotional states and positive health; emotional intelligence; optimism and hope; self efficacy; wisdom and courage; faith; flow and spirituality.

Module III: Focus on enhancement of Subjective Well-Being and Quality of Life – 7 hours

Making of a fully functioning positive individual: role of life satisfaction and happiness; well-being , quality of life and meaning in life.

Module IV: Role of Promoting Positive Relationships – 7 hours

Self and consciousness; mindfulness; positive personal traits; positive coping strategies; positive relationships: Love; Compassion, Forgiveness, Altruism, Gratitude, Empathy.

Application of the above in family, parental, caregivers' and marital counseling.

Module V: Applications of Positive Psychology in counseling diverse populations – 7 hours

Ageing; Health; Work; Mental Health and Behavior; Stress Management; Communities ME/WE balance.

Texts:

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

Seligman, M. (1994). *What you can change and what you can't*. New York: Knopf.

References:

Anderson, N.B. (2003). *Emotional longevity*. New York: Viking.

Andrews, F.M., & Withey, S.D. (1976). *Social indicators of wellbeing*. New York: Plenum Press.

Baltes, P., & Staudinger, U.M. (2000). Wisdom: A metaheuristic (pragmatic) to orchestrate mind and virtue toward excellence. *American Psychologist*, 55, 122- 136.

Bradburn, N., & Caplovitz, D. (1965). *Reports of happiness*. Chicago: Aldine.

Buss, D.M. (2000). The Evolution of Happiness. *American Psychologist*, 55, 15- 23.

Csikszentmihalyi, M. (1975). *Beyond boredom and anxiety*. San Francisco: Jossey-Bass.

Examination Scheme:

Components	MTE	CT/H/P/V/Q	FC/MA/CS/DP	A	EE
Weightage (%)	15	15	15	5	50

MTE- Mid Term Exam; CT-Class Test; H-Home Assignment; P-Presentation; V-Viva; Q-Quiz; FC- Flip class; MA- Movie Analysis; CS- Case study; DP- Discursive paper; A-Attendance; EE-End Session Exam

M.A. SPECIALIZATION IN COUNSELING PSYCHOLOGY
METHODS AND APPROACHES IN COUNSELING

Course Name	Course Code	LTP	Credit	Semester
METHODS AND APPROACHES IN COUNSELING	MCP305	2:1:0	3	3

A. COURSE LEARNING OUTCOMES (CLOs)

CLO1	Explore various approaches, methods and techniques in counselling.
CLO2	Apply the knowledge of various approaches using different methods and techniques.
CLO3	Evaluate the application of various method and techniques in different situations.

B. SYLLABUS

Objectives:

To give a comprehensive understanding of the different methods and approaches to counseling.

To give the student the experience of undergoing as well as performing counseling using different methods.

Course Contents:

Module - I: Approaches to Counseling – 7 hours

Psychodynamic approaches.

Behavioristic approaches.

Humanistic approaches.

Existential counseling.

Indian spiritual/yogic approaches.

Module – II: Dynamic Methods – 7 hours

Psychoanalytic counseling.

Jungian theory based counseling.

Adlerian counseling.

Other Neo-Freudian methods.

Module – III: Other Techniques – 7 hours

Behavioristic counseling.

Cognitive counseling.

Non-directive counseling.

Directive counseling.

Psycho-drama, use of fine arts in counseling.

Module – IV: Miscellaneous Approaches, Methods and Techniques – 7 hours

Group counseling.

Peer counseling, co-counseling.

Other counseling approaches and methods.

Modern developments in counseling.

References:

Chandra, R. (2011). *Psychology, counseling and therapeutic practices*. N.D.:Gyan Books.

Clarkson, P. (Ed.) (1998). *Counseling Psychology*. U.K.:Psychology Press.

Corey, G. (2004). *Theory and practice of counseling and psychotherapy*. NJ, USA: Princeton.

Texts:

Misra, G. (Ed.) (2011). *Handbook of psychology in India*. New Delhi, India: Oxford University Press.

Nelson-Jones.,R. (2012). *Introduction to counselling skills*. Los Angeles:Sage

Sejwal, P., & Arora, M. (2012). *Counseling psychology*. N.D.:Crescent Publishing

Examination Scheme:

Components	MTE	CT/H/P/V/Q	FC/MA/CS/DP	A	EE
Weightage (%)	15	15	15	5	50

MTE- Mid Term Exam; CT-Class Test; H-Home Assignment; P-Presentation; V-Viva; Q-Quiz; FC- Flip class; MA- Movie Analysis; CS- Case study; DP- Discursive paper; A-Attendance; EE-End Session Exam

ASSESSMENT & RESEARCH IN COUNSELING

Course Name	Course Code	LTP	Credit	Semester
ASSESSMENT & RESEARCH IN COUNSELING	MCP306	2:1:0	3	3

A. COURSE LEARNING OUTCOMES (CLOs)

CLO1	Understanding assessment, testing and research as important tools in counselling psychology.
CLO2	Identify and learn various research methods applied in counselling psychology and Demonstrate awareness of major methods of research and analysis of data in counseling psychology.
CLO3	Understand problems of test development and research in India and future practice

B. SYLLABUS

Objectives:

To give the student a broad acquaintance with psychological measurement and assessment, psychological tests, testing in India and methods of test development.

To train the students in methods of research and analysis of data in counseling psychology.

Course Contents:

Module - I : Psychological Measurement – 7 hours

Methods of personality assessment.

Psychological testing.

Well known psychological tests.

Tests and testing in India used for counseling.

Module – II: Test Development – 7 hours

Steps in test development.

Item analysis.

Preparation of norms.

Methods for determining reliability and validity.

Module - III Research Methods – 7 hours

Quantitative data and analysis.

Types of qualitative data and techniques for analysis.

Research design.

Computerisation, writing research reports, papers, books.

Module – IV: Counseling in India – 7 hours

Problems of test development in India.

History of counseling movement in India, Indianisation of counseling.

Contemporary issues relating to counseling practice in India.

Future of counseling practice, research and development in India.

Texts & References:

Blocher, D. H. (2000). *Evolution of counseling psychology*. N.Y.:Springer.

Breakwell, G. M., Smith, J. A. & Wright, D. B. (Eds.) (2012). Los Angeles: *Research methods in psychology*. Sage.

Groth-Marnat, G., & Wright, A. J. (2016). *Handbook of psychological assessment*. N.J: Wiley.

Lane, S., Raymond, M. R., & Haladyna, T. M. (Eds.) (2015). *Handbook of test development*. U.K.: Routledge.

Misra, G. (Ed.) (2009). *The structure of Indian mind*. New Delhi, India: L.B. Shastri Sanskrit Vidyapeeth.

Yerroju, B. (2013). *Guidance and counseling*. Delhi:Jain Book Depot.

Examination Scheme:

Components	MTE	CT/H/P/V/Q	FC/MA/CS/DP	A	EE
Weightage (%)	15	15	15	5	50

MTE- Mid Term Exam; CT-Class Test; H-Home Assignment; P-Presentation; V-Viva; Q-Quiz; FC- Flip class; MA- Movie Analysis; CS- Case study; DP- Discursive paper; A-Attendance; EE-End Session Exam

AREAS AND RELATED DISCIPLINES OF COUNSELING

Course Name	Course Code	LTP	Credit	Semester
AREAS AND RELATED DISCIPLINES OF COUNSELING	MCP307	2:1:0	3	3

A. COURSE LEARNING OUTCOMES (CLOs)

CLO1	Describe various areas of counseling
CLO2	To gain understanding of special counselling applications
CLO3	Understanding the purpose and approach of counselling in different areas

B. SYLLABUS

Objectives:

To study of application of counseling in different areas.

To understand the connection with and difference from related other disciplines.

Course Contents:

Module - I Areas of Counseling – 7 hours

Counseling for personal and adjustment problems.

Educational counseling.

Vocational guidance and career counseling.

Module - II Purposes of Counseling – 7 hours

Counseling for health problems, hospital counseling.

Paediatric counseling.

Counseling related to gender issues.

Cross-cultural counseling.

Module - III Special Counseling Applications – 7 hours

Rehabilitation counseling.

Crisis and trauma counseling.

Counseling and substance abuse.

Psychiatric counseling.

Module - IV Counseling and Related other Disciplines – 7 hours

Counseling and case work as practised by social work people.

Psychiatry, psychotherapy, and clinical psychology.

Community psychology.

Rehabilitation psychology.

Popular lay movements like Transactional Analysis, NLP, etc.

Texts & References:

Blocher, D., & Biggs, D. (1983). *Counseling psychology in community settings*. N.Y.:Springer Publishing Co.

Gelso, C. J., Williams, E. N., & Fretz, B. (2014). *Counseling psychology* (3rd ed.). Washington, D.C.: American Psychological Association.

Brown, S. D., & Lent, R.W. (2008). *Handbook of counseling psychology* (4th ed.). New York: Wiley.

Moodley, Gielen, & Wu,R. (2013). *Handbook of counseling and psychotherapy in an international context*. New York: Routledge.

Hill, C. E. (2014). *Helping skills* (4th ed.). Washington, D.C.: American Psychological Association.

Gielen, U. P., Fish, J. M., & Draguns, J. G. (Eds.) (2004). *Handbook of culture, therapy, and healing*. Mahwah, NJ: Lawrence Erlbaum.

Misra, G., & Mohanty, A. K. (Ed.) (2002). *Perspectives on indigenous psychology*. New Delhi, India: Concept.

Examination Scheme:

Components	MTE	CT/H/P/V/Q	FC/MA/CS/DP	A	EE
Weightage (%)	15	15	15	5	50

MTE- Mid Term Exam; CT-Class Test; H-Home Assignment; P-Presentation; V-Viva; Q-Quiz; FC- Flip class; MA- Movie Analysis; CS- Case study; DP- Discursive paper; A-Attendance; EE-End Session Exam

COUNSELING FOR DIVERSE AND VULNERABLE POPULATION

Course Name	Course Code	LTP	Credit	Semester
COUNSELING FOR DIVERSE AND VULNERABLE POPULATION	MCP308	2:1:0	3	3

A. COURSE LEARNING OUTCOMES (CLOs)

CLO1	Explore the concept of diverse and vulnerable population
CLO2	Identify the counselling needs of diverse and vulnerable population.
CLO3	Apply counselling skills and theories to such cases.

B. SYLLABUS

Course Objectives: the aim of this course is to prepare the students to understand the counseling needs of diverse and vulnerable population and application of counseling skills and theories to such cases.

Course Content:

Module I: Introduction & Children Population – 7 hours

Need & Importance of diverse & vulnerable population

Destitute, orphanage & broken family Children

Early intervention

Recovery & treatment

Module II: Adolescent Population – 7 hours

Academic issues, Body Image, eating disorder & Bullying

Early intervention

Recovery and treatment

Module III: Elderly Population – 7 hours

Identification of risk factors

Psychological effects on life

Counseling intervention

Module IV: Women Population – 7 hours

Divorced, Widow, Separated, Single, other issues

Identification of risk factors

Psychological effects on life

Counseling intervention

Module V: Minority Population – 8 hours

Racial & ethnic identity

Linguistic and Cultural Diversity

Acculturation & mattering

Counseling intervention

Text:

Suprianta, N. (2009). *Counseling for special populations: Theory, research and practices*. Indonesia: University of Education.

References:

Panda, K.C. (1999). *Education of exceptional children*. New Delhi: Vikas Publication House.

Pillai, M.G. (2003). *Exceptional children- causes & assessment*. Jaipur: Pointer Publication.

Prasad, S.B. (2004). *Special education*. Jaipur: Pointer Publication.

Brown, R. T., & Reynolds, C.R. (1999). *Psychological perspectives on childhood exceptionality: A handbook*. (99th ed.). Guilford Press.

Examination Scheme:

Components	MTE	CT/H/P/V/Q	FC/MA/CS/DP	A	EE
Weightage (%)	15	15	15	5	50

MTE- Mid Term Exam; CT-Class Test; H-Home Assignment; P-Presentation; V-Viva; Q-Quiz; FC- Flip class; MA- Movie Analysis; CS- Case study; DP- Discursive paper; A-Attendance; EE-End Session Exam

SEMESTER IV

(CLINICAL)

CONDUCTION OF SUPERVISED WORKSHOPS

Course Name	Course Code	LTP	Credit	Semester
CONDUCTION OF SUPERVISED WORKSHOPS	MCP481	0:0:0	4	4

A. COURSE LEARNING OUTCOMES (CLOs)

CLO1	Attain the knowledge regarding the applications of the concepts through the attending the workshop/s
CLO2	Effectively conceptualize the client's concerns, demonstrate and apply psychologist's skills in clinical set up and write a report.
CLO3	Gain practical knowledge about different mental ailments, their symptoms & intervention strategies.

B. SYLLABUS

Course Objectives:

With the completion of this course, students will be able to:

1. Attain the knowledge regarding the applications of the concepts through the attending the workshop/s
2. Effectively conceptualize the client's concerns, demonstrate and apply psychologist's skills in clinical set up and write a report.
3. Gain practical knowledge about different mental ailments, their symptoms & intervention strategies.

Methodology:

Students will have to undertake supervised training from a workshop/s during the course. Students will be attending the workshop and acquiring the skills which will help to become a clinical psychologist. They will be mentored by a supervisor at the department. Students have to periodically meet their supervisors and submit their report at the end of semester. The students have to complete 96 hours of this course. The report will be submitted in hard copy a day before presentation.

Evaluation Scheme:

Components	Report	Internal Supervisor	Presentation	Viva-voce	Total
Weightage (%)	40	10	20	30	100

INTERNSHIP IN CLINICAL SETTING

Course Name	Course Code	LTP	Credit	Semester
INTERNSHIP IN CLINICAL SETTING	MCP482	0:0:0	5	4

A. COURSE LEARNING OUTCOMES (CLOs)

CLO1	Acquire practicing competencies developed throughout the internship.
CLO2	Get well acquainted with the organizational structure, protocol, relationships, processes, treatment compliance of inmates and working conditions in clinical set up and prepare patient logbook
CLO3	Stimulate and take initiation in successfully identifying the professional roles involved in clinical set up and present it.

B. SYLLABUS

Course Objectives:

With the completion of this course, students will be able to:

1. Acquire practicing competencies developed throughout the internship.
2. Get well acquainted with the organizational structure, protocol, relationships, processes, treatment compliance of inmates and working conditions in clinical set up and prepare patient logbook.
3. Stimulate and take initiation in successfully identifying the professional roles involved in clinical set up and present it.

Methodology:

The students will have block placements in any one (or more) of the various hospitals or therapeutic centers. The students have to maintain a logbook. Students have to follow the ethical guidelines of the agency to which they are attached and report to the supervisor in the organization visited as well as their respective internal supervisor assigned by the department. The students have to complete 120 hours of this course. The student will submit logbook in hard book a day before presentation.

Evaluation Scheme:

Components	Logbook	Internal Supervisor	External Supervisor	Presentation	Viva-voce	Total
Weightage (%)	30	10	10	20	30	100

INTERNSHIP IN NGO/ REHABILITATION CENTER

Course Name	Course Code	LTP	Credit	Semester
INTERNSHIP IN NGO/ REHABILITATION CENTER	MCP483	0:0:0	5	4

A. COURSE LEARNING OUTCOMES (CLOs)

CLO1	Acquire practicing competencies developed throughout the internship.
CLO2	Get well acquainted with the organizational structure, protocol, relationships, processes, treatment compliance of inmates and working conditions in NGO/Rehabilitation center set up and prepare client logbook
CLO3	Stimulate and take initiation in successfully identifying the professional roles involved in NGO/Rehabilitation center set up and present it.

B.SYLLABUS

Course Objectives:

With the completion of this course, students will be able to:

1. Acquire practicing competencies developed throughout the internship.
2. Get well acquainted with the organizational structure, protocol, relationships, processes, treatment compliance of inmates and working conditions in NGO/Rehabilitation center set up and prepare client logbook.
3. Stimulate and take initiation in successfully identifying the professional roles involved in NGO/Rehabilitation center set up and present it.

Methodology:

The students will have block placements in any one (or more) of the various NGOs/rehabilitation centers. They will maintain a logbook. Students have to follow the ethical guidelines of the organization/school to which they are attached and report to the supervisor in the organization visited as well as their respective internal supervisor assigned by the department. The students have to complete 120 hours of this course. The student will submit the logbook in hard copy a day before the presentation.

Evaluation Scheme:

Components	Logbook	Internal Supervisor	External Supervisor	Presentation	Viva-voce	Total
Weightage (%)	30	10	10	20	30	100

DISSERTATION

Course Name	Course Code	LTP	Credit	Semester
DISSERTATION	MCP455	0:0:0	6	4

A. COURSE LEARNING OUTCOMES (CLOs)

CLO1	Gather primary data, to write a report covering a review of relevant literature, the research question, and explanation and justification of the design, a description of the conduct and analysis of the data, and a discussion of the findings therein.
CLO2	Effectively understand the different concepts of research methodology.
CLO3	Understanding of research issues and their implications in the field of psychology.

B. SYLLABUS

Course Objectives:

With the completion of this course, students will be able to:

1. Gather primary data, to write a report covering a review of relevant literature, the research question, and explanation and justification of the design, a description of the conduct and analysis of the data, and a discussion of the findings therein.
2. Effectively understand the different concepts of research methodology.
3. Understanding of research issues and their implications in the field of psychology.

Methodology:

The students will have to select a topic for research in recent scenario, conduct review literature, plan research design, and collect data and statistical techniques as well. Through this course, the students will be able to develop an understanding about empirical research and referencing. The Dissertation will consist of the following chapters:

- 1) Cover Page
- 2) Acknowledgement
- 3) Table of Content
- 4) Introduction
- 5) Conceptual Framework/Review of literature
- 6) Result and Discussion
- 7) Conclusion and Recommendations
- 8) Bibliography or References
- 9) Annexures

The report is to be submitted on A4 size sheets, Font 12pt., Times New Roman, 1.5 spacing, headings in Font Size 16. No word limit. The thesis will be submitted in hard bound a day before the presentation.

Evaluation Scheme:

Components	<i>Data Collection & Methodology</i>	<i>Content and Chapterization</i>	<i>Internal Supervisor Feedback</i>	<i>Presentation</i>	<i>Viva-voce</i>	<i>Total</i>
Weightage (%)	20	20	10	20	30	100

(COUNSELING)

CONDUCTION OF SUPERVISED WORKSHOPS

Course Name	Course Code	LTP	Credit	Semester
CONDUCTION OF SUPERVISED WORKSHOPS	MCP484	0:0:0	4	4

A. COURSE LEARNING OUTCOMES (CLOs)

CLO1	Attain the knowledge regarding the applications of the concepts through the attending the workshops
CLO2	Effectively conceptualize the client's concerns, demonstrate and apply clinical psychologist's skills in clinical set up and write a report.
CLO3	Gain practical knowledge about different mental ailment, their symptoms & intervention strategies.

B.SYLABUS

Course Objectives:

With the completion of this course, students will be able to:

1. Attain the knowledge regarding the applications of the concepts through the attending the workshops
2. Effectively conceptualize the client's concerns, demonstrate and apply clinical psychologist's skills in clinical set up and write a report.
3. Gain practical knowledge about different mental ailment, their symptoms & intervention strategies.

Methodology:

Students have to undertake supervised training workshop during the course. Students will be attending the workshop in acquiring the skills which will help them to become a counselor. They will be mentored by a supervisor at the department. Students have to periodically meet their supervisors and submit their report at the end of semester. The students have to complete 96 hours of this course. The report will be submitted in hard copy a day before the presentation.

Evaluation Scheme:

Components	Report	Internal Supervisor	Presentation	Viva-voce	Total
Weightage (%)	40	10	20	30	100

INTERNSHIP IN COMMUNITY SETTING

Course Name	Course Code	LTP	Credit	Semester
INTERNSHIP IN COMMUNITY SETTING	MCP485	0:0:0	5	4

A. COURSE LEARNING OUTCOMES (CLOs)

CLO1	Acquire practicing competencies developed throughout the internship.
CLO2	Get well acquainted with the organizational structure, protocol, relationships, processes, treatment compliance of inmates and working conditions in community counseling set up and prepare client logbook.
CLO3	Stimulate and take initiation in successfully identifying the professional roles involved in community counseling set up and present it.

B.SYLLABUS

Course Objectives:

With the completion of this course, students will be able to:

1. Acquire practicing competencies developed throughout the internship.
2. Get well acquainted with the organizational structure, protocol, relationships, processes, treatment compliance of inmates and working conditions in community counseling set up and prepare client logbook.
3. Stimulate and take initiation in successfully identifying the professional roles involved in community counseling set up and present it.

Methodology:

The students will have block placements in any one (or more) of the various community service centers. The students have to maintain a logbook. Students have to follow the ethical guidelines of the agency to which they are attached and report to the supervisor in the organization visited as well as their respective internal supervisor assigned by the department. The students have to complete 120 hours of this course. The logbook will be submitted in hard copy a day before the presentation.

Evaluation Scheme:

Components	Logbook	Internal Supervisor	External Supervisor	Presentation	Viva-voce	Total
Weightage (%)	30	10	10	20	30	100

INTERNSHIP IN NGO/ REHABILITATION CENTER

Course Name	Course Code	LTP	Credit	Semester
INTERNSHIP IN NGO/ REHABILITATION CENTER	MCP486	0:0:0	5	4

A. COURSE LEARNING OUTCOMES (CLOs)

CLO1	Acquire practicing competencies developed throughout the internship.
CLO2	Get well acquainted with the organizational structure, protocol, relationships, processes, treatment compliance of inmates and working conditions in NGO/Rehabilitation center set up and prepare client logbook.
CLO3	Stimulate and take initiation in successfully identifying the professional roles involved in NGO/Rehabilitation center set up and present it.

B. SYLLABUS

Course Objectives:

With the completion of this course, students will be able to:

1. Acquire practicing competencies developed throughout the internship.
2. Get well acquainted with the organizational structure, protocol, relationships, processes, treatment compliance of inmates and working conditions in NGO/Rehabilitation center set up and prepare client logbook.
3. Stimulate and take initiation in successfully identifying the professional roles involved in NGO/Rehabilitation center set up and present it.

Methodology:

The students will have block placements in any one (or more) of the various NGOs/rehabilitation centers. They will maintain a logbook. Students have to follow the ethical guidelines of the organization/school to which they are attached and report to the supervisor in the organization visited as well as their respective internal supervisor assigned by the department. The students have to complete 120 hours of this course. The logbook will be submitted in hard copy a day before the presentation.

Evaluation Scheme of Internship:

Components	Logbook	Internal Supervisor	External Supervisor	Presentation	Viva-voce	Total
Weightage (%)	30	10	10	20	30	100

DISSERTATION

Course Code: MCP 455

CREDITS: 06

Course Name	Course Code	LTP	Credit	Semester
DISSERTATION	MCP455	0:0:0	6	4

A. COURSE LEARNING OUTCOMES (CLOs)

CLO1	Gather primary data, to write a report covering a review of relevant literature, the research question, and explanation and justification of the design, a description of the conduct and analysis of the data, and a discussion of the findings therein.
CLO2	Effectively understand the different concepts of research methodology.
CLO3	Understanding of research issues and their implications in the field of psychology.

Course Objectives:

With the completion of this course, students will be able to:

1. Gather primary data, to write a report covering a review of relevant literature, the research question, and explanation and justification of the design, a description of the conduct and analysis of the data, and a discussion of the findings therein.
2. Effectively understand the different concepts of research methodology.
3. Understanding of research issues and their implications in the field of psychology.

Methodology:

The students will have to select a topic for research in recent scenario, conduct review literature, plan research design, and collect data and statistical techniques as well. Through this course, the students will be able to develop an understanding about empirical research and referencing. The Dissertation will consist of the following chapters:

- 1) Cover Page
- 2) Acknowledgement
- 3) Table of Content
- 4) Introduction
- 5) Conceptual Framework/Review of literature
- 6) Result and Discussion
- 7) Conclusion and Recommendations
- 8) Bibliography or References
- 9) Annexures

The report is to be submitted on A4 size sheets, Font 12pt., Times New Roman, 1.5 spacing, headings in Font Size 16. No word limit. The thesis will be submitted in hard copy a day before the presentation.

Evaluation Scheme:

Components	<i>Data Collection & Methodology</i>	<i>Content and Chapterization</i>	<i>Internal Supervisor</i>	<i>Presentation</i>	<i>Viva-voce</i>	<i>Total</i>
Weightage (%)	20	20	10	20	30	100

AIBAS

B.A. (Hons.) Applied Psychology
CBCS
2021-2024

Syllabus: Bird's eye view

<p>BA I Introductory Psychology Applied Social Psychology Experimental Psychology Biological Basis of Behavior Practicum I</p> <p>Foreign Language Communication Skill Behavioral Science</p>	<p>BA II Life Span Development Basic Cognitive Processes Statistics in Psychology Gender Dynamics and Gender Studies Practicum II</p> <p>NTCC: Readings in Psychology Term Paper</p> <p>Foreign Language Communication Skill Behavioral Science Minor track: Life Span Development</p>
<p>BA III Psychopathology Counseling Psychology Psychometric Testing and Assessment Theories of Personality Practicum III</p> <p>NTCC: Readings in Psychology Article/ Feature Writing</p> <p>Domain Electives: Psychology of Ageing Community Psychology</p> <p>Foreign Language Communication Skill Behavioral Science Minor track: Theories of Personality</p>	<p>BA IV Educational Psychology Psychology of Peace Research Methodology Clinical Psychology Practicum IV</p> <p>NTCC: Project</p> <p>Domain Electives: Science of well-being Psychology at work</p> <p>Foreign Language Communication Skill Behavioral Science Minor track: Educational Psychology Summer Internship</p>
<p>BA V Indian Psychology and Logic Crime and Delinquency Organizational Psychology Health Psychology Practicum V</p> <p>NTCC: Scientific Research Paper Dissertation – I Summer Internship evaluation</p> <p>Domain Electives: Human Rights, Values and Ethics Forensic Psychology</p> <p>Foreign Language Communication Skill Behavioral Science Minor track: Organizational Psychology</p>	<p>BA VI Sports Psychology Positive Psychology Human Resource Management Environmental Psychology Practicum VI</p> <p>NTCC: Seminar Dissertation – II</p> <p>Minor track: Positive Psychology</p>

Semester I
INTRODUCTION TO PSYCHOLOGY

Course Name	Course Code	LTP	Credit	Semester
INTRODUCTION TO PSYCHOLOGY	PSY101	2:1:0	3	1

A. COURSE LEARNING OUTCOMES (CLO)

CLO1	Investigate the meaning and nature, historical background and scope of psychology.
CLO2	Examine and compare the works of major psychologists, their ideas, theories and schools with which they are associated.
CLO3	Apply different methods of psychology for projects and research
CLO4	Demonstrate awareness of various states of consciousness and stages of sleep.
CLO5	Analyse emotions, feelings, motivations and personality types.

B. SYLLABUS

Course Objective:

This course is designed to introduce the science of psychology. It identifies and defines the theories, terms, methods, and various fields of psychology. This course can be used as a foundation towards continued education in more specific areas of psychology.

Upon completion of this course, student should have completed the following objectives:

To know the major psychologist and the ideas, theories and schools with which they are associated.

To understand the major concepts of general psychology.

Course Contents:

Module I: Introduction – 7 hours

Meaning, Definition, Nature, Goals, Scope and Branches of Psychology

Module II: Methods – 7 hours

Methods of Psychology: Introspection, Observation, Experimental, Interview, Questionnaire and Field Survey

Module III: Historical Perspective – 7 hours

Background and historical perspectives of Psychology

Structuralism, Functionalism, Psychoanalysis

Contemporary schools of psychology: Behaviorism, Gestalt, Humanism, Existentialism.

Module IV: Intelligence and Personality – 8 hours

Intelligence: Meaning and Nature of intelligence, Factors influencing intelligence and Theories of intelligence: Unitary Theory, Two Factor Theory, Multifactor Theory and Group Factor Theory.

Personality: Meaning, Nature and Theories of personality: Trait and Type Theory

Module V: Emotion and Motivation – 7 hours

Emotion: Meaning, Nature and Theories of emotions

Motivation: Meaning, Nature and Theories of motivation

Texts:

Morgan, C.T. & King, R. (2001). *Introduction to psychology*. (7th ed.). New Delhi: Tata McGraw Hill Publishing Company Limited.

Baron, R. A. (2001). *Psychology* (5th ed.). Needham Heights, MA: Allyn and Bacon.

References:

Atkinson, R. L., Atkinson, R. C., Smith, E. E., Bem, D. J., & Nolen-Hoeksema, S. (2000). *Hilgard's introduction to psychology*. (13th ed.). Fort Worth, TX: Harcourt Brace.

Mishra, B. K (2008). *Psychology: The study of human behaviour*. Kolkata: PHI Learning Pvt. Ltd.

Myers, D. (2004). *Psychology*. (7th ed.). New York: Worth.

Nairne, J. S. (2003). *Psychology: The adaptive mind*. (3rd ed.). Belmont, CA: Thomson/Wadsworth.

Nevid, J. S. (2003). *Psychology: Concepts and applications*. Boston: Houghton Mifflin.

Passer, M., & Smith, R. (2004). *Psychology: The science of mind and behavior*. (2nd ed.). Boston: McGraw Hill.

Examination Scheme:

Components	MTE	CT/H/P/V/Q	FC/MA/CS/DP	A	EE
Weightage (%)	15	15	15	5	50

MTE- Mid Term Exam; **CT-**Class Test; **H-**Home Assignment; **P-**Presentation; **V-**Viva; **Q-**Quiz; **FC-** Flip class; **MA-** Movie Analysis; **CS-** Case study; **DP-** Discursive paper; **A-**Attendance; **EE-**End Session Exam

APPLIED SOCIAL PSYCHOLOGY

Course Name	Course Code	LTP	Credit	Semester
APPLIED SOCIAL PSYCHOLOGY	PSY102	2:1:0	3	1

A. COURSE LEARNING OUTCOMES (CLO)

CLO1	Display basic knowledge of the major concepts, and chart the progression of theoretical perspectives, empirical findings, and historical trends in Social Psychology.
CLO2	Describe, explain and evaluate research studies examining core areas of social psychology.
CLO3	Develop a critical understanding of the major methods of research in this area.
CLO4	Use critical and creative thinking, skeptical inquiry, and the scientific approach to solve problems related to social behaviour, socialization, group processes (both inter and intra group), and interpersonal processes (viz. helping behaviour and interpersonal affiliation and attraction, social influence).
CLO5	Value empirical evidence; act ethically and professionally; and analyse the complexity of socio-cultural and international diversity.
CLO6	Apply psychological concepts, theories, and research findings to solve problems in everyday life and in society.

B. SYLLABUS

Course Objective:

Social Psychology is the study of social interaction and social influence on human behaviour. This course has following objectives.

To expand knowledge about social psychology and human behavior.

To foster respect for human diversity, particularly with regard to matters of gender, race and ethnicity.

To enable students to (a) understand the forces that create group differences in patterns of social behavior, (b) understand and adjust to the behavior of other people, (diverse array of groups and social categories to which they do belong) (c) recognize the limits in generalizing psychological research to all cultural/gender/ethnic/age groups, and (d) understand the dynamics of intergroup relationships, conflict, and cooperation.

Course Contents:

Module I: Introduction – 7 hours

Meaning and Nature of Social Psychology

Scope and Development of Social Psychology

Methods and their Application: Correlation Method, Sociometry method, Cross sectional method.

Relationship of Social Psychology with other discipline

Module II: Social Perception and Cognition – 7 hours

Perceiving ourselves: Self-Concept, Self-esteem and Self-Presentation

Perceiving others: Forming impressions and role of verbal and non-verbal cues

Attribution: Understanding the causes of others' behavior

Attribution Biases

Module III: Interpersonal Attraction – 7 hours

Concept and Meaning of interpersonal attraction

Factors affecting interpersonal attraction,

Theories of interpersonal attraction: Reinforcement Theory, Complementary Theory, Exchange Theory

Module IV: Collective Behaviour – 8 hours

Prosocial Behaviour: Meaning, Nature, and Determinants, Bystander effect

Crowd behavior: Nature, Types and Theories, Social exchange theory

Aggression: Meaning, Theories of Aggression Social, Cultural, Personal and Situational factors, Prevention and Control of Aggression

Module V: Social influences and Leadership – 7 hours

Social influence: Conformity, Compliance, and Obedience

Leaderships: Types and theories-Fiedler's, Theory Mc Gregor's Theory, Transactional and Transformational Theory, Trait

Theories, Path-Goal Theory, Mount and Blake model of leadership

Texts:

Baron, R. A., & Byrne, D. (1987). *Social psychology: Understanding human interaction*. (5th ed). Boston, MA: Allyn & Bacon

M. A. Hogg & J. Cooper. (2007). *The Sage handbook of social psychology*. London: Sage.

References:

Baumeister, R.F. (2005). *The cultural animal: Human nature, meaning, and social life*. New York: Oxford University Press.

Kuppuswamy, B. (1972). *Introduction to social psychology*. New Delhi: Asia Publishing House

Allen, V. L. (1975). *Social support for nonconformity*. In L. Berkowitz (ed.) *Advances in experimental social psychology* (Vol. 8, pp. 1–41). New York: Academic Press

Allport, F. H. (1924). *Social psychology*. Boston, MA: Houghton Mifflin.

Examination Scheme:

Components	MTE	CT/H/P/V/Q	FC/MA/CS/DP	A	EE
Weightage (%)	15	15	15	5	50

MTE- Mid Term Exam; **CT-**Class Test; **H-**Home Assignment; **P-**Presentation; **V-**Viva; **Q-**Quiz; **FC-** Flip class; **MA-** Movie Analysis; **CS-** Case study; **DP-** Discursive paper; **A-**Attendance; **EE-**End Session Exam

EXPERIMENTAL PSYCHOLOGY

Course Name	Course Code	LTP	Credit	Semester
EXPERIMENTAL PSYCHOLOGY	PSY103	2:1:0	3	1

A. COURSE LEARNING OUTCOMES (CLO)

CLO1	Gain a basic awareness of the underlying concepts regarding Experimental psychology.
CLO2	Identify and describe the basic skills and strategies of formulating a research problem and hypothesis and importance of literature review.
CLO3	Describe the basic concepts and phenomena of learning & memory.
CLO4	Develop a comprehension of the nature, causes and theories of forgetting.
CLO5	Ascertain some of the key issues (e.g., practical, ethical) involved in psychophysics.

B. SYLLABUS

Course Objectives: Through this course, the students will be introduced to a branch considered as one of the most scientific fields of psychology. The students will be taught popular theories related with the field and will be made acquainted with fundamentals of conducting a psychology experiment in laboratory setting.

Course Contents:

Module I: Introduction – 7 hours

History of Experimental Psychology

Nature of Science and Scientific Methods, Scope of Experimental Psychology

Module II: Experimental Methods – 7 hours

Steps of Experimental Method

Problem and Hypothesis: Nature, Types and Sources

Variables: Nature and types and controlling techniques

Types of experiments

Module III: Memory – 8 hours

Memory Stages (Encoding, Storage and Retrieval)

Information Processing Model

Types of Memory: Sensory Register, Short Term and Long Term Memory

Methods of Measuring Memory Techniques of Improving Memory

Module IV: Forgetting – 7 hours

Nature, Causes and Theories of Forgetting: Trace Decay Theory, Interference Theory, Consolidation Theory and Repressive Forgetting

Amnesia

Module V: Fundamentals of Psychophysics – 7 hours

Definition, basic concepts, subject matter, theories and principles

Text:

Morgan, C. T., & King, R. A. (1966). *Introduction to psychology*. New Delhi: Tata McGraw Hill Publishing Company Limited.

Myers, A., & Hansen, C. (2011). *Experimental psychology*. New Delhi: Cengage Learning.

Mishra, B. K. (2008). *Psychology: The study of human behaviour*. New Delhi: PHI Learning Pvt. Ltd

Postman, L., & Egan, J. P. (1949). *Experimental psychology: An introduction*. Ludhiana: Kalyani Publishers.

Munn, N.L. (1932). *Psychology*. New Delhi: Oxford & IBH Publishing Co Pvt. Ltd.

References:

Atkinson, Hilgard, Nolen-Hoeksema, S., Fredrickson, B. L., Loftus, G. R., & Lutz, C. (2014). *Introduction to psychology*. New Delhi: Cengage Learning EMEA.

Sdorow, L. (2002). *Psychology*. (5th ed.). USA: McGraw Hill.

Examination Scheme:

Components	MTE	CT/H/P/V/Q	FC/MA/CS/DP	A	EE
Weightage (%)	15	15	15	5	50

MTE- Mid Term Exam; CT-Class Test; H-Home Assignment; P-Presentation; V-Viva; Q-Quiz; FC- Flip class; MA- Movie Analysis; CS- Case study; DP- Discursive paper; A-Attendance; EE-End Session Exam

BIOLOGICAL BASIS OF BEHAVIOR

Course Name	Course Code	LTP	Credit	Semester
BIOLOGICAL BASIS OF BEHAVIOR	PSY104	2:1:0	3	1

A. COURSE LEARNING OUTCOMES (CLO)

CLO1	Identify various components of nervous system and their function.
CLO2	Identify and classify various structures of nervous system and techniques to study them.
CLO3	Analyse various psychological processes.
CLO4	Relate psychological processes with physiological basis (like memory, learning, motivation and emotion)
CLO5	To study Homeostasis, Consciousness and its states, Circadian Rhythm, Dreams, and various disorders of sleep.

B. SYLLABUS

Course Objective:

The paper on Physiological Psychology correlates the discipline to the physiological aspect of human life and emphasizes the need to study physiology for complete understanding of human beings.

Course Contents:

Module I: Introduction – 7 hours

Physiology & Behavior

Physiological Psychology- Definition, Techniques used to study brain

Module II: Neural conduction Mechanism – 7 hours

Neurons: Structure of Neuron, synapse, reflexes

Neural Impulse Transmission

Neurotransmitters

Module III: Nervous system – 8 hours

Central and Peripheral Nervous System

Lateralization of brain (Left and Right brain)

Role of nervous system in Behavior

The Endocrine system and behavior

Module IV: **Biological** basis of behavior – 7 hours

Learning and memory

Motivation and emotion

Module V: Sleep and Circadian Rhythm – 7 hours

Homeostasis, Consciousness and its states, Circadian Rhythm, Dreams, Disorders of sleep

Text:

Carlson, N. R. (2012). *Physiology of behavior*. (11th ed.). USA: Allyn & Bacon.

Gale, A. & Edwards, J. A. (1983). *Physiological correlates of human behavior*. London: Academic Press.

References:

Levinthal, C. F. (1996). *Introduction to physiological psychology* (3rd ed.). New Delhi: Prentice Hall Inc.

Morgan, C.T. & Stellar, E. (1950). *Physiological psychology*. New York: McGraw Hill Inc.

Sdorow, L. (2002). *Psychology*. (5th ed.). USA: McGraw Hill.

Examination Scheme:

Components	MTE	CT/H/P/V/Q	FC/MA/CS/DP	A	EE
Weightage (%)	15	15	15	5	50

MTE- Mid Term Exam; CT-Class Test; H-Home Assignment; P-Presentation; V-Viva; Q-Quiz; FC- Flip class; MA- Movie Analysis; CS- Case study; DP- Discursive paper; A-Attendance; EE-End Session Exam

PRACTICUM-I

Course Name	Course Code	LTP	Credit	Semester
PRACTICUM-I	PSY120	0:0:0	2	1

A. COURSE LEARNING OUTCOMES (CLO)

CLO1	To enable students to understand and apply the general concepts of psychology through experiments & psychological tests
CLO2	Demonstrate any 06 experiments & tests mentioned below to every student.

B. SYLLABUS

Course Objective:

This course will enable students to understand and apply the general concepts of psychology through experiments & psychological tests.

Every student is expected to perform and write any 06 experiments & tests mentioned below.

List of Practicals:

Memory drum

Stroop test

Span of attention

2-point threshold

Attitude scale

Aggression scale

Achievement test

Movie/Film/TV serial analysis (Psychology theme)

A student will be examined in any one experiment/test as assigned to him. Classification of marks will be as follows:

Practical (Continuous)	Viva Voce	Record Book	Total
40 Marks	30 Marks	30 Marks	100 Marks

ForeignLanguage (Non Technology)

Course Name	Course Code	LTP	Credit	Semester
(français.com (Débutant))	FLN 101/111	2:0:0	2	1

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Students will hone Basic language skills such as reading, writing, speaking, listening & interactive in the language .
CLO 2	Students will be able to read and interpret small texts .
CLO 3	Students will be able to communicate in small sentences in writing, self introduction, family description etc.
CLO 4	Students will be able to communicate in small sentences in oral, self introduction, family description etc.

Program Learning Outcomes :

- To produce global citizens speaking an International language in keeping with the institutional vision .
- To give students a platform to understand Culture and Society of a different world.
- To enhance the possibilities of jobs in MNCs established in/outside the country.
- To enhance the possibilities of Studying Abroad

After successful completion of the course, students will be able to express simple vocabulary in oral and writing French language.

Familiarize the students of French Language with:

1. addressing someone
2. to present oneself and someone else
3. formal and informal addressal to others
4. work place

Course Contents:

Unit 1: Pg: 9-24

A. Lexical:

- Transparent words
- Formulas of politeness: Hello, please, thankyou etc.
- salutations, excuses
- Numbers from 0 to 99.
- Adjectives of nationalities
- alphabets
- professions
- activities of the enterprises
- Personal details like phone number, address etc.

B. Grammar:

- Definite and indefinite articles
- Masculine, feminine and plural of nouns
- Subject pronouns : I, You, He, She etc. (je, tu, il, elle, vous etc.)
- verbs: To be, to have, to speak, to live, to call oneself, to do, to know, to sell
- masculine and feminine of the nationalities
- It's me and it's you
- This is/ It is + Profession
- Who is this? What is this?
- Complement of noun with « of » example : the house of Ram
- Interrogative word which/what "Quel"

EXAMINATION SCHEME

Total: 100 marks

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Text &References:

Penfornis, J. (2007), Français.com (Débutant). Paris: CLE International

Français.com (Débutant), livre de professeur

<http://apprendre.tv5monde.com/>

Larousse Dictionnaire français-anglais anglais-français (French Dictionary), W.R.Goyal

Supplementary Materials are given in form of photocopies

Foreign Language German

Course Name	Course Code	LTP	Credit	Semester
Foreign Language German	FLG 101/111	2:0:0	2	I

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	To produce global citizens speaking an International language in keeping with the institutional vision .
CLO 2	To give students a platform to understand Culture and Society of a different world.
CLO 3	To enhance the possibilities of jobs in MNCs established in/outside the country.
CLO 4	To enhance the possibilities of Studying Abroad

Course Learning Objective:

- Students will hone Basic language skills such as reading, writing, speaking, listening & interactive in the language
- Students will be able to read and interpret small texts .
- Students will be able to communicate in small sentences in writing, self introduction, family description etc.
- Students will be able to communicate in small sentences in oral, self introduction, family description etc.

After successful completion of the course, students will be able to express simple vocabulary in oral and writing German language.

After successful completion of this semester, students will be able to:

- greeting formally and informally.
- self introduction
- countings from 1 To 100
- make simple sentences using present tense
- spelling names.
- describing objects with articles in the classroom

Course Contents:

Vocabulary:

- Personal information like age, name etc.
- Alphabets
- Greetings: Good morning, good afternoon, good evening,
- parting good bye Etc.
- describing objects with articles in the classroom

Grammar:

- Personal Pronouns
- Use of verbs >to be< and >to have< in simple present tense
- Use of regular verbs like to live, to go, to learn etc.
- Using definite and indefinite article in German in nominative case
- Interrogative pronouns > **who, what, where, where from, where to**<
- talk about gender, numbers and articles.
- Singular and plural
- Basic Phonetics: Consonants and Vowels

EXAMINATION SCHEME

Total: 100 marks

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Prescribed Text-Book: First 10 Lessons from Deutsch als Fremdsprache -1A, IBH & Oxford, New Delhi, 1977

References: Studio D A1 by Hermann Funk, Christina Kuhn and Silke Demme, Cornelsen, 2013

Tangram A1 by Rosa Maria Dallapiazza, Eduard von Jan & Till Schoenherr, Max Hueber, 2007

Sprachtraining A1 by Rita Maria Niemann, Dong Ha Kim, Cornelsen, 2013

Dictionaries for reference: Studio D: Glossar A1 - Deutsch – Englisch, Cornelsen, 2013

<http://www.duden.de/woerterbuch>

Materials are given in form of photocopies if felt to be necessary

Foreign Language Spanish

Course Name	Course Code	LTP	Credit	Semester
Foreign Language Spanish	FLS 101/111	2:0:0	2	I

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Students will hone Basic language skills such as reading, writing, speaking, listening & interactive in the language .
CLO 2	Students will be able to read and interpret small texts .
CLO 3	Students will be able to communicate in small sentences in writing, self introduction, family description etc.
CLO 4	Students will be able to communicate in small sentences in oral, self introduction, family description etc

Program Learning Outcomes :

- To produce global citizens speaking an International language in keeping with the institutional vision .
- To give students a platform to understand Culture and Society of a different world.
- To enhance the possibilities of jobs in MNCs established in/outside the country.
- To enhance the possibilities of Studying Abroad

After successful completion of the course, students will be able to express simple vocabulary in oral and writing. Students will be able to:

- Greet Formally and Informally
- Talk about gender, numbers and articles.
- Deal with basic Phonetics
- Introduce oneself and others
- Talk about Professions and nationalities
- Count from 1 To 20
- Get introduced to Hispanic Culture

Course Contents:

Vocabulary: Passport Form, personal information, age, Interrogative pronouns, Alphabets, to be able to spell names, surnames, Good morning, good afternoon, Good bye Etc. different professions, countries, nationalities, languages.

Grammar:

Subject pronouns

Use of verbs SER/ESTAR/TENER in simple present tense

Use of regular AR /ER/IR ending verbs.

Llamarse y dedicarse

Simple Negativesentences

ExaminationScheme:

Total: 100 marks

ContinuousEvaluation (Total 50 Marks)					EndSemEvaluation (Total 50 Marks)
Quiz	MidTerm Test	Presentation	Viva Voce	Attendance	End-TermExam
10	15	10	10	5	50

Text &References:

Nuevo Español Sin Fronteras (ESF1) by Jesús Sánchez Lobato, Concha Moreno Garcia, Concha Moreno Garcia, Isabel Santos Gargallo, Sociedad General Española De Librería, S.A 2005

Pasaporte Nivel (A1) by Matilde Cerralzo Aragón, Oscar Cerralzo Gilli, Begoña Llovet Barquero, Edelsa Group didascalía, S.A. 2005

Dictionaries for reference: Collins, www.wordreferences.com.

Essential materials are given in the form of photocopies.

FOREIGN LANGUAGE CHINESE

Course Name	Course Code	LTP	Credit	Semester
Foreign Language Chinese	FLC- 101/111	2:0:0	2	1

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Students will hone Basic language skills such as reading, writing, speaking, listening & interactive in the language
CLO 2	Students will be able to read and interpret small texts .
CLO 3	To enhance the possibilities of jobs in MNCs established in/outside the country.
CLO 4	<ul style="list-style-type: none">Students will be able to communicate in small sentences in oral, self introduction, family description etc.

Aim: The Aims of Chinese language course at AUR is to equip students with the basic knowledge & skills in Chinese language so as to enable them to interact with Chinese speaking people and efficiently work in the Chinese environment and also to build a solid foundation for further studies in the language.

Course Learning Objectives:

On the completion of first semester the students will be able to:

- Understand the nature and characteristics of Chinese language.
- Read Chinese Pinyin and Chinese Characters.
- Write Chinese Characters and sentences related to greetings & personal information.
- Speak Chinese dialogues related to greetings & personal information.
- Listen and understand simple Chinese words and dialogues of the text.
- Manipulate basic grammatical structures.
- Master and use most essential vocabulary items of day to day use; approx 70 Characters including 50 characters of HSK level -I.
- Understand China as a powerful nation.

COURSE CONTENT

1. Introduction to Chinese Language
2. Introduction to the Sound System , Initials and Finals
3. Table of sounds of Beijing Dialect
4. Tones
5. Writing System & Basic Strokes of Chinese Character
6. Rules of Stroke-Order of Chinese Character,
7. Expression of Greetings & Good wishes
8. Farewell
9. Asking & telling Personal Information : Name & Age
10. Personal Information : Residence
11. Personal Information : Family Members
12. Listening Skill & Practice
13. Conversation based on dialogues
14. China; an emerging world power (In English)

VOCABULARY CONTENT

Vocabulary will have approx 70 Characters including 50 characters of HSK-I level.

1. Vocab related to greetings & farewell; 你, 好, 再见。。。
2. Vocab related to personal information; 名字, 年纪, 家, 住, 爸爸。。

GRAMMATICAL CONTENT

1. Introduction to the sound system, initials and finals, sound table & tones.
2. Basic strokes of Chinese Character & stroke- order.
3. Conjunction 和.
4. Word order in Chinese sentence.
5. Adjective Predicate sentence.
6. 是sentence type (1).
7. Interrogative sentence with 吗.
8. Attributive & structural particle 的.

EXAMINATION SCHEME**Total: 100 marks**

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Text Books & References

1. Learn Chinese with me book-I (Major Text book), People's Education Press
2. Chinese Reader (HSK Based) book-I (suggested reading)
3. Elementary Chinese Reader Book-I (suggested reading)

GENERAL ENGLISH

Course Name	Course Code	LTP	Credit	Semester
General English	BCS 101	1:0:0	1	1

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Identify the basic elements of grammar required for good and effective communication.
CLO 2	Interpret and discuss key ideas of grammar, diction and communication.
CLO 3	Develop Creative & Literary Sensitivity in all communication.
CLO 4	Design and create texts for a variety of purposes and audiences, evaluating and assessing the effectiveness of grammatical aspects.

B. SYLLABUS

Topic
Vocabulary development- Root Words, Affixes, Synonyms, Antonyms, One Word Substitution
Grammar: Fluency and Expression
Tenses
Voices
Tag Questions
Sentence Formation
Communication Essentials, Basics of Communication, Communication Circle

EXAMINATION SCHEME:

Components	CT/Mid-term	Project/ Presentation	Assignment 1	Quiz	Attendance	EE
Weightage (%)	15	10	10	10	5	50

SUGGESTED READINGS

- Martin Hewings, *Advance English Grammar*. Cambridge University Press
- J.V.Vilaniyam. *More Effective Communication*. Response Books:NewDelhi
- Wren and Martin, *English Grammar & Comosition*. S.Chand & Co. Ltd.
- Dr. P.Prasad. *Communication Skills*.S.K.Kataria & Sons
- Kavita Sharma, *New Upgraded Encyclopedia of English Grammar & Composition*. English Edition Publishers
- Raman, Meenakshi and Sangeeta Sharma, *Technical Communication: Principles and Practice*. OUP: New Delhi, 2004.Print.
- Koneru, Aruna. *Professional Communication*. The McGraw Hill: New Delhi, 2008. Print
- Krishnaswamy N, *Creative English for Communication*. Delhi: Macmillan Publishers India Ltd. Print. 2007.

Course Title: Anandam

Type: Compulsory

Course Name	Course Code	LTP	Credit	Semester
ANANDAM	AND 001	0:0:0	2	1

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Awareness and empathy regarding community issues
CLO 2	Interaction with the community and impact on society
CLO 3	Interaction with mentor and development of Student teacher relationship
CLO 4	Interaction among students, enlarge social network
CLO 5	Cooperative and Communication skills and leadership qualities
CLO 6	Critical thinking, Confidence and Efficiency

B. SYLLABUS

Course Objectives:

After the completion of this course, students will be able to:

- apply their knowledge and skills to solve specific community problem
- learn to plan, lead, and organize community events have a sense of belonging to their college campus and community and find something they are interested in doing during their free time
- make new friends, expand social network, and boost social skills and mental health.
- be useful to society as it will protect them against stress, frustration, and depression

Course Contents:

The project report should be guided by the mentor and shall contain:

- **Synopsis:** clearly stating objectives and activities to be undertaken. Problem identifying and problem-solving projects to be taken up.
- Details of the **Mentor and the Participants are to** be given (name of mentor, name of participants, phone number/mobile no, email, and address)
- Location / community where the work was carried out
- Details of Activities performed are to be given with date
- Number of beneficiaries and impact on the society (the object should be to empower the community and make them self-reliant)
- Photographs taken for documentation of work should be submitted
- Media coverage of the projects should be attached if any
- The Group Community Service Project Report will be submitted by the Student group leader under the guidance of the mentor to the Director/HoIs of the Department.
- The Director/HoIs should get the best report (more than one if required) of the Group Community Service Project uploaded on the HTE website and on the University page
- The Director/HoIs will forward the best report of the department to the Nodal Officer of the University.
- University will forward the report to the state level committee.

GUIDELINES FOR GCSP (Group Community Service Project)

ASSIGNMENT OF ANANDAM FOR SOCIAL AWARENESS (for students)

1. Each member of the group shall write one blog about the decided topic of 500 words (minimum) along with any relevant photos/diagrams/statistical data (with reference).
2. The group member shall write his/her name at the end of the blog.
3. The blog shall be posted on Instagram and Facebook (apart from these any other website wherever the group seems necessary).
4. Print out of the blog where date of when the content is posted, number of followers, comments, name of the writer shall be visible will be taken and file will be maintained for the same.
5. In the cover page of the project mention heading “**Group Community Service Project**”, and the filled format of final project report given by Anandam Scheme.
6. For the topic chosen by the group, students are recommended to cover the following points:
 - a) Current scenario (Regional, national and international level as applicable)
 - b) Future predictions
 - c) Duty of the government
 - d) Government policies (related to the topic), if any
 - e) Duty of public
 - f) Conclusion

Evaluation Scheme:

Project Participation: 2 hours X 8 days (per month) X 4 months = 64 hours

- C grade =32 hrs (Below 20 marks)
- B grade >32 hrs to <=44hrs (20-30 marks)

- A grade >44 hrs to<=54hrs (30-40 marks)
- O grade >54 hrs to<=64hrs (40-50 marks)

Evaluation Criteria:

Respective Departmental Anandam mentors are requested to evaluate the project (out of 50) as per the following criteria:

1. Position and exceptions, if any, are clearly stated. The organization of the blog is completely and clearly outlined and implemented.
2. The body of the blog is coherently organized, original and the logic is easy to follow. There is no spelling or grammatical errors and terminology is clearly defined. Writing is clear, concise, and persuasive.
3. Conclusion is clearly stated. The underlying logic is explicit.

BEHAVIOURAL SCIENCE - I
(UNDERSTANDING SELF FOR EFFECTIVENESS)

Course Name	Course Code	LTP	Credit	Semester
BEHAVIOURAL SCIENCE - I (UNDERSTANDING SELF FOR EFFECTIVENESS)	BSS 104	1:0:0	1	1

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Demonstrate awareness of self and the process of self-exploration.
CLO 2	Demonstrate knowledge of strategies for developing a healthy self-esteem.
CLO 3	Recognize the importance of attitudes and its effect on personality.
CLO 4	Identify the difference between healthy and unhealthy expression of emotions and develop emotional competence necessary for personal and professional life.

B. SYLLABUS

Course Objective:

This course aims at imparting an understanding of:
Self and the process of self exploration
Learning strategies for development of a healthy self esteem
Importance of attitudes and its effect on personality
Building emotional competence

Course Contents:

Module I: Self: Core Competency

Understanding of Self
Components of Self – Self identity

Self concept, Self confidence, Self image

Module II: Techniques of Self Awareness

Exploration through Johari Window
Mapping the key characteristics of self
Framing a charter for self

Stages – self awareness, self acceptance and self realization

Module III: Self Esteem & Effectiveness

Meaning & Importance
Components of self esteem
High and low self esteem

Measuring your self esteem

Module IV: Building Positive Attitude

Meaning and Nature of Attitude
Components and Types of Attitudes
Relevance and Importance of Attitudes

Module V: Building Emotional Competence

Emotional Intelligence – Meaning, Components, Importance and Relevance
Positive and Negative Emotions

Healthy and Unhealthy expression of Emotions

Examination Scheme:

Components	SAP	JOS	FC/MA/CS/HA	P/V/Q	A
Weightage (%)	25	15	30	25	05

SAP- Social Awareness Programme; **JOS-**Journal of Success; **HA-**Home Assignment; **P-**Presentation; **V-**Viva; **Q-**Quiz; **FC-** Flip class; **MA-** Movie Analysis; **CS-** Case study; **A-**Attendance

Text & References:

- Dressler, David and Cans, Donald: The Study of Human Interaction
- Lindzey, G. and Borgatta, E: Sociometric Measurement in the Handbook of Social Psychology, Addison – Welsley, US.
- J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 2, Group (1996); Pfeiffer & Company

DOMAIN ELECTIVES

SYSTEMS AND APPROACHES

Course Name	Course Code	LTP	Credit	Semester
SYSTEMS AND APPROACHES	PSY105	2:1:0	3	1

A. COURSE LEARNING OUTCOMES (CLO)

CLO1	Describe basic concepts of psychology and it as a science.
CLO2	Understand and apply various concepts related to structuralism and functionalism.
CLO3	Understand and apply various concepts related to psychoanalysis.
CLO4	Understand and apply various concepts related to behaviourism.
CLO5	Understand and apply various concepts related to phenomenology and gestalt.

B. SYLLABUS

Course Objective:

The paper on System and Theories gives a brief history of psychology and the developments within the discipline.

Course Contents:

Module I: Science & Scientific Theory – 7 hours

Psychology as a Science

Module II: Structuralism & Functionalism – 8 hours

Structuralism – Contribution of Wundt and Titchner, Criticisms

Functionalism – Contributions of William James & others, Criticisms

Module III: Psychoanalysis – 7 hours

Classical Psychoanalysts – Sigmund Freud

Neo- Freudism – Eric Erickson, Alfred Adler and Carl Jung

Module IV: Behaviorism – 7 hours

Contributions of Pavlov, Skinner, Watson and Thorndike

Module V: Phenomenology and Gestalt – 7 hours

Contributions of Edmund Husserl

Continuity theory

Text:

Leahy, T H, (1991), A History of Modern Psychology; New York: Prentice Hall

Wolman B B, (1979), Contemporary Theories and Systems in Psychology; London: Freeman Book Company

References:

Chaplin, J P & Krawice, T S, (1979), Systems and Theories in Psychology; New York: Holt Rinechart & Winston

Marx M H & Hillix W A, (1986), Systems and Theories in Psychology; New York: McGraw Hill

Sartre, J P (1956), History & Theories of Psychology

Paranj, A C, (1994), Meeting East and West; New York: Plenum Press

Examination Scheme:

Components	MTE	CT/H/P/V/Q	FC/MA/CS/DP	A	EE
Weightage (%)	15	15	15	5	50

MTE- Mid Term Exam; CT-Class Test; H-Home Assignment; P-Presentation; V-Viva; Q-Quiz; FC- Flip class; MA- Movie Analysis; CS- Case study; DP- Discursive paper; A-Attendance; EE-End Session Exam

PSYCHOLOGY OF AGEING

Course Name	Course Code	LTP	Credit	Semester
PSYCHOLOGY OF AGEING	PSY105	2:1:0	3	1

A. COURSE LEARNING OUTCOMES (CLO)

CLO1	Demonstrate knowledge of the key theoretical concepts related to ageing. Obtain and evaluate original research material in the area of aging.
CLO2	Examine the changes in physical, cognitive and psychosocial development as people age.
CLO3	Identify major illnesses and develop the skills of accuracy and precision in assessment, diagnosis & planning of health needs and care of older adults.
CLO4	Examine various issues in ageing (e.g., transition to retirement, health-related changes, optimal ageing factors, adaptation to changes in family patterns, loss of spouse etc.), as well as multiple influences on the experience of ageing (e.g., caregiving, societal policies, attitudes toward elderly) highlighting aspects which facilitate successful / positive ageing.
CLO5	Analyse and critically evaluate ethical, legal and financial issues of the elderly.

B. SYLLABUS

Course Objective:

This paper will enable the students to have a better understanding of the needs, theories and processes of ageing. Also, to empower the students with the wider knowledge on how to deal with the issues and problems related to old age.

Course Contents:

Module I: Introduction – 7 hours

Gerontology- Meaning, Nature & Scope, Historical perspective of Ageing
Morbidity & Mortality, Ageing- Myths & Facts
Major Needs and Global Picture- Researches & Studies

Module II: Aspects of Ageing – 7 hours

Developmental, Biological, Physiological, Psychological & Social aspects

Module III: Palliative Care – 7 hours

Assessment, Diagnosis & Planning
Major issues and its care- Physical and Psychological

Module IV: Individual & Social Issues – 7 hours

Adjustment to Old Age, Attitudes towards Old People
Adjustment to Changes: Family Patterns, Loss of Spouse, Living Alone, Remarriage in Old Age, Physical, Motor & Mental Abilities

Module V: Ethical, Legal & Financial Issues – 8 hours

Welfare Policy and shelter homes for Elderly
Identifying Excellence in Care of Elderly
Ethical Theories & Principles
Constitutional Rights, Public Policy & Services

Text:

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

References:

Coni, N., Davison, W. & Webster, S. (1984). *Ageing: the facts.UK*: Oxford Medical Publications
Hamilton, I.S. (2006). *The Psychology of Ageing: An Introduction*, 4th Edition. UK: Jessica Kingsley Publications.

Examination Scheme:

Components	MTE	CT/H/P/V/Q	FC/MA/CS/DP	A	EE
Weightage (%)	15	15	15	5	50

MTE- Mid Term Exam; CT-Class Test; H-Home Assignment; P-Presentation; V-Viva; Q-Quiz; FC- Flip class; MA- Movie Analysis; CS- Case study; DP- Discursive paper; A-Attendance; EE-End Session Exam

Semester II
LIFE SPAN DEVELOPMENT

Course Name	Course Code	LTP	Credit	Semester
LIFE SPAN DEVELOPMENT	PSY201	2:1:0	3	2

A. COURSE LEARNING OUTCOMES (CLO)

CLO1	Identify major theoretical perspectives in developmental psychology
CLO2	Demonstrate knowledge of physical, cognitive, affective, moral, social and neural development across the lifespan.
CLO3	Articulate various developmental terms and concepts.
CLO4	Apply developmental concepts and theories to everyday relationships and situations.

B. SYLLABUS

Course Objective:

The paper will familiarize the students with the psycho-physiological development of infants and children. The course includes the development and changes during adolescence, adulthood and old age. The objective of this paper is:

To critically evaluate the role of heredity, maturation, and the environment in development.

To critically examine the relationship between scientific theories of development and the reality of development in everyday life.

Course Contents:

Module I: Introduction – 7 hours

Meaning and Concept of Development: Life Span Perspective, Theoretical Perspective on Development, Factors influencing development; Principles of growth & development: Difference between growth, maturation, development & learning.

Module II: Start to Life and Development in Infancy and Toddlerhood (birth to 2years) – 7 hours

Conception and Prenatal Development: The Interaction of Heredity and Environment;

Birth and newborn: Birth Complications, Competent Newborn.

Module III: Development in Childhood The Preschool years (3-6 Years) & The Middle Childhood (6-12 Years) – 7 hours

Physical Development Cognitive Development: Intellectual and Language development

Social and Personality Development, Moral and Emotional Development

Module IV: Development in Adolescence and Young Adulthood Adolescence (12-19 years) – 8 hours

Adolescence:

Physical and Cognitive development in Adolescence and School Performance

Contexts of development: Family, School Peers, Role of Media

Contemporary Psychosocial Issues

Social, Personality, Moral and Emotional Development

Young Adulthood (19-35 years):

Physical Development: Physical Limitations and Challenges

Cognitive Development: Intelligence and Higher Education

Social and Personality Development: Forming Relationship and Choosing Career

Contemporary Psychosocial Issues

Module V: Development in Middle and Late Adulthood Middle Adulthood (35-55 years) – 7 hours

Middle Adulthood:

Physical Development: Sexuality and Health

Cognitive Development: Memory and Remembering

Social and Personality Development: Cultural Dimensions

Late Adulthood (55 years to death):

Physical Development: Health and Wellness

Cognitive Development: Memory and Forgetting

Social and Personality Development: Successful Aging

Death, Dying and Bereavement

Text:

Feldman, R. S. (2014). *Discovering the life span* (2nd ed.). USA: Prentice Hall.

Berk, L.E. (2013). *Child development*. New Delhi: Pearson Education.

Hurlock, E. B. (2001). *Developmental psychology*. USA: McGraw-Hill.

Heatherington, E.M. & Parke, R.D. (1987). *Child psychology: A contemporary viewpoint*. New York: McGraw-Hill

References:

Kail, R. V. (1998). *Children and their development*. New Delhi: Prentice Hall Inc.

Newman, B.M. & Newman, P.R. (2005). *Development through life: A psychosocial approach*. New York: Wadsworth Publishing Company.

Santrock, J. W. (2013). A topical approach to life span development. New Delhi: Tata McGraw Hill.

Examination Scheme:

Components	MTE	CT/H/P/V/Q	FC/MA/CS/DP	A	EE
Weightage (%)	15	15	15	5	50

MTE- Mid Term Exam; **CT-**Class Test; **H-**Home Assignment; **P-**Presentation; **V-**Viva; **Q-**Quiz; **FC-** Flip class; **MA-** Movie Analysis; **CS-** Case study; **DP-** Discursive paper; **A-**Attendance; **EE-**End Session Exam

BASIC COGNITIVE PROCESSES

Course Name	Course Code	LTP	Credit	Semester
BASIC COGNITIVE PROCESSES	PSY202	2:1:0	3	2

A. COURSE LEARNING OUTCOMES (CLO)

CLO1	Describe historical perspective and professional identity of cognitive psychology.
CLO2	Analyse, evaluate, and compare major theories in cognitive psychology and relate new experimental results to these theories.
CLO3	Explain some of the broader implications of cognitive research for society.

B. SYLLABUS

Course Objective:

The course deals with the understanding of higher mental processes and their relevance in daily living. The study of normal processes is essential to enable the understanding of neurological or abnormal dysfunctions. The objectives of this course are (a) to provide an understanding of normal mental processes and their relationship to brain, mind and behavior, and (b) to study the concept of cognition and its application.

Course Contents:

Module I: Introduction and Sensation – 7 hours

Introduction, History and Background of Cognitive Psychology
Sensory Process: Meaning and Types of Senses, Sensation and Sensitivity

Module II: Attention and Perception – 8 hours

Attention: Nature, Process Types and Determinants of attention
Theories of attentions
Perceptual Process: Meaning and Nature of Perception
Principles of Perceptual organization
Perception of Space, Depth–Visual Monocular Cues and Binocular Cues, Perception of Distance and Direction
Perceptual constancy
Perceptual Illusions, Delusions and Hallucinations

Module III: Learning – 7 hours

Learning: Meaning, Nature and Types of learning (Verbal, Motor, Concept etc)
Theories of Learning – Trial and Error Theory, Classical Conditioning Theory, Operant / Instrumental Conditioning, Insight Learning Theory
Transfer of Training: Meaning, Types and Theories of Transfer

Module IV: Thinking, Problem Solving & Language – 7 hours

Thinking: Nature, and Types of Thinking
Tools of thinking: Images, Concept, Symbols and Signs, Language, Muscle Activities and Brain Function
Problem solving: Meaning and Methods of Problem solving.
Role of set in problem solving
Decision Making: Meaning, Types and Hindrances
Language: Definition, Elements of Language, Development, Acquisition, Influence of Culture

Module V: Intelligence – 7 hours

Intelligence: Meaning and Nature
Theories of intelligence: Unitary Theory, Two Factor Theory, 3-D Model of Intellect, Process Theories of Intelligence, Multi-factor Theory (Howard Gardener), Emotional Intelligence, Social Intelligence, Spiritual Intelligence and Cultural Intelligence

Texts:

Neisser, U. (1967). *Cognitive psychology*. New York: Appleton-Century-Crofts.
Solso, R. L. (2007). *Cognitive psychology*. (8th ed.). New Delhi: Pearson Education.
Eysenck, M.W. & M. T. Keane. (2000). *Cognitive psychology - A student's handbook*, Psychology Press Ltd.

References:

Goldstein, E. B. (2015). *Cognitive Psychology: Connecting mind, research, and everyday experience*. (4th ed.). Belmont, CA: Wadsworth/Cengage.
Mesulam, M. M. (2000). *Principles of behavioral and cognitive neurology*. New York: Oxford University Press.
Newell, A. (1990). *Unified theories of cognition*. Cambridge, MA: Harvard University Press.

Examination Scheme:

Components	MTE	CT/H/P/V/Q	FC/MA/CS/DP	A	EE
Weightage (%)	15	15	15	5	50

MTE- Mid Term Exam; **CT-**Class Test; **H-**Home Assignment; **P-**Presentation; **V-**Viva; **Q-**Quiz; **FC-** Flip class; **MA-** Movie Analysis; **CS-** Case study; **DP-** Discursive paper; **A-**Attendance; **EE-**End Session Exam

STATISTICS IN PSYCHOLOGY

Course Name	Course Code	LTP	Credit	Semester
STATISTICS IN PSYCHOLOGY	PSY203	2:1:0	3	2

A. COURSE LEARNING OUTCOMES (CLO)

CLO1	Summarize the main reasons for studying Statistics in Psychology.
CLO2	Gain a basic awareness of the underlying concepts regarding Statistics.
CLO3	Understand the meaning, importance and limitation of statistics.
CLO4	Learn to calculate and use descriptive
CLO5	Learn to calculate and use descriptive
CLO6	Learn to calculate and use non parametric statistics: inferential statistics
CLO7	Use of SPSS

B. SYLLABUS

Course Objectives:

The paper on Statistics introduces quantification and interpretation of data related to psychology. The students will learn primary concepts and methods of statistical analysis in psychology.

Course Contents:

Module I: Introduction – 7 hours

Meaning, Definition, Importance and Limitations of Statistics in Psychology
 Population and Sample, Graphical presentation of Data: Histograms, Frequency polygon, Frequency Curve, Cumulative Frequency Curve (Ogive), Cumulative Percentage Curve
 The Normal Curve: Characteristics and Problems in Normal Probability Curve (NPC), The Standard Normal Curve.

Module II: Central tendency & variation – 7 hours

Measures of Central Tendency: Meaning, Application and Computation of Mean, Median and Mode
 Measures of Variability: Range and Variation; Average deviation, Quartile deviation and Standard deviation

Module III: Parametric Statistics – 7 hours

Assumptions: t-Test (Independent & correlated)
 ANOVA (One way) and Factorial
 Correlation-Pearson Product moment correlation (Linear correlation).

Module IV: Non-Parametric Statistics – 8 hours

Introduction, Assumptions
 Chi square- Equal probability, 2x2 contingency and 3x3 contingency
 Mann Whitney and Wilcoxon rank test
 Spearman's rank order correlation

Module V: SPSS – 7 hours

SPSS- training in parametric and non-parametric data analyses.

Text:

Garrett, H. E., & Woodworth, R.S. (2011). *Statistics in psychology and education*. Mumbai: Paragon International Publishers.
 Gupta, S. C. (2007). *Fundamentals of statistics*. New Delhi: Himalaya.
 Siegel, S. (1956). *Non parametric statistics*. New York: McGraw Hill.
 Broota, K. D. (1989). *Experimental design in behavioural research*. New Delhi: New Age International.

References:

Guilford, J. P. (1942). *Fundamental statistics in psychology and education*. USA: McGraw Hill.
 Minimum, E. W., King, H. M., & Bear G. (1993). *Statistical reasoning in psychology & education*. (3rd ed.). New York: John Wiley & Sons.

Examination Scheme:

Components	MTE	CT/H/P/V/Q	FC/MA/CS/DP	A	EE
Weightage (%)	15	15	15	5	50

MTE- Mid Term Exam; CT-Class Test; H-Home Assignment; P-Presentation; V-Viva; Q-Quiz; FC- Flip class; MA- Movie Analysis; CS- Case study; DP- Discursive paper; A-Attendance; EE-End Session Exam

GENDER DYNAMICS AND GENDER STUDIES

Course Name	Course Code	LTP	Credit	Semester
GENDER DYNAMICS AND GENDER STUDIES	PSY204	2:1:0	3	2

A. COURSE LEARNING OUTCOMES (CLO)

CLO1	Demonstrate in-depth knowledge in the major concepts and theories of the psychology of gender.
CLO2	Analyze and articulate through extensive reading and writing the media, institutional and sociocultural influences on the psychological development of gender role, identity, beliefs, and behaviors.
CLO3	Compare and contrast traditional biological / evolutionary approaches to the human subject with modern social psychological approaches
CLO4	Critically examine and reflect on gender issues with reference to transgenders and diverse sociocultural contexts.
CLO5	Evaluate scientific research on gender and synthesize their implications as explained by psychology

B. SYLLABUS

Course Objective:

This course is designed to introduce students to primary concepts of gender psychology. The course will familiarize them with psychological theories and research findings regarding the differences and similarities between men and women and the effects of gender in social situations. Students will learn to understand the complexity and diversity of gendered experiences in the society.

Course Contents:

Module I: Introduction to Gender Psychology – 7 hours

Key Concepts

Historical development: Role of Early Schools, eminent women, role of assessment

Module II: Various Perspectives – 7 hours

Biological: Role of Heredity, Hormones and Nervous System

Psychological: Freudian and Neo-Freudian, Socio- Cognitive, Humanistic

Sociological and Economic perspectives: Social Norms, Social Conflict, Economic models

Module III: Gender Constructs & Stereotypes – 7 hours

Gender Role and Gender Identity: Components of Gender Constructs

Stereotype in Religious, Global/Cultural Contexts

Effects of stereotypes and roles, Media and Depiction of gender

Module IV: Gender Differences – 8 hours

Areas of gender difference: Physical, cognitive, affective and social abilities,

Health & Fitness, Stress, Coping & Psychopathology,

Internalizing and Externalizing Behavioral Problems

Module V: Contemporary Issues – 7 hours

Third gender issues: Transgender concept and approaches, global scenario

Women empowerment: Feminism: Movement and Branches

Need for gender sensitization

Text:

Helegson, V. S. (2009). *The Psychology of Gender*, New York: Pearson Publications.

Trew, K., & Kremer, J. (1998). *Gender and psychology*. New York: Routledge

Golombok, S., & Fivush, R. (1994). *Gender development*. Cambridge: Cambridge University Press.

Maccoby, E.E., & Jacklin, C.N. (1974). *The psychology of sex differences*. Stanford: Stanford University Press.

References:

Butler, J. (1990). *Gender trouble: feminism and the subversion of identity*. New York: Routledge.

Halsey, A.H., Heath, A.F., & Ridge, J.M. (1980). *Origins and destinations: Family, class and education in modern Britain*. Oxford: Clarendon Press.

Examination Scheme:

Components	MTE	CT/H/P/V/Q	FC/MA/CS/DP	A	EE
Weightage (%)	15	15	15	5	50

MTE- Mid Term Exam; CT-Class Test; H-Home Assignment; P-Presentation; V-Viva; Q-Quiz; FC- Flip class; MA- Movie Analysis; CS- Case study; DP- Discursive paper; A-Attendance; EE-End Session Exam

PRACTICUM-II

Course Code: PSY 220

L:0,T:0,P:4,C:02

Course Name	Course Code	LTP	Credit	Semester
PRACTICUM-II	PSY220	2:1:0	3	2

A. COURSE LEARNING OUTCOMES (CLO)

CLO1	To enable the students to understand and apply the general concepts of psychology through experiments & psychological tests.
CLO2	Each students are required to perform & write any 06 practical

B. SYLLABUS

Course Objective:

This course will enable the students to understand and apply the general concepts of psychology through experiments & psychological tests.

The students are required to perform & write any 06 practical.

List of Experiments/Tests:

Muller Lyer test

Bilateral transfer of training

Intelligence test (Raven's)

Learning style

Reading and writing motivation

Masculinity and Feminity scale

Attachment style

Parent child relationship

Adjustment scale

Examination Scheme:

A student will be examined in any one experiment/test as assigned to him. Classification of marks will be as follows:

Practical (Continuous)	Viva Voce	Record Book	Total
40 Marks	30 Marks	30 Marks	100 Marks

ENVIRONMENTAL STUDIES

Course Name	Course Code	LTP	Credit	Semester
ENVIRONMENTAL STUDIES	EVS001	2:1:0	4	2

A. COURSE LEARNING OUTCOMES (CLO)

CLO1	To enable the students to understand types of environmental sciences, environmental engineering and industrial management
CLO2	Enlighten the students about the importance of the protection and conservation of our environment and control of human activities which has an adverse effect on the environment.

B. SYLLABUS

Course Objective:

The term environment is used to describe, in the aggregate, all the external forces, influences and conditions, which affect the life, nature, behaviour and the growth, development and maturity of living organisms. At present a great number of environment issues, have grown in size and complexity day by day, threatening the survival of mankind on earth. A study of environmental studies is quite essential in all types of environmental sciences, environmental engineering and industrial management. The objective of environmental studies is to enlighten the masses about the importance of the protection and conservation of our environment and control of human activities which has an adverse effect on the environment.

Course Contents:

Module I: The multidisciplinary nature of environmental studies

Definition, scope and importance
Need for public awareness

Module II: Natural Resources

Renewable and non-renewable resources:

Natural resources and associated problems

Forest resources: Use and over-exploitation, deforestation, case studies. Timber extraction, mining, dams and their effects on forests and tribal people.

Water resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems.

Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources, case studies.

Food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies.

Energy resources: Growing energy needs, renewable and non-renewable energy sources, use of alternate energy sources, case studies.

Land resources: Land as a resource, land degradation, man induced landslides, soil erosion and desertification.

- Role of an individual in conservation of natural resources.
- Equitable use of resources for sustainable lifestyles.

Module III: Ecosystems

Concept of an ecosystem

Structure and function of an ecosystem

Producers, consumers and decomposers

Energy flow in the ecosystem

Ecological succession

Food chains, food webs and ecological pyramids

Introduction, types, characteristic features, structure and function of the following ecosystem:

- a. Forest ecosystem
- b. Grassland ecosystem
- c. Desert ecosystem
- d. Aquatic ecosystems (ponds, streams, lakes, rivers, ocean estuaries)

Module IV: Biodiversity and its conservation

Introduction – Definition: genetic, species and ecosystem diversity

Biogeographical classification of India

Value of biodiversity: consumptive use, productive use, social, ethical aesthetic and option values

Biodiversity at global, national and local levels

India as a mega-diversity nation

Hot-spots of biodiversity

Threats to biodiversity: habitat loss, poaching of wildlife, man wildlife conflicts; case studies

Endangered and endemic species of India

Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity

Module V: Environmental Pollution

Definition

☐☐☐ Causes, effects and control measures of:

- Air pollution
- Water pollution
- Soil pollution
- Marine pollution
- Noise pollution
- Thermal pollution
- Nuclear pollution

Solid waste management: Causes, effects and control measures of urban and industrial wastes.

Role of an individual in prevention of pollution.

Pollution case studies.

Disaster management: floods, earthquake, cyclone and landslides.

Module VI: Social Issues and the Environment

From unsustainable to sustainable development

Urban problems and related to energy

Water conservation, rain water harvesting, watershed management

Resettlement and rehabilitation of people; its problems and concerns. Case studies.

Environmental ethics: Issues and possible solutions

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

Wasteland reclamation

Consumerism and waste products

Environmental Protection Act

Air (Prevention and Control of Pollution) Act

Water (Prevention and control of Pollution) Act

Wildlife Protection Act

Forest Conservation Act

Issues involved in enforcement of environmental legislation

Public awareness

Module VII: Human Population and the Environment

Population growth, variation among nations

Population explosion – Family Welfare Programmes

Environment and human health

Human Rights

Value Education

HIV / AIDS

Women and Child Welfare

Role of Information Technology in Environment and Human Health

Case Studies

Module VIII: Field Work

Visit to a local area to document environmental assets-river / forest/ grassland/ hill/ mountain.

Visit to a local polluted site – Urban / Rural / Industrial / Agricultural

Study of common plants, insects, birds

Study of simple ecosystems-pond, river, hill slopes, etc (Field work equal to 5 lecture hours)

Examination Scheme:

Components	CT	HA	S/V/Q	A	EE
Weightage (%)	15	5	5	5	70

Text & References:

- Agarwal, K.C. 2001 Environmental Biology, Nidi Publ. Ltd. Bikaner.
- Bharucha Erach, The Biodiversity of India, Mapin Publishing Pvt. Ltd., Ahmedabad 380 013, India, Email:mapin@icenet.net (R)
- Brunner R.C., 1989, Hazardous Waste Incineration, McGraw Hill Inc. 480p
- Clark R.S., Marine Pollution, Clanderson Press Oxford (TB)
- Cunningham, W.P. Cooper, T.H. Gorhani, E & Hepworth, M.T. 2001, Environmental Encyclopedia, Jaico Publ. House, Mumabai, 1196p
- De A.K., Environmental Chemistry, Wiley Eastern Ltd.
- Down to Earth, Centre for Science and Environment (R)
- Gleick, H.P. 1993. Water in Crisis, Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env. Institute Oxford Univ. Press. 473p

- Hawkins R.E., Encyclopedia of Indian Natural History, Bombay Natural History Society, Bombay (R)
- Heywood, V.H & Weston, R.T. 1995. Global Biodiversity Assessment. Cambridge Univ. Press 1140p.
- Jadhav, H & Bhosale, V.M. 1995. Environmental Protection and Laws. Himalaya Pub. House, Delhi 284 p.
- Mckinney, M.L. & School, R.M. 1996. Environmental Science Systems & Solutions, Web enhanced edition. 639p.
- Mhaskar A.K., Matter Hazardous, Techno-Science Publication (TB)
- Miller T.G. Jr. Environmental Science, Wadsworth Publishing Co. (TB)
- Odum, E.P. 1971. Fundamentals of Ecology. W.B. Saunders Co. USA, 574p
- Rao M N. & Datta, A.K. 1987. Waste Water treatment. Oxford & IBH Publ. Co. Pvt. Ltd. 345p.
- Sharma B.K., 2001. Environmental Chemistry. Geol Publ. House, Meerut
- Survey of the Environment, The Hindu (M)
- Townsend C., Harper J, and Michael Begon, Essentials of Ecology, Blackwell Science
- Trivedi R.K., Handbook of Environmental Laws, Rules Guidelines, Compliances and Standards, Vol I and II, Enviro Media (R)
- Trivedi R. K. and P.K. Goel, Introduction to air pollution, Techno-Science Publication (TB)
- Wanger K.D., 1998 Environmental Management. W.B. Saunders Co. Philadelphia, USA 499p

ForeignLanguage (Non Technology)

Course Name	Course Code	LTP	Credit	Semester
français.com (Débutant)	FLN 201/211	2:0:0	2	II

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Students will be able to read and interpret small texts.
CLO 2	Students will be able to communicate in small sentences in writing, self introduction, family description etc.

Students will be able to communicate in small sentences in oral, self introduction, family description etc To familiarize the students of French Language with:

1. to identify the objects and to explain their usage.
2. to do a purchasing in a market, to discuss the price etc.
3. Comparison of the objects.

Course Contents

Unit 2: Pg: 26-40

a. Lexical:

- Everyday small objects
- Numbers from 0 to 1000
- To ask the price of a thing
- Furniture of office
- Adjectives for describing the objects
- colours

b. Grammar:

- Possessive adjectives
- for + infinitive form of the verb
- verb: to have
- negative : not/don't (ne-pas)
- question with « do »formation « est-ce que »?
- question with the “Si”
- prepositions of place
- There is, there are/is there? Are there?
- Placing of the adjectives
- There is a shortage of/Something is missing
- comparatives and superlatives
- tonic pronouns
- pronoun « on »

EXAMINATION SCHEME

Total: 100 marks

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Text &References:

Penfornis, J. (2007), Français.com (Débutant). Paris: CLE International

Français.com (Débutant), livre de professeur

<http://apprendre.tv5monde.com/>

Larousse Dictionnaire français-anglais anglais-français (French Dictionary), W.R.Goyal

Supplementary Materials are given in form of photocopies

Foreign Language German

Course Name	Course Code	LTP	Credit	Semester
Foreign Language German	FLG 201/211	2:0:0	2	II

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Students will hone Basic language skills such as reading, writing, speaking, listening & interactive in the language .
CLO 2	Students will be able to read and interpret small texts .
CLO 3	Students will be able to communicate in small sentences in writing, self introduction, family description etc.
CLO 4	Students will be able to communicate in small sentences in oral, self introduction, family description etc.

After successful completion of this semester, students will be able to:

- Recognizing geographical locations.
- Know famous places in Germany and Europe.
- To be able to form basic questions
- use of past participle of verb was/were and make sentences.
- able to conjugate irregular verbs
- use possessive article for the nominative case
- Use of adjectives in sentences.
- They can describe their house like number of bedroom, kitchen etc
-

Course Content:

Vocabulary

- Verb was/were
- Types of Houses and Apartments,
- State and cities
- directions like north, south etc.,
- Neighboring countries of Germany and their respective languages.
- Description of house: Bedroom, bathroom, kitchen etc.

Grammar:

- Interrogatives – what, which, why, how, who, when
- Yes - no question
- Introduction of irregular verbs
- Article in accusative (definite and indefinite)
- Possessive article

EXAMINATION SCHEME

Total: 100 marks

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Prescribed Text-Book: Lesson 11 onwards from Deutsch als Fremdsprache -1A, IBH & Oxford, New Delhi, 1977

References: Studio D A1 by Hermann Funk, Christina Kuhn and Silke Demme, Cornelsen, 2013

Tangram A1 by Rosa Maria Dallapiazza, Eduard von Jan & Till Schoenherr, Max Hueber, 2007

Sprachtraining A1 by Rita Maria Niemann, Dong Ha Kim, Cornelsen, 2013

Dictionaries for reference: **Studio D: Glossar A1 - Deutsch –English**, Cornelsen, 2013

<http://www.duden.de/woerterbuch>

Materials are given in form of photocopies if felt to be necessary

Foreign Language Spanish

Course Name	Course Code	LTP	Credit	Semester
Language Spanish Foreign	FLS 201/211	2:0:0	2	II

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Students will hone Basic language skills such as reading, writing, speaking, listening & interactive in the language .
CLO 2	Students will be able to read and interpret small texts .
CLO 3	Students will be able to communicate in small sentences in writing, self introduction, family description etc.
CLO 4	Students will be able to communicate in small sentences in oral, self introduction, family description etc .

- To enhance all five skills of the language: Reading, Writing, Listening, Interacting and speaking.
- Adjectives to describe people
- To talk about locations and places.
- To be able to form basic questions
- Counting till 100
- To be able to speak about daily Routine and verbs of daily usage both regular & irregular verbs.

Course Content:

Vocabulary:

Home, Classroom, Neighborhood, hotel, Restaurant, Market, Days name, Months name, Colors names etc. Interrogatives.

Grammar:

Use of SER/ESTAR/TENER/ HAY

Difference between Estar and Hay

Demonstrative pronouns

Interrogatives – what, which, why, how, who, when

Introduction of irregular verbs

Possessive pronouns

ExaminationScheme:

Total: 100 marks

ContinuousEvaluation (Total 50 Marks)					EndSemEvaluation (Total 50 Marks)
Quiz	MidTerm Test	Presentation	Viva Voce	Attendance	End-TermExam
10	15	10	10	5	50

Skills Evaluated: Writing, Comprehension, grammar, and Vocabulary

Text &References:

Nuevo Español Sin Fronteras (ESF1) by Jesús sánchez Lobato, Concha Moreno Garcia, Concha Moreno Garcia, Isabel Santos Gargallo, Sociedad General Española De Librería, S.A 2005

Pasaporte Nivel (A1) byMatideCerralozza Aragón, oscarCerralozza Gilli, Begoña Llovet Barquero, EdelsaGroup didascalía, S.A. 2005

Dictionaries for reference: Collins, www.wordreferences.com.

Essential materials are given in the form of photocopies.

FOREIGN LANGUAGE CHINESE

Course Name	Course Code	LTP	Credit	Semester
Foreign Language Chinese	FLC- 201/211	2:0:0	2	II

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Students will hone Basic language skills such as reading, writing, speaking, listening & interactive in the language
CLO 2	Students will be able to read and interpret small texts .
CLO 3	Students will be able to communicate in small sentences in writing, self introduction, family description etc.
CLO 4	Students will be able to communicate in small sentences in oral, self introduction, family description etc.

On the completion of second semester the students will be able to:

- Read Chinese words, phrases and simple sentences both in Pin Yin and Characters.
- Write Chinese Characters and sentences.
- Speak Chinese dialogues with correct pronunciation & tone.
- Listen and understand simple Chinese words and dialogues used in syllabi.
- Manipulate basic grammatical structures such as questions type (2), 有 sentence, verbal predicate, 们 , numeration, time etc.
- Master and use most essential vocabulary items of day to day use; approx 110 Characters including 50 characters of HSK level -I.
- Understand Sino-Indian Relations.

COURSE CONTENT

1. Personal information : hobbies & habits
2. Personal information : abilities
3. Expression of gratitude
4. Expression of apology
5. Numbers & currencies
6. Expression of time
7. Description of weather
8. Description of direction,
9. Listening of dialogues
10. Conversation based on dialogues
11. Chinese CBT package /video clipping
12. Sino-Indian relations (in English)

VOCABULARY CONTENT

Vocabulary will include approx 110 Characters including 50 Characters of HSK-I level.

1. Vocab related to hobbies, abilities, gratitude, apology numbers, time, weather, direction, etc will be covered.

GRAMMAR CONTENT

1. Question of type (2) & (3)
2. 有 sentence
3. Auxiliary verbs:要,会,能, 可以
3. The sentence with a verb as its predicate.
4. 们: a plural suffix
5. Numeration
6. Interrogative pronoun 多少
7. Counting Money
8. A numeral-measure word as the attributive
9. Time words: Time, month, day & date
10. The demonstrative pronoun as the attributive
11. The adverbial adjunct:
12. Words of location

EXAMINATION SCHEME**Total: 100 marks**

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Text books & References

1. Learn Chinese with me book-I (Major Text book), People's Education Press
2. Elementary Chinese Reader Book-I (suggested reading)
2. Chinese Reader (HSK Based) book-I (suggested reading)
3. Practical Chinese Grammar for foreigners (suggested reading)

GENERAL ENGLISH

Course Name	Course Code	LTP	Credit	Semester
General English	BCS 201	1:0:0	1	1

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Participate in conversation and in small- and whole-group discussion
CLO 2	Explore and use English as medium of communication in real life situation
CLO 3	Discuss topics and themes of a reading, using the vocabulary and grammar of the lesson
CLO 4	Identify features of a reading textbook and utilize them as needed
CLO 5	Prepare and deliver organized presentations in small groups and to whole class
CLO 6	Apply sentence mechanics and master spelling of high frequency words

B. SYLLABUS

Developing Listening Skills
Developing Speaking Skills
Developing Reading Skills
Developing Writing Skills
Principles of Good Writing - L Hill
Toasted English -R. K. Narayan
On Saying Please- A G Gardiner
All the World's a Stage : Shakespeare
Where the Mind is without Fear: R N Tagore
O Captain, My Captain: W. Whitman
Psalm of Life: H. Longfellow
Go Kiss the World by Subroto Bagchi; Steve Jobs By Walter Isaacson; Rich Dad, Poor Dad by Robert Kiyosaki; The Road Ahead by Bill Gates; What You See, Is What You Get By Alan Sugar (Non detailed study; any of books)

EXAMINATION SCHEME:

Components	CT/Mid-term	Project/Presentation/ Assignment/Viva	Book Review	Quiz	Attendance	EE
Weightage (%)	15	10	10	10	5	50

SUGGESTED READINGS

- Bhardwaj, Ashu. *A Course Book of English & Communication Skills*. Paragon: New Delhi, 2011.
- Farhanthullah, T M. *Communication Skills for Technical Students*. Orient Black PVT: 2008.
- Jha, Madhulika. *Echoes*. Orient Blackswan: New Delhi, 2007.
- Koneru, Aruna. *Professional Communication*. The McGraw Hill: New Delhi, 2008.
- Prasad, Dr P. *The Functional Aspects of Communication Skills*. SK & Sons: New Delhi, 2003.
- Raman, Meenakshi and Sangeeta Sharma, *Technical Communication: Principles and Practice*. OUP: New Delhi, 2004.

**BEHAVIOURAL SCIENCE - II
(PROBLEM SOLVING AND CREATIVE THINKING)**

Course Name	Course Code	LTP	Credit	Semester
BEHAVIOURAL SCIENCE - II (PROBLEM SOLVING AND CREATIVE THINKING)	BSS 204	1:0:0	1	2

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Recognize the relation critical thinking with various mental processes.
CLO 2	Identify hindrance to problem solving processes.
CLO 3	Analyze the steps in problem-solving process.
CLO 4	Create plan of action applying creative thinking.

B. SYLLABUS

Course Objective:

To enable the students:

Understand the process of problem solving and creative thinking.

Facilitation and enhancement of skills required for decision-making.

Course Contents:

Module I: Thinking as a tool for Problem Solving

What is thinking: The Mind/Brain/Behaviour

Thinking skills

Critical Thinking and Learning:

Making Predictions and Reasoning

Memory and Critical Thinking

Emotions and Critical Thinking

Module II: Hindrances to Problem Solving

Perception

Expression

Emotion

Intellect

Work environment

Module III: Problem Solving Process

Recognizing and Defining a problem

Analyzing the problem (potential causes)

Developing possible alternatives

Evaluating Solutions

Resolution of problem

Implementation

Module IV: Plan of Action

Construction of POA

Monitoring

Reviewing and analyzing the outcome

Module V: Creative Thinking

Definition and meaning of creativity

The nature of creative thinking

Convergent and Divergent thinking

Idea generation and evaluation (Brain Storming)

Image generation and evaluation

Debating

The six-phase model of Creative Thinking: ICEDIP model

Examination Scheme:

Components	SAP	JOS	FC/MA/CS/HA	P/V/Q	A
Weightage (%)	25	15	30	25	05

SAP- Social Awareness Programme; **JOS-**Journal of Success; **HA-**Home Assignment; **P-**Presentation; **V-**Viva; **Q-**Quiz; **FC-** Flip class; **MA-** Movie Analysis; **CS-** Case study; **A-**Attendance

Text & References:

- Michael Steven: How to be a better problem solver, Kogan Page, New Delhi, 1999
- Geoff Petty: How to be better at creativity; Kogan Page, New Delhi, 1999
- Phil Lowe Koge Page: Creativity and Problem Solving, New Delhi, 1996
- Bensley, Alan D.: Critical Thinking in Psychology – A Unified Skills Approach, (1998), Brooks/Cole Publishing Company.

Course Title: Anandam

Type: Compulsory

Course Name	Course Code	LTP	Credit	Semester
ANANDAM	AND 002	0:0:0	2	2

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Awareness and empathy regarding community issues
CLO 2	Interaction with the community and impact on society
CLO 3	Interaction with mentor and development of Student teacher relationship
CLO 4	Interaction among students, enlarge social network
CLO 5	Cooperative and Communication skills and leadership qualities
CLO 6	Critical thinking, Confidence and Efficiency

B. SYLLABUS

Course Objectives:

After the completion of this course, students will be able to:

- apply their knowledge and skills to solve specific community problem
- learn to plan, lead, and organize community events have a sense of belonging to their college campus and community and find something they are interested in doing during their free time
- make new friends, expand social network, and boost social skills and mental health.
- be useful to society as it will protect them against stress, frustration, and depression

Course Contents:

The project report should be guided by the mentor and shall contain:

- **Synopsis:** clearly stating objectives and activities to be undertaken. Problem identifying and problem-solving projects to be taken up.
- Details of the **Mentor and the Participants are to be given** (name of mentor, name of participants, phone number/mobile no, email, and address)
- Location / community where the work was carried out
- Details of Activities performed are to be given with date
- Number of beneficiaries and impact on the society (the object should be to empower the community and make them self-reliant)
- Photographs taken for documentation of work should be submitted
- Media coverage of the projects should be attached if any
- The Group Community Service Project Report will be submitted by the Student group leader under the guidance of the mentor to the Director/HoIs of the Department.
- The Director/HoIs should get the best report (more than one if required) of the Group Community Service Project uploaded on the HTE website and on the University page
- The Director/HoIs will forward the best report of the department to the Nodal Officer of the University.
- University will forward the report to the state level committee.

GUIDELINES FOR GCSP (Group Community Service Project)

ASSIGNMENT OF ANANDAM FOR SOCIAL AWARENESS (for students)

1. Each member of the group shall write one blog about the decided topic of 500 words (minimum) along with any relevant photos/diagrams/statistical data (with reference).
2. The group member shall write his/her name at the end of the blog.
3. The blog shall be posted on Instagram and Facebook (apart from these any other website wherever the group seems necessary).
4. Print out of the blog where date of when the content is posted, number of followers, comments, name of the writer shall be visible will be taken and file will be maintained for the same.
5. In the cover page of the project mention heading “**Group Community Service Project**”, and the filled format of final project report given by Anandam Scheme.
6. For the topic chosen by the group, students are recommended to cover the following points:
 - a) Current scenario (Regional, national and international level as applicable)
 - b) Future predictions
 - c) Duty of the government
 - d) Government policies (related to the topic), if any
 - e) Duty of public
 - f) Conclusion

Evaluation Scheme:

Project Participation: 2 hours X 8 days (per month) X 4 months = 64 hours

- C grade =32 hrs (Below 20 marks)

- **B grade >32 hrs to <=44hrs (20-30 marks)**
- **A grade >44 hrs to <=54hrs (30-40 marks)**
- **O grade >54 hrs to <=64hrs (40-50 marks)**

Evaluation Criteria:

Respective Departmental Anandam mentors are requested to evaluate the project (out of 50) as per the following criteria:

1. Position and exceptions, if any, are clearly stated. The organization of the blog is completely and clearly outlined and implemented.
2. The body of the blog is coherently organized, original and the logic is easy to follow. There is no spelling or grammatical errors and terminology is clearly defined. Writing is clear, concise, and persuasive.
3. Conclusion is clearly stated. The underlying logic is explicit.

TERM PAPER

Course Name	Course Code	LTP	Credit	Semester
TERM PAPER	PSY230	0:0:0	1	2

A. COURSE LEARNING OUTCOMES (CLO)

CLO1	Enhance the reading and writing skills and understand about the process of carrying out a research work.
CLO2	Develop research orientations to understand and enhance skills in Research Methodology
CLO3	Gain competency in presentation skills which will further enhance their confidence.

B.SYLLABUS

Course Objectives:

With the completion of this course, students will be able to:

1. Enhance the reading and writing skills and understand about the process of carrying out a research work.
2. Develop research orientations to understand and enhance skills in Research Methodology.
3. Gain competency in presentation skills which will further enhance their confidence.

Methodology:

The students will select a psychology based topic on which he/she is going to gain conceptual knowledge by searching related research on available secondary data resources. The students will also learn the techniques employed in conducting literature review and referencing. This is going to help them in attaining research skills. The students should follow following structure:

- a) Topic
- b) Introduction
- c) Review research (min.25 researches)
- d) Key Learning
- e) Conclusion
- f) References

The report is to be submitted in about 3000 words on A4 size sheets, Font 12pt., Times New Roman, 1.5 spacing, headings in Font Size16. The report will be submitted in hard copy a day before presentation.

Evaluation Scheme:

Components	Internal Supervisor	Compilation of Term Paper	Viva-voce	Presentation	Total
Weightage (%)	10	40	30	20	100

READINGS IN PSYCHOLOGY

Course Name	Course Code	LTP	Credit	Semester
READINGS IN PSYCHOLOGY	PSY235	0:0:0	1	2

A. COURSE LEARNING OUTCOMES (CLO)

CLO1	Inculcate reading habit along with value addition to the existing understanding
CLO2	Gain knowledge about current thought related to the discipline.
CLO3	Develop the habit of critical thinking which would broaden their intellectual horizon

B.SYLLABUS

Course Objectives:

With the completion of this course, students will be able to:

1. Inculcate reading habit along with value addition to the existing understanding of the subject.
2. Gain knowledge about current thought related to the discipline.
3. Develop the habit of critical thinking which would broaden their intellectual horizon.

Methodology:

A contemporary and relevant book will be selected by the department. The student is expected to thoroughly go through the discipline related prescribed book with the objective of critically reviewing each aspect and character of the book. The student is supposed to have a detailed insight into the following:

1. Content
2. Writing style
3. Information/learning
4. Content handling
5. Characters (if any)
6. Thematic Clarity

The report is to be submitted in about 3000 words on A4 size sheets, Font 12pt., Times New Roman, 1.5 spacing, headings in Font Size16. The report will be submitted in hard copy a day before presentation.

Evaluation Scheme:

Components	<i>Report on the Book</i>	<i>Internal Supervisor</i>	<i>Written Test</i>	<i>Total</i>
Weightage (%)	40	10	50	100

**Semester III
PSYCHOPATHOLOGY**

Course Name	Course Code	LTP	Credit	Semester
PSYCHOPATHOLOGY	PSY301	2:1:0	3	3

A. COURSE LEARNING OUTCOMES (CLO)

CLO1	Describe various types classification systems of disorders
CLO2	Understand various types of psychopathologies and their diagnosis
CLO3	Apply the knowledge to improve mental health of individuals.

B. SYLLABUS

Course Objectives: Abnormal psychology introduces the students to a comprehensive study of abnormal behavior including the identification, etiology and classification on the basis of symptomatology of psychological disorders.

Course Contents:

Module I: Introduction – 8 hours

Concept and Criteria of abnormality: DSM 5 classification

DSM IV-R and DSM 5: Comparison

Causal factors in Psychopathological Behaviour: (a) Biological determinants (b) Psychological determinants (c) Socio-cultural determinants

Neurosis and Psychosis: Concept and Difference

Module II: Anxiety Disorders and OCD (Obsessive-Compulsive disorders): Symptoms and Etiology – 7 hours

Generalized anxiety disorders; separation anxiety disorder; Phobic Disorders and Panic disorder

OCD (Obsessive-Compulsive disorders)

Module III: Mood Disorders & Schizophrenia: Symptoms and Etiology – 7 hours

Depression and Bipolar Disorder, Suicide

Schizophrenia; Types of schizophrenia

Module IV: Dissociative Disorders and Somatic Symptoms Related Disorders: Symptoms and Etiology – 7 hours

Somatic symptom disorder, illness anxiety disorder, conversion disorder and factitious disorder

Dissociative Amnesia, Dissociative Fugue, Dissociative Identity

Module V: Personality Disorders and other types – 7 hours

Cluster I: Paranoid, Schizoid and Schizotypal Personality Disorder

Cluster II: Antisocial, Borderline, Histrionic and Narcissistic Personality Disorder

Cluster III: Avoidant, Dependent and Obsessive-Compulsive Personality Disorder

Substance Abuse Disorders, Impulse Control, Eating and Sleep Disorders

Childhood Disorders

Text:

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

Pub.Davison, G. C., & Neale, J. M. (2000). Abnormal psychology, Study Guide. New York: John Wiley and Sons.

Butcher, J. N., Mineka, S., & Hooley, J. M. (2017). Abnormal psychology. Pearson Education India.

Carson, R.C., Butcher, J.N., & Mineka, S. (2000). Abnormal Psychology and Modern Life. Delhi: & Person Education, 2000

References:

Comer, R. J. (2010). Abnormal psychology. Macmillan.

Examination Scheme:

Components	MTE	CT/H/P/V/Q	FC/MA/CS/DP	A	EE
Weightage (%)	15	15	15	5	50

MTE- Mid Term Exam; CT-Class Test; H-Home Assignment; P-Presentation; V-Viva; Q-Quiz; FC- Flip class; MA- Movie Analysis; CS- Case study; DP- Discursive paper; A-Attendance; EE-End Session Exam

COUNSELING PSYCHOLOGY

Course Name	Course Code	LTP	Credit	Semester
COUNSELING PSYCHOLOGY	PSY302	2:1:0	3	3

A. COURSE LEARNING OUTCOMES (CLO)

CLO1	Demonstrate knowledge about the field of counseling psychology and the process of counseling
CLO2	Compare and contrast the major counseling techniques.
CLO3	Recognize career options for counseling in private sector
CLO4	Analyse and critically evaluate the ethical and legal issues in counseling.
CLO5	Demonstrate awareness of the complex role client diversity plays in counseling

B. SYLLABUS

Course Objectives: This course will introduce the students to key theories, approaches and skills required for counseling oneself and others. The scope of counseling in varied professional settings will also be made known through this paper.

Course Contents:

Module I: Introduction – 7 hours

Meaning, Definitions and Goals of counseling
 Role of Counselor in different Setting
 Characteristics of a good counselor

Module II: Counseling Process – 7 hours

Building Counseling Relationship
 Working in a Counseling Relationship
 Termination of Counseling Relationship

Module III: Counseling Theories & Approaches – 7 hours

Insight-Oriented Counseling: Client-Centered
 Action-Oriented Counseling: Behavioural
 Psychodynamic Approaches
 Humanistic Approach
 Testing, Assessment and Diagnosis in Counseling

Module IV: Counseling Applications – 8 hours

Child Counseling and Counseling in School
 Adolescent Counseling and Counseling in College
 Career Counseling: Theories of Career Development
 Counseling: Individual, Couple, Group and Family Counseling
 Addiction Counseling

Module V: Current Issues in Counseling – 7 hours

Ethical and Legal Issues
 Mental Health Counseling
 Counseling in a Multicultural Society
 Counseling with Diverse Population

Text:

Williams, E.N., Hayes, J.A., & Fauth, J. (2008). *Therapist self-awareness: Interdisciplinary connections and future directions*. In S. Brown & R. Lent (Eds.), *Handbook of Counseling Psychology* (4th ed) (pp. 267–283). NY: Wiley.
 Ladany, N., & Inman, A. (2008). *Handbook of Counseling Psychology*. (4th ed.). New York: John Wiley & Sons.

References:

Levy, K. N., & Scala, J. (2012). Transference, transference interpretations, and transference focused psychotherapies. *Psychotherapy*, 49(3), 391-403. doi:10.1037/a0029371
 Brems, C., & Johnson, M. E. (1997). Comparison of recent graduates of clinical versus counseling psychology programs. *Journal of Psychology*, 131, 91-99.
 Whyte, C. (1978). Effective Counseling Methods for High-Risk College Freshmen. *Measurement and Evaluation in Guidance*, 6(4), 198-200.

Examination Scheme:

Components	MTE	CT/H/P/V/Q	FC/MA/CS/DP	A	EE
Weightage (%)	15	15	15	5	50

MTE- Mid Term Exam; CT-Class Test; H-Home Assignment; P-Presentation; V-Viva; Q-Quiz; FC- Flip class; MA- Movie Analysis; CS- Case study; DP- Discursive paper; A-Attendance; EE-End Session Exam

PSYCHOMETRIC TESTING AND ASSESSMENT

Course Name	Course Code	LTP	Credit	Semester
PSYCHOMETRIC TESTING AND ASSESSMENT	PSY303	2:1:0	3	3

A. COURSE LEARNING OUTCOMES (CLO)

CLO1	Develop the understanding about the background of psychometric testing
CLO2	Develop an insight about the different types of reliability and validity of a psychometric test and the techniques to improve them.
CLO3	Develop an insight about the different aspects of how to construct a psychological test.
CLO4	Demonstrate skills in the administration and scoring of intelligence, personality, aptitude, achievement, interest, attitude/value in diverse fields.

Course Objectives: The course enables students to understand the concepts and methodology of psychological tests' development, administration and interpretation of test data. The students will also know about application of some popular psychological tests

Course Contents:

Module I: Introduction – 7 hours

Brief Historical perspectives, Meaning and types of classification of psychological tests based on criteria of scoring, administration, time limit, content
 Characteristics of a good psychological test
 Uses and abuses of psychological test
 Ethical consideration

Module II: Measurement – 7 hours

Nature and significance of Measurement
 Distinction between assessment and measurement
 Levels of measurement
 Techniques of Attitude Measurement

Module III Reliability and validity – 7 hours

Reliability and validity - Meaning, types, ways of improving, factor influencing.
 Relationship between reliability and validity

Module IV Test Construction – 7 hours

Item framing, Item analysis, Item selection, Item discrimination, Item of difficulty
 Norms-Types of norms and their application.

Module V: Application of Testing – 8 hours

Administration and interpretation of major test of intelligence, personality, aptitude, achievement, interest, attitude/value in diverse fields

Text:

Anastasi, A. & Urbina, S. (1997). *Psychological testing*. USA: Prentice Hall International Inc.
 Graham, J. R., & Lilly, R. S. (1984). *Psychological testing*. Englewood Cliffs, NJ: Prentice-Hall.
 Kaplan, R., & Saccuzzo, D. (2012). *Psychological testing: Principles, applications, and issues*. Cengage Learning.

References:

Hasan, Q. (1997). *Personality assessment. A fresh psychology look*. New Delhi: Gyan Publishing House
 Kline, T. J. (2005). *Psychological testing: A practical approach to design and evaluation*. New Delhi: Vistaar Publication

Examination Scheme:

Components	MTE	CT/H/P/V/Q	FC/MA/CS/DP	A	EE
Weightage (%)	15	15	15	5	50

MTE- Mid Term Exam; **CT-**Class Test; **H-**Home Assignment; **P-**Presentation; **V-**Viva; **Q-**Quiz; **FC-** Flip class; **MA-** Movie Analysis; **CS-** Case study; **DP-** Discursive paper; **A-**Attendance; **EE-**End Session Exam

THEORIES OF PERSONALITY

Course Name	Course Code	LTP	Credit	Semester
THEORIES OF PERSONALITY	PSY304	2:1:0	3	3

A. COURSE LEARNING OUTCOMES (CLO)

CLO1	Demonstrate in-depth knowledge in the major concepts and theories of personality.
CLO2	Investigate the meaning and nature, historical background and determinants of personality
CLO3	Analyse trait, type theory and socio cultural influences on the personality development.
CLO4	Compare and contrast analytical theory, traditional biological / evolutionary approaches to the human subject with modern social psychological approaches of personality.
CLO5	Critically examine and reflect on personality problems with reference to diverse socio cultural contexts.

B. SYLLABUS

Course Objective:

This course introduces description and critical evaluation of different theories of personality in the background of the empirical evidence. It enables students to

1. Become familiar with the major theories related to the study of personality.
2. To understand the underlined themes, methodology and assumption of each theory to enhance understanding of personality and behavior.
3. To orient the students in application of this knowledge in case analysis and therapeutic formulation
4. To develop the skills in personality assessment.

Course Contents:

Module I: Introduction – 7 hours

Concept and Definition of Personality: Western Perspective, Eastern Perspective
Methods of Personality Assessment.

Module II: Determinants of Personality – 7 hours

Nature / Nurture Controversy:
Biological Determinants: Role of Genes and Endocrine Glands
Role of Physical Environment: Natural Environment, Constructed Environment, Behavioural
Role of Socio – Cultural Environment: Early Social Experiences and Impact of parenting styles
Role of family in the formation of personality

Module III: Trait and Type Theories of Personality – 7 hours

Hippocrates, Sheldon, Kretschmer, Allport, Cattell, Eysenck, Sheldon, and Friedman, Kobasa

Module IV: Psychoanalytic Theories of Personality - 9 hours

Sigmund Freud, Alfred Adler, Erich Fromm, Karen Horney and Erik Erikson's Theories

Module V: Social, Cognitive and Humanistic Theories of Personality – 7 hours

Behavioural Theory: Skinner
Social-Cognitive Theory: Miller & Dollard; Bandura
Humanistic Theory: Abraham Maslow; Carl Rogers

Texts:

Hall, C. S., Lindzey, G., & Campbell, J. B. (1997). *Theories of personality (5th ed.)*. NY: John Wiley & Sons.
Allport, G. W. (1955). *Becoming: Basic considerations for a psychology of personality*. New Haven: Yale University Press.
Adler, A. (1957). *Understanding human nature*. New York: Greenberg.

References:

Eysenck, H. J. (1947). *Dimensions of personality*. London: Routledge & Kegan Paul.
Jung, C. G. (1934). *Archetypes of the collective unconscious*. New Jersey: Princeton University Press.
Maslow, A. H. (1970). *Motivation and personality (2nd ed.)*. New York: Harper & Row.
Ewen, R. B. (1980). *An introduction to theories of personality (1st ed.)*. New York: Academic Press.
Cattell, R. B., & Dreger, R. N. (1975). *Handbook of modern personality theory*. New York: Appleton-Century-Crofts.

Examination Scheme:

Components	MTE	CT/H/P/V/Q	FC/MA/CS/DP	A	EE
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Weightage (%)	15	15	15	5	50
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MTE- Mid Term Exam; CT-Class Test; H-Home Assignment; P-Presentation; V-Viva; Q-Quiz; FC- Flip class; MA- Movie Analysis; CS- Case study; DP- Discursive paper; A-Attendance; EE-End Session Exam

PRACTICUM-III

Course Name	Course Code	LTP	Credit	Semester
PRACTICUM-III	PSY320	0:0:4	2	3

A. COURSE LEARNING OUTCOMES (CLO)

CLO1	To enable students to understand and apply the general concepts of psychology through experiments & psychological tests.
CLO2	Each students are required to perform & write any 06 practical enlisted.

B.SYLLABUS**Course Objective:**

This paper will enable students to understand and apply the general concepts of psychology through experiments & psychological tests.

The students are required to perform & write any 06 practical enlisted.

List of Experiments/Tests:

Personality test (NEO-FFI)

SCT

Suicidal Ideation

General Health Questionnaire

Mental Health Assessment

Old age fears

Life satisfaction

Adjustment scale

Home Environment Scale

Examination Scheme:

A student will be examined in any one experiment/test as assigned to him. Classification of marks will be as follows:

Practical (Continuous)	Viva Voce	Record Book	Total
40 Marks	30 Marks	30 Marks	100 Marks

ForeignLanguage (Non Technology)

Course Name	Course Code	LTP	Credit	Semester
français.com (Débutant)	FLN 301/311	2:0:0	2	III

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Students will hone Basic language skills such as reading, writing, speaking, listening & interactive in the language .
CLO 2	Students will be able to read and interpret small texts .
CLO 3	Students will be able to communicate in small sentences in writing, self introduction, family description etc.

Students will be able to communicate in small sentences in oral, self introduction, family description etc To familiarize the students of French Language with:

1. the time
2. daily routine
3. the date
4. the work & the hobbies

Course Contents

Unit 3: (français.com (Débutant))Pg: 42-56

A. Lexical:

- time
- verbs : open, close, start, finish
- the stage of a day
- games and sports
- daily activities at work, division of work-hobbies
- the calendar: months, seasons, dates, days of the week
- climate, weather
- expressions on telephone
- salutations in an e-mail

B. Grammar:

- Questions with « at what time »?
- demonstrative adjectives
- pronominal verbs in present
- les prepositions of: to go to or to come from
- adverbs de frequency
- Why...? Because...
- expressions indicating the date
- impersonal verbs
- verb “can” (+ infinitive)
- Monday, next Monday

EXAMINATION SCHEME

Total: 100 marks

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Text &References:

Penfornis, J. (2007), Français.com (Débutant). Paris: CLE International

Français.com (Débutant), livre de professeur

<http://apprendre.tv5monde.com/>

Larousse Dictionnaire français-anglais anglais-français (French Dictionary), W.R.Goyal

Supplementary Materials are given in form of photocopies

Foreign Language German

Course Name	Course Code	LTP	Credit	Semester
Foreign Language German	FLG 301/311	2:0:0	2	III

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Students will hone Basic language skills such as reading, writing, speaking, listening & interactive in the language .
CLO 2	Students will be able to read and interpret small texts .
CLO 3	Students will be able to communicate in small sentences in writing, self introduction, family description etc.
CLO 4	Students will be able to communicate in small sentences in oral, self introduction, family description etc.

After successful completion of this semester, students will be able to:

- describe furniture in a room.
- ask question related to time like when, from when etc.
- tell time (formal and informal)
- how to make calls on phone
- can excuse for cancel appointments.
- speak about their daily routine.

Course Contents

Vocabulary:

- Furniture
- Days and months name
- Time vocabulary like 15 min, quarter, minute, seconds.
- Adjectives use to describe furniture.

Grammar:

- Past participle of verb had
- Usage of negation like **not = nicht; kein= not a single.**
- Preposition of time.
- Use of adjective in sentences.
- Introduction and use of separable verbs

EXAMINATION SCHEME

Total: 100 marks

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Prescribed Text-Book: First 10 Lessons from Deutsch als Fremdsprache -1B, INBH & Oxford, New Delhi, 1977

References: Studio D A1 by Hermann Funk, Christina Kuhn and Silke Demme, Cornelsen, 2013

Tangram A1 by Rosa Maria Dallapiazza, Eduard von Jan & Till Schoenherr, Max Hueber, 2007

Sprachtraining A1 by Rita Maria Niemann, Dong Ha Kim, Cornelsen, 2013

Dictionaries for reference: **Studio D: Glossar A1 - Deutsch –Englisch**, Cornelsen, 2013

<http://www.duden.de/woerterbuch>

Materials are given in form of photocopies if felt to be necessary

Foreign Language Spanish

Course Name	Course Code	LTP	Credit	Semester
Language Spanish Foreign	FLS 301/311	2:0:0	2	III

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Students will hone Basic language skills such as reading, writing, speaking, listening & interactive in the language .
CLO 2	Students will be able to read and interpret small texts .
CLO 3	Students will be able to communicate in small sentences in writing, self introduction, family description etc.
CLO 4	Students will be able to communicate in small sentences in oral, self introduction, family description etc .

- To enable the students to talk about a place like, class room, market, neighborhood and location of thing with the use of prepositions.
- To talk about one's likes/dislikes, how one is feeling, to express opinions, pain and illness.
- Time and date
- Speaking about prices/currency/ market and quantity.
- Counting above 100,
- To discuss near future plans

Course Content

Vocabulary:

Vocabulary pertaining to describe people/ place /objects, Illness, Currency, Market etc. preferences, opinions , body parts etc.

Grammar:

Introduction of stem changing irregular verbs
 Introduction of prepositions (Cerca de/ lejos de/ encima de etc.)
 Present continuous tense (**Estar+ gerundio**)
 Introduction of third person verbs Gustar/Parecer/Encantar/ Doler etc
 Interrogatives – How much/ How many
 Introduction of irregular verbs.
 Immediate future plans (Ir a + verbo)

Examination Scheme:

Total: 100 marks

Continuous Evaluation (Total 50 Marks)					EndSem Evaluation (Total 50 Marks)
Quiz	MidTerm Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Skills Evaluated: Writing, Comprehension, grammar, and Vocabulary

Text & References:

Nuevo Español Sin Fronteras (ESF1) by Jesús Sánchez Lobato, Concha Moreno Garcia, Concha Moreno Garcia, Isabel Santos Gargallo, Sociedad General Española De Librería, S.A 2005

Pasaporte Nivel (A1) by Matilde Cerralzo Aragón, Oscar Cerralzo Gilli, Begoña Llovet Barquero, Edelsa Group didascalía, S.A. 2005

Dictionaries for reference: Collins, www.wordreferences.com.

Essential materials are given in the form of photocopies.

FOREIGN LANGUAGE CHINESE

Course Name	Course Code	LTP	Credit	Semester
Foreign Language Chinese	FLC- 301/311	2:0:0	2	III

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Students will hone Basic language skills such as reading, writing, speaking, listening & interactive in the language
CLO 2	Students will be able to read and interpret small texts .
CLO 3	Students will be able to communicate in small sentences in writing, self introduction, family description etc.

Course Learning Objectives:

- Students will be able to communicate in small sentences in writing, self introduction, family description etc.
- Students will be able to communicate in small sentences in oral, self introduction, family description etc
- On the completion of third semester the students will be able to attain the proficiency of HSK-I and they will be able to
- Read Chinese words, phrases and simple sentences both in Pin Yin and Characters given in the text.
 - Write Chinese Characters and sentences.
 - Speak Chinese dialogues from various fields of day to day life.
 - Listen and understand simple Chinese words and dialogues used in syllabi.
 - Carry out conversation in the target language.
 - Manipulate basic grammatical structures such as: 在, 是, 有 sentence, etc.
 - Master and use most essential vocabulary items of day to day use and programme specific vocabulary; approx 100 Characters including 50 characters of HSK level -I.

COURSE CONTENTS

1. Description of size
2. Description of quantity
3. Asking and replying questions on shopping
4. Asking and replying questions on Communication
5. Conversation Related to Study
6. Conversation Related to Work
7. Expression of Simple Feelings
8. Listening of dialogues
9. Conversation based on dialogues
10. Programme Specific Vocabulary & Expressions
11. Chinese CBT Package
12. Chinese Festivals (In English)

VOCABULARY CONTENTS

1. Vocabulary will include approx 100 Characters including 50 Characters of HSK-I level.
2. Vocab related to size, quantity, shopping, communication, study, work and simple feelings and Programme Specific Vocabulary will be covered during this semester.
3. By the end of third semester the students will be able to master all 150 characters set for the HSK level-I.

GRAMMATICAL CONTENTS

1. Antonyms
2. Prepositional phrases
3. The object of 在, 从
4. Complement of degree
5. Preposed object
6. Verb 在
7. 有 and 是 indicating existence
8. Question of type (4)
9. The 是 sentence type (2).
10. Sentence with a verb taking two objects

EXAMINATION SCHEME

Total: 100 marks

Continuous Evaluation (Total 50 Marks)	End Sem Evaluation
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					(Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Text & References

1. Learn Chinese with me book-I (Major Text book), People's Education Press
2. Elementary Chinese Reader Book-I
2. Chinese reader (HSK Based) book-I
3. Module on Programme specific vocab.

PROFESSIONAL COMMUNICATION SKILLS

Course Name	Course Code	LTP	Credit	Semester
Professional Communication Skills	BCS 301	1:0:0	1	1

B. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Inculcating creative thinking skills
CLO 2	Construct and showcase their communication skills in a creative manner.
CLO 3	Comprehending and demonstrating ways of self-introduction
CLO 4	Outlining and illustrating presentation Skills

B. SYLLABUS

Topic
Self-Actualization (Baseline, Self-Image Building, SWOT, Goal Setting)
Telephone Etiquette
GD-1 (Basics, Do's & Don'ts, Mannerism, Dynamics, GD Markers)
Book Review Presentation

EXAMINATION SCHEME:

Components	Self Introduction	GD	Book Review Presentation	Attendance
Weightage (%)	30	35	30	5

SUGGESTED READINGS

- Business Communication, Raman – Prakash, Oxford
- Creative English for Communication, Krishnaswamy N, Macmillan
- Textbook of Business Communication, Ramaswami S, Macmillan
- Writing Skills, Coe/Rycroft/Ernest, Cambridge

BEHAVIOURAL SCIENCE - III
(INTERPERSONAL COMMUNICATION AND RELATIONSHIP MANAGEMENT)

Course Name	Course Code	LTP	Credit	Semester
BEHAVIOURAL SCIENCE - III (INTERPERSONAL COMMUNICATION AND RELATIONSHIP MANAGEMENT)	BSS 303	1:0:0	1	3

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Demonstrate knowledge of strategies for developing a healthy interpersonal communication
CLO 2	Recognize the importance of transactional analysis, script analysis
CLO 3	Identify the difference between healthy and unhealthy expression of emotions and develop emotional competence necessary for conflict resolution and impression management.
CLO 4	Demonstrate knowledge of strategies for developing a healthy interpersonal relationship.

B. SYLLABUS

Course Objective:

This course aims at imparting an understanding of:

- Interpersonal communication and relationship.
- Strategies for healthy interpersonal relationship
- Effective management of emotions.
- Building interpersonal competence.

Course Contents:

Module I: Interpersonal Communication

Importance of Behavioural/ Interpersonal Communication

Types – Self and Other Oriented

Rapport Building – NLP, Communication Mode

Steps to improve Interpersonal Communication

Module II: Interpersonal Styles

Transactional Analysis

Life Position/Script Analysis

Games Analysis

Interactional and Transactional Styles

Bridging differences in Interpersonal Relationship through TA

Communication Styles

Module III: Conflict Management and Negotiation

Meaning and Nature of conflicts

Styles and techniques of conflict management

Meaning of Negotiation

Process and Strategies of Negotiation

Interpersonal Communication: Conflict Management and Negotiation

Module IV: Interpersonal Relationship Development

Importance of Interpersonal Relationships

Interpersonal Relationship Skills

Types of Interpersonal Relationships

Relevance of Interpersonal Communication in Relationship Development

Module V: Impression Management

Meaning & Components of Impression Management

Impression Management Techniques

Impression Management Training-Self help and Formal approaches

Examination Scheme:

Components	SAP	JOS	FC/MA/CS/HA	P/V/Q	A
Weightage (%)	25	15	30	25	05

SAP- Social Awareness Programme; **JOS**-Journal of Success; **HA**-Home Assignment; **P**-Presentation; **V**-Viva; **Q**-Quiz; **FC**- Flip class; **MA**- Movie Analysis; **CS**- Case study; **A**-Attendance

Text & References:

- Vangelist L. Anita, Mark N. Knapp, Inter Personal Communication and Human Relationships: Third Edition, Allyn and Bacon
- Julia T. Wood. Interpersonal Communication everyday encounter
- Beebe, Beebe and Redmond; Interpersonal Communication, 1996; Allyn and Bacon Publishers.

- Rosenfeld, P., Giacalone, R.A. and Catherine, A.R. (2003). Impression Management: Building and Enhancing Reputations at Work. Thomson Learning, Singapore.

Course Title: Anandam

Type: Compulsory

Course Name	Course Code	LTP	Credit	Semester
ANANDAM	AND 003	0:0:0	2	3

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Awareness and empathy regarding community issues
CLO 2	Interaction with the community and impact on society
CLO 3	Interaction with mentor and development of Student teacher relationship
CLO 4	Interaction among students, enlarge social network
CLO 5	Cooperative and Communication skills and leadership qualities
CLO 6	Critical thinking, Confidence and Efficiency

B. SYLLABUS

Course Objectives:

After the completion of this course, students will be able to:

- apply their knowledge and skills to solve specific community problem
- learn to plan, lead, and organize community events have a sense of belonging to their college campus and community and find something they are interested in doing during their free time
- make new friends, expand social network, and boost social skills and mental health.
- be useful to society as it will protect them against stress, frustration, and depression

Course Contents:

The project report should be guided by the mentor and shall contain:

- Synopsis:** clearly stating objectives and activities to be undertaken. Problem identifying and problem-solving projects to be taken up.
- Details of the **Mentor and the Participants are to be given** (name of mentor, name of participants, phone number/mobile no, email, and address)
- Location / community where the work was carried out
- Details of Activities performed are to be given with date
- Number of beneficiaries and impact on the society (the object should be to empower the community and make them self-reliant)
- Photographs taken for documentation of work should be submitted
- Media coverage of the projects should be attached if any
- The Group Community Service Project Report will be submitted by the Student group leader under the guidance of the mentor to the Director/HoIs of the Department.
- The Director/HoIs should get the best report (more than one if required) of the Group Community Service Project uploaded on the HTE website and on the University page
- The Director/HoIs will forward the best report of the department to the Nodal Officer of the University.
- University will forward the report to the state level committee.

**GUIDELINES FOR GCSP (Group Community Service Project)
ASSIGNMENT OF ANANDAM FOR SOCIAL AWARENESS (for students)**

- Each member of the group shall write one blog about the decided topic of 500 words (minimum) along with any relevant photos/diagrams/statistical data (with reference).
- The group member shall write his/her name at the end of the blog.
- The blog shall be posted on Instagram and Facebook (apart from these any other website wherever the group seems necessary).
- Print out of the blog where date of when the content is posted, number of followers, comments, name of the writer shall be visible will be taken and file will be maintained for the same.
- In the cover page of the project mention heading **“Group Community Service Project”**, and the filled format of final project report given by Anandam Scheme.
- For the topic chosen by the group, students are recommended to cover the following points:
 - Current scenario (Regional, national and international level as applicable)
 - Future predictions
 - Duty of the government
 - Government policies (related to the topic), if any
 - Duty of public

f) Conclusion

Evaluation Scheme:

Project Participation: 2 hours X 8 days (per month) X 4 months = 64 hours

- **C grade =32 hrs (Below 20 marks)**
- **B grade >32 hrs to <=44hrs (20-30 marks)**
- **A grade >44 hrs to<=54hrs (30-40 marks)**
- **O grade >54 hrs to<=64hrs (40-50 marks)**

Evaluation Criteria:

Respective Departmental Anandam mentors are requested to evaluate the project (out of 50) as per the following criteria:

1. Position and exceptions, if any, are clearly stated. The organization of the blog is completely and clearly outlined and implemented.
2. The body of the blog is coherently organized, original and the logic is easy to follow. There is no spelling or grammatical errors and terminology is clearly defined. Writing is clear, concise, and persuasive.
3. Conclusion is clearly stated. The underlying logic is explicit.

DOMAIN ELECTIVES

SCIENCE OF HAPPINESS

Course Name	Course Code	LTP	Credit	Semester
SCIENCE OF HAPPINESS	PSY305	2:1:0	3	3

. COURSE LEARNING OUTCOMES (CLO)

CLO1	Demonstrate knowledge about the theory and research related to happiness.
CLO2	Identify a wide range of factors that promote and affect happiness.
CLO3	Studying the physical, mental and social aspect of happiness. Also reflecting on the religious and spiritual aspect of happiness.

B. SYLLABUS

Course Objective:

To enable the students to acquire meaningful knowledge of various aspects of happiness. Also to apply the concepts with a holistic view to deal with the barriers in day-to-day life.

Course Contents:

Module I: Happiness – 8 hours

Positive and Negative Affectivity
The Effects & Causes of Happiness
Culture and Happiness
Relationships and Happiness

Module II: Happiness and its Physical Aspects – 7 hours

The Problem of Happiness
Physical Needs
Sound Bodies
How to Sleep

Module III: Happiness and its Mental Aspects – 7 hours

Seeing and remembering
Thinking
Self Knowledge

Module IV: Happiness and its Social Aspects – 7 hours

Work and Play
Youth V/s Age
Gold V/s Ideal

Module V: Happiness and Morality – 7 hours

The Religious and Spiritual Concepts of Happiness

Text:

Williams, H.S., The Science of Happiness, Oxford University
C. R. Snyder, Shane J. Lopez, Positive Psychology: The Scientific and Practical Explorations of Human Strengths
C. R. Snyder, Shane J. Lopez, The Handbook of Positive Psychology

References:

Gilman, R., Furlong, M., & Huebner, E.S. (2009). *A Handbook of Positive Psychology in Schools*. USA: Routledge
Boniwell, I. (2012). *Positive Psychology in a Nutshell*. UK: Open University Press
Goleman, D. (2009). *Emotional Intelligence*. UK: Bloomsbury Publications.

Examination Scheme:

Components	MTE	CT/H/P/V/Q	FC/MA/CS/DP	A	EE
Weightage (%)	15	15	15	5	50

MTE- Mid Term Exam; **CT**-Class Test; **H**-Home Assignment; **P**-Presentation; **V**-Viva; **Q**-Quiz; **FC**- Flip class; **MA**- Movie Analysis; **CS**- Case study; **DP**- Discursive paper; **A**-Attendance; **EE**-End Session Exam

COMMUNITY PSYCHOLOGY

Course Name	Course Code	LTP	Credit	Semester
COMMUNITY PSYCHOLOGY	PSY306	2:1:0	3	3

A. COURSE LEARNING OUTCOMES (CLO)

CLO1	Explore history of community psychology and various models of mental health services.
CLO2	Identify the role of various models, concept of community-based rehabilitation, and issues and challenges of different groups of community.
CLO3	Analyse various models of community mental health services, community-based rehabilitation and issues of different communities of society.

B.SYLLABUS

Course Objectives: This course would help the students be acquainted with the students about the history & present status of community mental health services. It would also help them develop a community based orientation towards mental health.

Module I: Introduction to community psychology – 7 hours

Social Psychology: Introduction to social psychology; Process of socialization; Group influence; Group dynamics; Social perception; Attitudes

Community psychology: Definition and perspectives with reference to mental health, organizational health and social action.

Module II: Mental health and Community Psychology – 8 hours

Mental health: Definition and characteristics of good mental health. Characteristics of positive health. Global epidemic of mental disorders. Prevention, identification and intervention services with regard to mental health problems and disability at the community level and quality of life,

Module III: Community based rehabilitation – 7 hours

Community based rehabilitation (CBR): Issues, principles, Health promotion: process of community organization for health promotion, importance. Community program for: child and maternal health, physical challenged and old age in the Indian context.

Module IV: Crisis Intervention – 7 hours

The concept of crisis and the techniques of intervention.

Module V: Interventions in Community mental health – 7 hours

Unit V: Different levels of intervention at the community level with special reference to mental retardation, learning disability, autism, and common mental health problems.

Text:

Duffy, Karan (2002). Community Psychology (3rd Ed.), Allyn & Bacon.

Iscoe, I. Block, B.L. & Spielberger, CD (Eds.) (1997). Community psychology: Perspectives in training and research. Appleton Century Crofts. NY.

Kapur, M. (1995). Mental health of Indian Children, Sage Pub.

References:

Mandelbawn, B. (1972). Society in India. Popular Prakashan. Bombay.

Mann, P.A. (1978). Community Psychology: Concepts and Applications. The Free Press. Moritsugu,

John, Duffy, Karan and Worg Frank (2009). Community Psychology,

Korchin, S.J. (1976). Modern Clinical Psychology, Part 5 on Community Psychology, New Delhi, CBS Publications.

Examination Scheme:

Components	MTE	CT/H/P/V/Q	FC/MA/CS/DP	A	EE
Weightage (%)	15	15	15	5	50

MTE- Mid Term Exam; CT-Class Test; H-Home Assignment; P-Presentation; V-Viva; Q-Quiz; FC- Flip class; MA- Movie Analysis; CS- Case study; DP- Discursive paper; A-Attendance; EE-End Session Exam

READINGS IN PSYCHOLOGY- II

Course Name	Course Code	LTP	Credit	Semester
READINGS IN PSYCHOLOGY- II	PSY335	0:0:0	1	3

A. COURSE LEARNING OUTCOMES (CLO)

CLO1	Inculcate reading habit along with value addition to the existing understanding of the subject.
CLO2	Gain knowledge about current thought related to the discipline.
CLO3	Develop the habit of critical thinking which would broaden their intellectual horizon

B.SYLLABUS

Course Objectives:

With the completion of this course, students will be able to:

1. Inculcate reading habit along with value addition to the existing understanding of the subject.
2. Gain knowledge about current thought related to the discipline.
3. Develop the habit of critical thinking which would broaden their intellectual horizon.

Methodology:

A contemporary and relevant book will be selected by the department. The student is expected to thoroughly go through the discipline related prescribed book with the objective of critically reviewing each aspect and character of the book. The student is supposed to have a detailed insight into the following:

1. Content
2. Writing style
3. Information/learning
4. Content handling
5. Characters (if any)
6. Thematic Clarity

The report is to be submitted in about 3000 words on A4 size sheets, Font 12pt., Times New Roman, 1.5 spacing, headings in Font Size16. The report will be submitted in the hard copy a day before the presentation. The report will be submitted in the hard copy a day before the presentation.

Evaluation Scheme:

Components	Report on the book	Internal Supervisor	Written Test	Total
Weightage (%)	40	10	50	100

ARTICLE/FEATURE WRITING

Course Code: PSY340

L:0,T:0,P:0;C:01

Course Name	Course Code	LTP	Credit	Semester
ARTICLE/FEATURE WRITING	PSY340	0:0:0	1	3

A. COURSE LEARNING OUTCOMES (CLO)

CLO1	Develop the scientific bent of mind in understanding the research applications of the subject.
CLO2	Develop an understanding of currently published research literature with the aim of reporting the theoretical work in the field of interest.
CLO3	Describe research insights, existing gaps, future research directions and learn to write review based research articles.

B.SYLLABUS

Course Objectives:

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

1. Develop the scientific bent of mind in understanding the research applications of the subject.
2. Develop an understanding of currently published research literature with the aim of reporting the theoretical work in the field of interest.
3. Describe research insights, existing gaps, future research directions and learn to write review based research articles.

Methodology:

The students will have to select a topic for preparing secondary data based review article appropriate for publishing in any journal. The students will have to collect the literature review in both national and international context. This will be going to help the student in gaining competency in qualitative research.

The report is to be submitted in about 3000 words on A4 size sheets, Font 12pt., Times New Roman, 1.5 spacing, headings in Font Size16. The article will be submitted in the hard copy a day before the presentation.

Evaluation Scheme:

Components	Internal Supervisor	Article writing		Presentation	Viva	Total
		Content	References			
Weightage (%)	10	30	20	20	20	100

Semester IV
EDUCATIONAL PSYCHOLOGY

Course Name	Course Code	LTP	Credit	Semester
EDUCATIONAL PSYCHOLOGY	PSY401	2:1:0	3	4

A. COURSE LEARNING OUTCOMES (CLO)

CLO1	1. Investigate role of individual differences, personality, creativity, needs of exceptional children in relation education.
CLO2	Identify and describe role various factors that contribute in better education of pupil.
CLO3	Apply various concepts and principles of psychology in the field of education.
CLO4	Relate the concepts of psychology in learning process of pupils of difference age group.

B.SYLLABUS

Course Objective:

Through this course students will be able to apply the knowledge of experimental, social and child psychology and theories related to learning, motivation and transfer of learning to educational setup. Course also spans knowledge about individual differences, problems of adjustment in the classroom and about special education.

Course Contents:

Module I: Relationship of Psychology to Education – 7 hours

Nature and Scope of Educational Psychology

Methods of Educational Psychology: Differential, Clinical and Experimental

Concept of Growth and Development: Physical, Mental, Social and Emotional Development during childhood and adolescence

Module II: Individual Differences – 7 hours

Individual Differences: Concept and Areas

Determinants of Individual Differences

Role of Heredity and Environment in developing Individual Differences

Implications of Individual differences for organizing educational program

Module III: Learning & Motivation – 8 hours

Concept and Theories of learning: Trial & Error learning, Conditioning and Cognitive learning theory, Contribution of Gestalt.

Perpetual approach to learning; Gagne's hierarchy of learning types;

Factors influencing learning, Educational Implications

Theories of motivation, Factors affecting motivation, Educational Implications

Module IV: Personality & Creativity – 7 hours

Meaning of personality, Trait and Type Approaches to Personality

Assessment of personality by subjective, objective and projective techniques

Role of teacher in fostering individual's personality.

Creativity: nature and characteristics

Development of creativity, Theories, Assessment and identification of creativity.

Role of teachers in fostering creativity.

Module V: Children with Special needs and Education – 7 hours

Exceptional Children: Gifted, Mentally Retarded, Backward children, Children with learning disabilities

Educational Implications

Text:

Dash, M. & Dash, N. (2005). *Fundamentals of educational psychology*. New Delhi: Atlantic Publishers and Distributors (P) Ltd.

Mangal, S. K. (2002). *Advanced educational psychology*. New Delhi: Prentice Hall of India Pvt. Ltd.

References:

Pathak, R.P. (2001). *Educational psychology*. New Delhi: Pearson

Chauhan, S.S. (2009). *Advanced educational psychology*. New Delhi: Vikas Publishing House.

Aggarwal, J.C. (1996). *Theory and principles of education*. New Delhi: Vikas Publishing House.

Examination Scheme:

Components	MTE	CT/H/P/V/Q	FC/MA/CS/DP	A	EE
Weightage (%)	15	15	15	5	50

MTE- Mid Term Exam; CT-Class Test; H-Home Assignment; P-Presentation; V-Viva; Q-Quiz; FC- Flip class; MA- Movie Analysis; CS- Case study; DP- Discursive paper; A-Attendance; EE-End Session Exam

DEFENCE PSYCHOLOGY

Course Name	Course Code	LTP	Credit	Semester
DEFENCE PSYCHOLOGY	PSY402	2:1:0	3	4

A. COURSE LEARNING OUTCOMES (CLO)

CLO1	Demonstrate knowledge of the major theoretical frameworks in study of Forensic psychology.
CLO2	Identify the dynamics of Psychology of Law and Crime.
CLO3	To contextualize the importance of understanding psychology of violence and significance of correctional psychology.

B.SYLLABUS

Course Objectives:

Students will learn about fundamental research in contemporary defence psychology (democracies of the western world). Students will be given a review of current status of defense system.

Course Contents:

Module I: Military psychology – 7 hours

Nature, scope, historical perspective, contemporary issues and emerging trends in military psychology.

Module II: Selection and Training of Military Personnel – 8 hours

Assessment of psychomotor, spatial abilities, interest, aptitudes, and personality; Training- training needs analysis, types and methods of training, evaluation and monitoring.

Module III: Social Factors in military – 7 hours

Leadership and subordination - Conformity, compliance and obedience, maintaining interpersonal relations, group cohesion, morale and motivation.

Module IV: Human factors in Military Organizations – 7 hours

Human errors, safety and accidents, ergonomics and system design; Vigilance, Complacency.

Module V: Environmental factors and Health Issues – 7 hours

Effects of extreme environmental conditions and deprivation on military performance; Mental health issues in military: depression, alcoholism, substance abuse, suicide, combat stress, post-traumatic stress, coping with stress.

Text:

Anastasi, A., & Urbina, S. (2003). *Psychological testing*. Prentice Hall: New Delhi.

Hall, R., & Mangelsdroff, D. (1991). *Handbook of military psychology*. John Wiley: USA.

Kennedy, C.H., & Zillmer, E.A. (2006). *Military psychology: Clinical and operational applications*. Guilford: New York, USA.

References:

Ramachandran, K. (in press). *Handbook of military psychology*. Delhi: DIPR.

Shalit, B. (1988). *The psychology of conflict and combat*. Praeger: NY.

Reuven, G., Adavid, M., & Dorff, A. (1991). *Handbook of Military Psychology*. USA, John Wiley Sons.

Examination Scheme:

Components	MTE	CT/H/P/V/Q	FC/MA/CS/DP	A	EE
Weightage (%)	15	15	15	5	50

MTE- Mid Term Exam; CT-Class Test; H-Home Assignment; P-Presentation; V-Viva; Q-Quiz; FC- Flip class; MA- Movie Analysis; CS- Case study; DP- Discursive paper; A-Attendance; EE-End Session Exam

RESEARCH METHODOLOGY

Course Name	Course Code	LTP	Credit	Semester
RESEARCH METHODOLOGY	PSY403	2:1:0	3	4

A. COURSE LEARNING OUTCOMES (CLO)

CLO1	Develop a conceptual understanding about the concepts related to scientific research such as problem, hypothesis and variables.
CLO2	Identify different techniques to conduct research, to develop research tools, to collect and analyze data.
CLO3	Gain an insight about different sampling types, techniques and errors
CLO4	Understand various methods to collect data and research designs
CLO5	Demonstrate an increased ability to prepare a scientific report & acquire knowledge about ethical aspect.

B. SYLLABUS

Course Objectives:

The paper on Research Methodology introduces manner of research conducted in psychology, its range and scope. Various techniques of data collection, research designs and report writing will be covered in this paper.

Course Contents:

Module I: Introduction – 8hrs

Scientific Research: Meaning, nature, Importance and limitations

Hypothesis - types, characteristics, errors

Understanding data: Independent variables, dependent variables, intervening variables, confounding variables, moderating and extraneous variable; Primary and secondary data.

Module II: Steps in Research – 7 hours

Problem identification, Hypothesis formulation, Identification and manipulation of variables, Formulation research design, Tool development, Data collection. Data analysis, Summarizing and Conclusion

Module III Sampling – 7 hours

Sampling: Sample, Sampling Procedure and Design, Probability and Non-Probability Sampling techniques

Sampling error

Statistics vs parameter, confidence interval and level of significance

Module IV Data Collection and Research design – 7 hours

Method of data collection – Observation, Questionnaire, Interview, Survey, Sociometric technique, Field studies,

Types of Research design: Experimental Research design –Fundamentals; Between Group and Within Group Design

Non-experimental research design – Correlation, ex-post facto

Quasi –experimental design

Module V Proposal Writing – 7 hours

Report writing-APA style

Ethical consideration

Text:

Myers, J. L., Well, A. D., & Lorch Jr, R. F. (2013). *Research design and statistical analysis*. Routledge.

Anastasi, A. (1988). *Psychological testing*. (6th ed.). New York: McMillan Publishing Company.

Kerlinger, F. N. (1933). *Foundations of behavioral research*. New Delhi: Surjeet Publication.

References:

Freeman, S. (1962). *Theories and practice of psychological testing*. New Delhi: Oxford IBH.

Pandey, J. (1988). *Psychology in India: The state of the art Vol I (Personality & Mental Processes)*. New Delhi: Sage.

Examination Scheme:

Components	MTE	CT/H/P/V/Q	FC/MA/CS/DP	A	EE
Weightage (%)	15	15	15	5	50

MTE- Mid Term Exam; **CT-**Class Test; **H-**Home Assignment; **P-**Presentation; **V-**Viva; **Q-**Quiz; **FC-** Flip class; **MA-** Movie Analysis; **CS-** Case study; **DP-** Discursive paper; **A-**Attendance; **EE-**End Session Exam

CLINICAL PSYCHOLOGY

Course Code: PSY 404

L:2,T:1,P:0 ;C:03

Course Name	Course Code	LTP	Credit	Semester
CLINICAL PSYCHOLOGY	PSY404	2:1:0	3	4

A. COURSE LEARNING OUTCOMES (CLO)

CLO1	Develop a conceptual understanding about the concepts related to scientific research such as problem, hypothesis and variables.
CLO2	Identify different techniques to conduct research, to develop research tools, to collect and analyze data.
CLO3	Gain an insight about different sampling types, techniques and errors
CLO4	Understand various methods to collect data and research designs
CLO5	Demonstrate an increased ability to prepare a scientific report & acquire knowledge about ethical aspect.

B. SYLLABUS

Course Objectives:

This course will familiarize the students with scope of clinical psychology and role of clinical psychologist. The paper will provide students knowledge about techniques used by a clinical psychologist for diagnosis and treatment of psychological disorders.

Course Contents:

Module I: Foundation of Clinical Psychology – 7 hours

Introduction to Clinical Psychology: Meaning and nature of discipline,
Historical Development of Clinical Psychology

Module II: Contemporary Issues – 7 hours

Professional Activities of Clinical Psychologist
Subspecialties of Clinical Psychology
Organizations in Clinical Psychology
Ethical and Legal Issues in Clinical Psychology

Module III: Diagnosis and Assessment – 7 hours

Nature and Purpose of Clinical Diagnosis and Assessment
Stages in the Assessment Process
Clinical Assessment Techniques: Clinical Interview, Personality and Behavioural Assessment

Module IV: Psychotherapy – 8 hours

Definition, Goals and Stages of Psychotherapy
Essential Process in Psychotherapy
Models of Psychotherapy: Individual Therapy, Group Therapy, Couples Therapy, Family Therapy

Module V: Approaches to Psychotherapy – 7 hours

Psychodynamic Psychotherapy
Behavioral Psychotherapy
Cognitive Psychotherapy
Humanistic Psychotherapy

Text:

Plante, T. G. (2010). *Contemporary clinical psychology*. New York: John Wiley & Sons.

Korchin, S. J. (1976). *Modern clinical psychology: Principles of intervention in the clinic and community*. New Delhi: CRR Publishers and Distributer

References:

Hecker, J. E., & Thorpe, G. L. (1992). *Agoraphobia and panic: A guide to psychological treatment*. Boston, USA: Allyn & Bacon.

Pomerantz, A. M. (2008). *Clinical psychology: Science, practice, and culture*. New Delhi: Sage Publications.

Examination Scheme:

Components	MTE	CT/H/P/V/Q	FC/MA/CS/DP	A	EE
Weightage (%)	15	15	15	5	50

MTE- Mid Term Exam; CT-Class Test; H-Home Assignment; P-Presentation; V-Viva; Q-Quiz; FC- Flip class; MA- Movie Analysis; CS- Case study; DP- Discursive paper; A-Attendance; EE-End Session Exam

PRACTICUM-IV

Course Code: PSY 420

L:0,T:0,P:4,C:02

Course Name	Course Code	LTP	Credit	Semester
PRACTICUM-IV	PSY420	0:0:4	2	4

A. COURSE LEARNING OUTCOMES (CLO)

CLO1	This paper will enable students to understand and apply the general concepts of psychology through experiments & psychological tests.
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B.SYLLABUS

Course Objective:

This paper will enable students to understand and apply the general concepts of psychology through experiments & psychological tests.

The students are required to perform & write any 06 practical.

List of practicals:

Interest test

Aptitude test

Test of creativity

Picture Frustration test

PGI memory test

Psychological well-being

Quality of life

PANAS

Stress at work

Examination Scheme:

A student will be examined in any one experiment/test as assigned to him. Classification of marks will be as follows:

Practical (Continuous)	Viva Voce	Record Book	Total
40 Marks	30 Marks	30 Marks	100 Marks

Foreign Language (Non Technology)

Course Name	Course Code	LTP	Credit	Semester
français.com (Débutant)	FLN 401/411	2:0:0	2	IV

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Students will hone intermediate language skills such as reading, writing, speaking, listening & interactive) in the language .
CLO 2	Students will be able to read and interpret small texts of intermediate level.
CLO 3	Students will be able to communicate in small sentences in Simple Future and Past tenses .
CLO 4	<ul style="list-style-type: none"> • Students will be able to communicate in oral in small sentences in Simple Future and Past tenses. etc.

To familiarize the students of French Language with:

1. telephonic conversation (1)
2. booking of a table in a restaurant/ room in a hotel etc
3. giving an advice, an order, an obligation etc

Course Contents

Unit 4: Pg: 58-72

a. Lexical:

- Equipments and hotel services
- Urban space
- Means of transport
- cardinal points
- building of an enterprise
- visit to a city : public places, centre of interests
- train ticket
- public messages at the station

b. Grammar:

- possessive adjectives(2)
- adjective “ tout” i.e. all
- imperative present (1)
- numbers ordinal
- question with « est- ce que »
- (by) à and en + means of transport
- (in and at) en / au + Country
- verbe: must+ infinitive, to go , to come , to leave
- il faut + infinitive (It is necessary + infinitive)
- it is prohibited to + infinitive
- questions with from where, where, through where, at what, from what

EXAMINATION SCHEME

Total: 100 marks

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Text &References:

Penfornis, J. (2007), Français.com (Débutant). Paris: CLE International

Français.com (Débutant), livre de professeur

<http://apprendre.tv5monde.com/>

Larousse Dictionnaire français-anglais anglais-français (French Dictionary), W.R.Goyal

Supplementary Materials are given in form of photocopies

Foreign Language German

Course Name	Course Code	LTP	Credit	Semester
Foreign Language German	FLG 401/411	2:0:0	2	IV

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Students will hone intermediate language skills such as reading, writing, speaking, listening & interactive) in the language
CLO 2	Students will be able to read and interpret small texts of intermediate level.
CLO 3	Students will be able to communicate in small sentences in Simple Future and Past tenses .
CLO 4	Students will be able to communicate in oral in small sentences in Simple Future and Past tenses. etc.

After successful completion of this semester, students will be able to:

- talk about different professions
- express positive and negative aspect of different professions.
- talk about daily routine of a job
- enquire about direction.
- use preposition in sentences.
- understand the visiting cards etc.

Course Content:

Vocabulary Content:

- Professions
- Workplaces
- Professional Tasks like writing mail, make phone calls etc.
- Locations (right left, etc.)
- Public places

Grammar Content:

- Possessive article in accusative.
- Introducing prepositions in dative, accusativ cases and changing prepositions in dat + acc.
- Usage of preposition : in through, to , at etc

EXAMINATION SCHEME

Total: 100 marks

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Prescribed Text-Book: Lessons from 11 onwards from Deutsch als Fremdsprache -1B, INBH & Oxford, New Delhi, 1977

References: Studio D A1 by Hermann Funk, Christina Kuhn and Silke Demme, Cornelsen, 2013

Tangram A1 by Rosa Maria Dallapiazza, Eduard von Jan & Till Schoenherr, Max Hueber, 2007

Sprachtraining A1 by Rita Maria Niemann, Dong Ha Kim, Cornelsen, 2013

Dictionaries for reference: **Studio D: Glossar A1 - Deutsch –Englisch**, Cornelsen, 2013

<http://www.duden.de/woerterbuch>

Materials are given in form of photocopies if felt to be necessary

Foreign Language Spanish

Course Name	Course Code	LTP	Credit	Semester
Language Spanish Foreign	FLS 401/411	2:0:0	2	IV

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	<ul style="list-style-type: none"> • Students will hone intermediate language skills such as reading, writing, speaking, listening & interactive) in the language .
CLO 2	Students will be able to read and interpret small texts of intermediate level.
CLO 3	<ul style="list-style-type: none"> • Students will be able to communicate in small sentences in Simple Future and Past tenses .
CLO 4	<ul style="list-style-type: none"> • Students will be able to communicate in oral in small sentences in Simple Future and Past tenses. etc.

Course Learning Objective:

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- To talk about relations
- To express obligation
- To enquire about direction
- To be able to describe your locality
- Telephonic conversation etiquettes
- Dialogue between two friends/sales man and client etc.

Course Content:

Vocabulary Content:

Family, friends, directions, way(going straight, left, right etc.) Temple, hospital, restaurant, church, hospital, Town hall, parks, shopping mall, etc.

Grammar Content:

Revision of present indefinite, continuous and near future tense.
 Doublenegation – No Nunca, Ningun/a, Nada, nadie etc.
 Tener que / Hay que
 Expressionswith Tener and Estar.
 Use of Apetecer, Llevarse bein o mal con alguien / Caer +bien/mal + a alguien

Examination Scheme

ExaminationScheme:

Total: 100 marks

ContinuousEvaluation (Total 50 Marks)					EndSemEvaluation (Total 50 Marks)
Quiz	MidTerm Test	Presentation	Viva Voce	Attendance	End-TermExam
10	15	10	10	5	50

Skills Evaluated: Writing, Comprehension, grammar, and Vocabulary

Text &References:

Nuevo Español Sin Fronteras (ESF1) by Jesús Sánchez Lobato, Concha Moreno Garcia, Concha Moreno Garcia, Isabel Santos Gargallo, Sociedad General Española De Librería, S.A 2005
 Pasaporte Nivel (A1) byMatideCerralzoza Aragón, oscarCerralzoza Gilli, Begoña Llovet Barquero, EdelsaGroup didascalía, S.A. 2005

Dictionaries for reference: Collins, www.wordreferences.com.

Essential materials are given in the form of photocopies.

FOREIGN LANGUAGE CHINESE

Course Name	Course Code	LTP	Credit	Semester
Foreign Language Chinese	FLC- 401/411	2:0:0	2	IV

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Students will hone intermediate language skills such as reading, writing, speaking, listening & interactive) in the language
CLO 2	Students will be able to read and interpret small texts of intermediate level.
CLO 3	Students will be able to communicate in small sentences in Simple Future and Past tenses.
CLO 4	Students will be able to communicate in oral in small sentences in Simple Future and Past tenses. etc.

Course Learning Objectives:

On the completion of Fourth semester the students will be able to consolidate their proficiency of HSK-I and will be able to

- Read Chinese words, phrases and simple sentences both in Pin Yin and Characters given in the text.
- Write Chinese Characters, sentences and small paragraphs.
- Speak Chinese dialogues from various fields of day to day life.
- Listen and understand simple Chinese words and dialogues used in syllabi.
- Carry out conversation in the target language.
- Manipulate basic grammatical structures such as: 疑问代词.etc.
- Master and use most essential vocabulary items of day to day use and office related vocabulary; approx 70 Characters including 50 characters of HSK level –II
- Refer Chinese dictionaries.
- Translate a Chinese paragraph with the help of dictionaries and translation software.

COURSE CONTENTS

1. Revision of Important expressions
2. Expression of welcome
3. Expression of time: past, present & future
4. Expression of right or wrong.
5. Questioning and answering simple questions about medical care
6. Questioning and answering simple questions about sports & entertainment
7. Office related vocabulary , expressions & email writing
8. Referring Chinese dictionaries (hard and electronic dictionaries)
9. Translation with the help of dictionaries & translation software
10. Practice of model test series of HSK-I
11. CBT package
12. Listening
13. Conversation based on above topics
14. Chinese poetry

VOCABULARY CONTENT

1. Vocabulary will include approx 70 Characters including 50 Characters of HSK-II level.
1. Vocab related to welcome, tenses, right wrong etc and office related vocabulary will be covered during this semester.

GRAMMATICAL CONTENT

1. Interrogative pronouns 疑问代词: 什么, 哪儿, 谁, 为什么, 怎么样, 哪, 什么时候, 多少, 几,
2. Money 表示钱数
3. Weight 表示重量
4. Measure words 量词
5. Adverbs 副词
6. 时间副词: 正在
7. 频率副词: 再

EXAMINATION SCHEME

Total: 100 marks

Continuous Evaluation (Total 50 Marks)	End Sem Evaluation
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					(Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Text books & References

1. Learn Chinese with me book-II. (Major Text Book)
2. Module on HSK-II. (suggested reading)
3. Practical Chinese Grammar for foreigners. (suggested reading)
4. Chinese Dictionaries: Chinese to English & English to Chinese. (reference books)
5. Office Talk (suggested reading)

PROFESSIONAL COMMUNICATION SKILLS

Course Name	Course Code	LTP	Credit	Semester
Professional Communication Skills	BCS 401	1:0:0	1	1

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Identify steps to professional communication
CLO 2	Identify the key components of meeting, agendas and meeting minutes
CLO 3	Understand the key skills and behaviors required to facilitate a group discussion/presentation
CLO 4	Polish current affairs & rapport building

B. SYLLABUS

Topic
Enhancing Speaking Skills (Public Speaking)
Resume Building-1
GD-2 (Specifically: Social & Political)
Presentations-2

EXAMINATION SCHEME:

Components	Public Speaking	GD	Poster Presentation	Attendance
Weightage (%)	30	30	35	5

SUGGESTED READINGS

- Essential Telephoning in English, Garside/Garside, Cambridge
- Working in English, Jones, Cambridge
- Dr. P.Prasad. *Communication Skills*.S.K.Kataria & Sons
- Koneru, Aruna. *Professional Communication*. The McGraw Hill: New Delhi, 2008. Print
- Krishnaswamy N, *Creative English for Communication*. Delhi: Macmillan Publishers India Ltd. Print. 2007.

**BEHAVIOURAL SCIENCE - IV
(GROUP DYNAMICS AND TEAM BUILDING)**

Course Name	Course Code	LTP	Credit	Semester
BEHAVIOURAL SCIENCE - IV (GROUP DYNAMICS AND TEAM BUILDING)	BSS 403	1:0:0	1	4

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Compare the difference between the groups and teams and their strength and weaknesses. Also, the internal and external factors that affect their functioning.
CLO 2	Access when there is a need of group formation and when it is needed to be transformed into team.
CLO 3	Identify the characteristics of leaders and the power practiced by them.
CLO 4	Apply the type of leadership style power practiced in different situation.

B. SYLLABUS

Course Objective:

To inculcate an elementary level of understanding of group/team functions
To develop team-spirit and to know the importance of working in teams

Course Contents:

Module I: Group formation

Definition and Characteristics
Importance of groups
Classification of groups
Stages of group formation
Benefits of group formation

Module II: Group Functions

External Conditions affecting group functioning: Authority, Structure, Org. Resources, Organizational policies etc.
Internal conditions affecting group functioning: Roles, Norms, Conformity, Status, Cohesiveness, Size, Inter group conflict.
Group Cohesiveness and Group Conflict
Adjustment in Groups

Module III: Teams

Meaning and nature of teams
External and Internal factors effecting team
Building Effective Teams
Consensus Building
Collaboration

Module IV: Leadership

Meaning, Nature and Functions
Self leadership
Leadership styles in organization
Leadership in Teams

Module V: Power to empower: Individual and Teams

Meaning and Nature
Types of power
Relevance in organization and Society

Examination Scheme:

Components	SAP	JOS	FC/MA/CS/HA	P/V/Q	A
Weightage (%)	25	15	30	25	05

SAP- Social Awareness Programme; **JOS**-Journal of Success; **HA**-Home Assignment; **P**-Presentation; **V**-Viva; **Q**-Quiz; **FC**- Flip class; **MA**- Movie Analysis; **CS**- Case study; **A**-Attendance

Text & References:

- Organizational Behaviour, Davis, K.
- Hoover, Judith D. Effective Small Group and Team Communication, 2002, Harcourt College Publishers
- Dick, Mc Cann & Margerison, Charles: Team Management, 1992 Edition, viva books
- LaFasto and Larson: When Teams Work Best, 2001, Response Books (Sage), New Delhi
- Smither Robert D.; The Psychology of Work and Human Performance, 1994, Harper Collins College Publishers

Course Title: Anandam

Type: Compulsory

Course Name	Course Code	LTP	Credit	Semester
ANANDAM	AND 004	0:0:0	2	4

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Awareness and empathy regarding community issues
CLO 2	Interaction with the community and impact on society
CLO 3	Interaction with mentor and development of Student teacher relationship
CLO 4	Interaction among students, enlarge social network
CLO 5	Cooperative and Communication skills and leadership qualities
CLO 6	Critical thinking, Confidence and Efficiency

B. SYLLABUS

Course Objectives:

After the completion of this course, students will be able to:

- apply their knowledge and skills to solve specific community problem
- learn to plan, lead, and organize community events have a sense of belonging to their college campus and community and find something they are interested in doing during their free time
- make new friends, expand social network, and boost social skills and mental health.
- be useful to society as it will protect them against stress, frustration, and depression

Course Contents:

The project report should be guided by the mentor and shall contain:

- **Synopsis:** clearly stating objectives and activities to be undertaken. Problem identifying and problem-solving projects to be taken up.
- Details of the **Mentor and the Participants are to be given** (name of mentor, name of participants, phone number/mobile no, email, and address)
- Location / community where the work was carried out
- Details of Activities performed are to be given with date
- Number of beneficiaries and impact on the society (the object should be to empower the community and make them self-reliant)
- Photographs taken for documentation of work should be submitted
- Media coverage of the projects should be attached if any
- The Group Community Service Project Report will be submitted by the Student group leader under the guidance of the mentor to the Director/HoIs of the Department.
- The Director/HoIs should get the best report (more than one if required) of the Group Community Service Project uploaded on the HTE website and on the University page
- The Director/HoIs will forward the best report of the department to the Nodal Officer of the University.
- University will forward the report to the state level committee.

**GUIDELINES FOR GCSP (Group Community Service Project)
ASSIGNMENT OF ANANDAM FOR SOCIAL AWARENESS (for students)**

1. Each member of the group shall write one blog about the decided topic of 500 words (minimum) along with any relevant photos/diagrams/statistical data (with reference).
2. The group member shall write his/her name at the end of the blog.
3. The blog shall be posted on Instagram and Facebook (apart from these any other website wherever the group seems necessary).
4. Print out of the blog where date of when the content is posted, number of followers, comments, name of the writer shall be visible will be taken and file will be maintained for the same.
5. In the cover page of the project mention heading **“Group Community Service Project”**, and the filled format of final project report given by Anandam Scheme.
6. For the topic chosen by the group, students are recommended to cover the following points:
 - a) Current scenario (Regional, national and international level as applicable)
 - b) Future predictions
 - c) Duty of the government
 - d) Government policies (related to the topic), if any
 - e) Duty of public
 - f) Conclusion

Evaluation Scheme:

Project Participation: 2 hours X 8 days (per month) X 4 months = 64 hours

- **C grade =32 hrs (Below 20 marks)**
- **B grade >32 hrs to <=44hrs (20-30 marks)**
- **A grade >44 hrs to<=54hrs (30-40 marks)**
- **O grade >54 hrs to<=64hrs (40-50 marks)**

Evaluation Criteria:

Respective Departmental Anandam mentors are requested to evaluate the project (out of 50) as per the following criteria:

1. Position and exceptions, if any, are clearly stated. The organization of the blog is completely and clearly outlined and implemented.
2. The body of the blog is coherently organized, original and the logic is easy to follow. There is no spelling or grammatical errors and terminology is clearly defined. Writing is clear, concise, and persuasive.
3. Conclusion is clearly stated. The underlying logic is explicit.

DOMAIN ELECTIVES

PSYCHOLOGY OF PEACE

Course Name	Course Code	LTP	Credit	Semester
PSYCHOLOGY OF PEACE	PSY405	2:1:0	3	4

A. COURSE LEARNING OUTCOMES (CLO)

CLO1	Demonstrate knowledge about the field of psychology of peace.
CLO2	Compare and contrast the major theory of peace buildings.
CLO3	Recognize career options for psychology of peace.
CLO4	Analyse and critically evaluate the major issues related to peace building.
CLO5	Demonstrate awareness of the peace education and peace buildings.

B. SYLLABUS

Course Objectives:

Through this course students will be able to understand about the efforts to develop sustainable societies through prevention of destruction, conflict and violence. It will help students develop a sense of empowerment for individual to promote peace related values and disseminate perspectives to build culture of peace and harmony in community life.

Course Contents:

Module I: Introduction to psychology of peace – 7 hours

Peace psychology: nature, scope and relevance
Psychological causes and effects of violence

Module II: Peace and nonviolence – 7 hours

Nonviolence through the Indian perspective: thoughts of Gandhi,
Peace through Indian Scriptures like Bhagvad Gita etc.

Module III: Structural Violence – 8 hours

Social Injustice and Human rights violations as structural violence, Children and structural violence, Women and structural violence

Module IV: Conflict Resolution and Peace building – 7 hours

Conflict resolution: Theoretical and practical issues, towards a psychology of structural peace building Introducing cooperation and conflict resolution in schools

Module V: Ways to achieve personal peace – 7 hours

Mindfulness
Yoga
Other Relaxation techniques

Text:

Aber, L., Brown, J., & Henrich, C. (1999). Teaching conflict resolution: An effective school based approach to violence prevention. New York: National Center for Children in Poverty
Christie, D.J. Wagner, R.V., & Winter, D.A. (Eds.) (2007). Peace Conflict & Violence : Peace Psychology for the 21 Century. Eaglewood Cliffs, New Jersey : Prentice-Hall
Malley-Morrison, K., Mercurio, A., & Twose, G. (2013). International Handbook of Peace and Reconciliation (Eds.). New York, NY: Springer

References:

Bretherton, D., Law, S.F. (2015). Methodologies in Peace Psychology: Peace Research by Peaceful Means. New York, NY: Springer.
Tropp, L.R. (2012). The Oxford Handbook of intergroup conflict (Ed.). Oxford University Press.
Blumberg, H.H., Hare, P.A., & Costin, A. (2006). Peace Psychology: A Comprehensive Introduction. Cambridge.

Examination Scheme:

Components	MTE	CT/H/P/V/Q	FC/MA/CS/DP	A	EE
Weightage (%)	15	15	15	5	50

MTE- Mid Term Exam; **CT**-Class Test; **H**-Home Assignment; **P**-Presentation; **V**-Viva; **Q**-Quiz; **FC**- Flip class; **MA**- Movie Analysis; **CS**- Case study; **DP**- Discursive paper; **A**-Attendance; **EE**-End Session Exam

SCHOOL COUNSELLING

Course Code: PSY406

L:2,T:1,P:0,C:03

Course Name	Course Code	LTP	Credit	Semester
SCHOOL COUNSELLING	PSY406	2:1:0	3	4

A. COURSE LEARNING OUTCOMES (CLO)

CLO1	Demonstrate knowledge of the key theoretical concepts related to School Counseling
CLO2	The students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.
CLO3	The student will understand the relationship of academics to the world of work and to life at home and in the community.
CLO4	Examine various issues of school Counseling (e.g., School related problems, Academic, Study, career, personal & family problems).
CLO5	Analyse and critically evaluate ethical, legal and personal issues of the adolescents.

B. SYLLABUS

Course Objective:

This is to enable the students to develop an understanding of counseling within school setup, which is collaborative work of counselor and other school staff.

Course Contents:

Module I: Introduction – 7 hours

Guidance & Counseling

Need and importance of guidance and counseling in school

Module II: Counselor in Educational Setting – 7 hours

Elementary School, Middle School, Secondary School & Higher Secondary

Counseling & Curriculum, Counseling & Family

Module III: Role of Personal Guidance – 7 hours

Principal, Teacher, Counselor, Career Counselor, Parents & other Specialists

Importance of holistic approach in counseling

Module IV: Mental Health of Students – 8 hours

Major difficulties of students and Supportive Services

Students' perspective of Mental Health

Role of Faith & Spirituality in Students' mental Health

Module V: Experience of Transition – 7 hours

Concept of change, Adjustment & Transition

Transition & Students' experiences

Text:

Belkin, G.S. (1998), Introduction to Counselling; W.C.: Brown Publishers

Nelson, J. (1982), The Theory and Practice of Counselling Psychology; New York: Holt Rinehart & Winston.

References:

Ben, N. Ard, Jr. (Ed.) (1997), Counselling and Psychotherapy: Classics on Theories and Issues; Science and Behaviour Books Co.

Brammer, L.M. & Shostrom, E.L. (1977), Therapeutic psychology: Fundamentals of Counselling Psychotherapy; (3rd Ed.).

Englewood Cliffs: Prentice Hall

Udupa, K.N. (1985). Stress and its Management by Yoga; Delhi: Moti Lal Bansari Das.

Windy, D. (1988) (ed.), Counselling in Action; New York: Sage Publication.

Examination Scheme:

Components	MTE	CT/H/P/V/Q	FC/MA/CS/DP	A	EE
Weightage (%)	15	15	15	5	50

MTE- Mid Term Exam; CT-Class Test; H-Home Assignment; P-Presentation; V-Viva; Q-Quiz; FC- Flip class; MA- Movie Analysis; CS- Case study; DP- Discursive paper; A-Attendance; EE-End Session Exam

PROJECT (WITH PRESENTATION & EVALUATION)

Course Name	Course Code	LTP	Credit	Semester
PROJECT (WITH PRESENTATION & EVALUATION)	PSY460	0:0:0	2	4

A. COURSE LEARNING OUTCOMES (CLO)

CLO1	Apply their knowledge of the discipline in understanding human behavior in field settings.
CLO2	Gain understanding about scholarly inquiry into problem or issues involving a systematic approach of gathering and analysis of information/data, leading to a production of a structured report.
CLO3	Develop presentation skills.

B. SYLLABUS

Course Objectives:

1. Apply their knowledge of the discipline in understanding human behavior in field settings.
2. Gain understanding about scholarly inquiry into problem or issues involving a systematic approach of gathering and analysis of information/data, leading to a production of a structured report.
3. Develop presentation skills.

Methodology:

The student will select a psychology based research topic on which he/she will conduct an empirical research. The students will be having a supervisor from the department who will guide the subject. The students have to prepare an outcome of Project Work. A project report should have the following components:

- 1) Cover Page
- 2) Acknowledgement
- 3) Table of Content
- 4) Body of the Report
 - a) Introduction
 - b) Conceptual Framework / National and International Scenario
- c) Presentation of Data, Analysis and Findings
 - d) Conclusion and Recommendations
- 5) Bibliography or References
- 6) Annexures

The report is to be submitted in about 3000 words on A4 size sheets, Font 12pt., Times New Roman, 1.5 spacing, headings in Font Size 16. The report will be submitted in hard copy a day before presentation.

Evaluation Scheme:

Components	Report					Presentation & Viva Voce	Total
	Chapter 1: Introduction	Chapter 2: Conceptual Framework/ National/ International Scenario	Chapter 3: Result, Analysis & Findings	Chapter 4: Conclusion & Recommendations	Chapter 5: Bibliography		
Weightage (%)	10	25	25	10	05	25	100

**SEMESTER V
INDIAN PSYCHOLOGY AND LOGIC**

Course Name	Course Code	LTP	Credit	Semester
INDIAN PSYCHOLOGY AND LOGIC	PSY501	2:1:0	3	5

A. COURSE LEARNING OUTCOMES (CLO)

CLO1	Investigate the meaning and nature, historical background and scope of Indian psychology.
CLO2	Examine and compare the works of major psychologists and schools of Indian Psychology.
CLO3	Investigate the meaning of Yoga Psychology and different levels of consciousness.
CLO3	Demonstrate the ability to understand logical reasoning.
CLO3	Analyse argument, truth function and testing validity of an argument.
CLO3	Explain some of the broader implications logical of concepts.

B.SYLLABUS

Course Objective:

This course would help students understand basic concepts of logic and philosophy to facilitate their thinking, clearly & cogently through the philosophical & conceptual problems. Through this students would be able to express themselves in a coherent & persuasive manner.

Course Contents:

Module I: Linkage between philosophy and psychology – 7 hours

Schools of Indian Philosophy;

Scope and Subject Matter, Sources of Indian Psychology.

Research Methods in Indian Psychology.

Buddhism & Jainism: Primary principles

Module II: Yoga Psychology – 7 hours

Eight-fold means of Yoga

Three Types of Personality in the Bhagavad Gītā

Concept of Purusa, Prakriti & Bharata on Emotions

Consciousness, Different levels of Consciousness

Module III: Logic – 8 hours

Definition, Nature and scope of logic, Utility of logic

Deductive reasoning, Difference between deduction and induction.

The traditional Square of opposition

Exercises based on the relations of opposition

Education: Conversion, Obversion, Contraposition

Module IV: Categorical syllogisms – 7 hours

Standard form categorical syllogisms

Rules and fallacies, Proving Validity by Venn diagram

Reasoning exercises based on syllogistic rules

Module V: Definition of Truth Function – 7 hours

Negation, Conjunction, Alternation (or Disjunction)

Conditional (or Material Implication)

Bi-conditional (or Material Equivalence),

Use of truth table for deciding consistency (contingency)

Inconsistency (contradiction)

Validity (tautology)

Text and Reference:

Copi I. M. Cohen C. Kenneth M. (2015) Introduction to logic. Pearson Education 14th ed.

Chatterjee S. & Datta D. (2010) Introduction to Indian Philosophy. Rupa Publications India.

Examination Scheme:

Components	MTE	CT/H/P/V/Q	FC/MA/CS/DP	A	EE
Weightage (%)	15	15	15	5	50

MTE- Mid Term Exam; CT-Class Test; H-Home Assignment; P-Presentation; V-Viva; Q-Quiz; FC- Flip class; MA- Movie Analysis; CS- Case study; DP- Discursive paper; A-Attendance; EE-End Session Exam

FORENSIC PSYCHOLOGY

Course Name	Course Code	LTP	Credit	Semester
FORENSIC PSYCHOLOGY	PSY502	2:1:0	3	5

A. COURSE LEARNING OUTCOMES (CLO)

CLO1	Demonstrate knowledge of the major theoretical frameworks in study of Forensic psychology.
CLO2	Identify the dynamics of Psychology of Law and Crime.
CLO3	To contextualize the importance of understanding psychology of violence and significance of correctional psychology.

B.SYLLABUS

Course Objective:

This course will give an overview of forensic psychology and its applications. This would help students understand the legal aspects of forensic psychology, the significance of criminal profiling. They will know the importance of psychological assessment in gauging criminal behavior.

Course Contents:

Module I: Basics of Forensic Psychology – 7 hours

Introduction to Forensic Psychology: Historical overview, Functions of Forensic Psychologists, Psychology and law, Ethical issues in forensic psychology

Module II: Psychology of Crime – 7 hours

Developmental Theories and Psychobiological bases of crime, Risk Assessment & Violence Prediction. Psychology of evidence – eyewitness testimony, expert testimony, confession evidence. Criminal profiling. Psychology in the courtroom, with special reference to Section 84 IPC.

Module III: Psychological Investigation of Crime – 8 hours

Scientific Lie Detection: Polygraph, Verbal & Non-Verbal Cues, statement analysis, Hypnosis and Narcoanalysis, Behavioural Analysis; brain electrical oscillation signatures – principle and theory,

Module IV: Psychology of Violence – 7 hours

Workplace and domestic violence, Victim Psychology
Understanding the criminal personality- antisocial personality, psychopath & sociopath; Personality Profiling

Module V: Criminal Justice System Board – 7 hours

Components of criminal justice system. Policing styles and principles. Police's power of investigation. Filing of criminal charges. Community policing. Policing a heterogeneous society. Human rights and criminal justice system in India.

Text:

Snyder, J. W. (1997). Review of Scientific Evidence in Civil and Criminal Cases. *Journal of Forensic Science*, 42(1), 162-165.
Brettell, T. A., Butler, J. M., & Saferstein, R. (2005). Forensic science. *Analytical chemistry*, 77(12), 3839-3860.

References:

DeLadurantey, J. C., & Sullivan, D. R. (1980). *Criminal investigation standards*. New York: Harper & Row.
Niehaus, J. (1998). *Investigative forensic hypnosis*. CRC Press.
Siegel, J. A., & Saukko, P. J. (2012). *Encyclopedia of forensic sciences*. Academic Press.

Examination Scheme:

Components	MTE	CT/H/P/V/Q	FC/MA/CS/DP	A	EE
Weightage (%)	15	15	15	5	50

MTE- Mid Term Exam; CT-Class Test; H-Home Assignment; P-Presentation; V-Viva; Q-Quiz; FC- Flip class; MA- Movie Analysis; CS- Case study; DP- Discursive paper; A-Attendance; EE-End Session Exam

ORGANIZATIONAL PSYCHOLOGY

Course Name	Course Code	LTP	Credit	Semester
ORGANIZATIONAL PSYCHOLOGY	PSY503	2:1:0	3	5

A. COURSE LEARNING OUTCOMES (CLO)

CLO1	Demonstrate knowledge about the field of organisational psychology and its functions.
CLO2	Compare and contrast the major organisational functions.
CLO3	Recognize career options for organisational psychologist.
CLO4	Analyse and critically evaluate the ethical and legal issues in organisational psychology
CLO5	Demonstrate awareness of the complex role organisational psychology.

B. SYLLABUS

Course Objective:

To understand how the findings of psychology are applied to the problems involving human behavior in the workplace for providing optimum solutions.

To demonstrate the application of relevant psychological theory and research problems faced by employees and organizations.

To understand how workplace can be designed so that both efficiency and the quality of employee life are improved.

Course Contents:

Module 1: Introduction – 7 hours

History of organizational psychology,
Research methods and ethical consideration
Challenges, Opportunities and Application OP

Module IV: Human Relations – 7 hours

Principles of Industrial relations
Industrial fatigue and burn out
Importance of Consumer psychology

Module II: Perspectives on Individual behaviour – 8 hours

Personality and values, Perception and the perceptual process
Attitudes and Job satisfaction, Diversity in the organisation
Work Motivation: concepts to applications
Theories related to work motivation (Early theories and Contemporary theories)

Module III: Dynamics of Organizational Behavior – 7 hours

Communication Process and barriers
Foundations of group behaviour
Work Attitude
Working with Teams
Occupational Stress and its Management

Module IV: Workplace Management and Leadership – 7 hours

Organisational Culture and Structure
Leadership Theories (early and contemporary)
Power and Politics

Module V: Contemporary concepts in OP – 7 hours

Human Engineering in work design
Perceptual Judgments : Physical conditions and psychological conditions
Ergonomics and Human Behaviour

Texts:

Schultz, D. and Schultz, S.E. (2002). *Psychology and Work Today*. (8th ed.). New Delhi: Pearson Education.
Prasad, L. M. (2006). *Organisational Behaviour*. Sultan Chand & Sons: New Delhi.

References:

Kinicki, A. and Kreitner, R. (2009). *Organisational Behaviour: Key concepts, skills & best practices*. Tata McGraw-Hill: New Delhi.

Luthans, F. (1998). *Organizational Behaviour*. New York: McGraw-Hill

Mayers D.G. (2013). *Psychology*, Worth Psychology 10th ed.

Examination Scheme:

Components	MTE	CT/H/P/V/Q	FC/MA/CS/DP	A	EE
Weightage (%)	15	15	15	5	50

MTE- Mid Term Exam; **CT**-Class Test; **H**-Home Assignment; **P**-Presentation; **V**-Viva; **Q**-Quiz; **FC**- Flip class; **MA**- Movie Analysis; **CS**- Case study; **DP**- Discursive paper; **A**-Attendance; **EE**-End Session Exam

HEALTH PSYCHOLOGY

Course Name	Course Code	LTP	Credit	Semester
HEALTH PSYCHOLOGY	PSY504	2:1:0	3	5

A. COURSE LEARNING OUTCOMES (CLO)

CLO1	1. Describe basic concepts and key theories and perspectives of health psychology
CLO2	1. Understand various causes of illnesses.
CLO3	1. Apply the knowledge to improve coping mechanisms and ways to maintain good health of individuals.

B. SYLLABUS

Course Objectives

This course will acquaint the students with key theories and perspectives of health psychology. The students will be familiarized with causes of illnesses and coping mechanisms and ways to maintain good health.

Course Contents:

Module I: Introduction – 7 hours

Definition of Health Psychology; Mind-Body Relationship; Changing Patterns of Illness; Medical Acceptance; Health care services
Models of health Psychology: Bio-Psycho-Social Model vs Biomedical model

Module II: The Immune System – 7 hours

Psycho-Neuro Immunology- the Immune System & immune functioning. Disorders of the Immune System- Infectious Diseases (viral infections & disease); Co-factor theory; Behavioral factors and common cold; AIDS (Transmission of HIV-AIDS & its consequences, coping with AIDS); Cancer- (Psychological factors in Cancer, causes of cancer)

Module III Theories of Health Behavior – 8 hours

Health Belief Model, Theories of Reasoned Action/Planned Behavior, Learning Theories, Social Cognitive Theory, Transtheoretical or Stages of Change Model, Precaution Adoption Process Model
Application of health behavior model in accident prevention, AIDs prevention, regulation of eating, weight control
Treatment compliance and health behaviors: in life terminal illness

Module IV: Health Promotion & Disease Prevention – 7 hours

Stress- Theories of stress (Selye & Lazarus); Responses to stress; Dimensions of Stress; Coping with Stress. Health compromising behavior- Alcohol abuse, Drug abuse, Smoking.
Improving health & wellbeing: Personality and Individual Differences
Personality and Social Support in context of stress

Module V: Management of Pain – 7 hours

Definition, Measurement, Psycho-social factors,
Techniques to control pain: Physical Methods: Medication, Surgery, Physical Therapy/Exercise, Physical Stimulation
Psychological Methods: Hypnosis, Biofeedback, Relaxation and Distraction

Text:

Ogden, J. (2000). *Health psychology*. UK: McGraw-Hill Education.
Taylor, S.E. (2011). *Health psychology*. New Delhi: McGraw-Hill Companies.

References:

Sarafino, E. P., & Smith, T. W. (2014). *Health psychology: Biopsychosocial interactions*. New York: John Wiley & Sons.

Examination Scheme:

Components	MTE	CT/H/P/V/Q	FC/MA/CS/DP	A	EE
Weightage (%)	15	15	15	5	50

MTE- Mid Term Exam; CT-Class Test; H-Home Assignment; P-Presentation; V-Viva; Q-Quiz; FC- Flip class; MA- Movie Analysis; CS- Case study; DP- Discursive paper; A-Attendance; EE-End Session Exam

PRACTICUM- V

Course Code: PSY520

L:0,T:0,P:4,C:02

Course Name	Course Code	LTP	Credit	Semester
PRACTICUM-V	PSY520	0:0:4	2	5

A. COURSE LEARNING OUTCOMES (CLO)

CLO1	This course will enable students to understand and apply the general concepts of psychology through experiments & psychological tests.
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B.SYLLABUS

Course Objective:

This course will enable students to understand and apply the general concepts of psychology through experiments & psychological tests.

Every student is expected to perform and write any 06 experiments & tests mentioned below.

Course Objective:

To apply the general concepts of psychology through the medium of experiments

Every student is expected to perform and write any 06 experiments out of the following.

List of Practical:

Conflict resolution

Leadership style

Personality test (MBTI)

Coping style

Hardiness scale

Character strength

Triguna scale

Work motivation

Time management

A student will be examined in any one experiment/test as assigned to him. Classification of marks will be as follows:

Practical (Continuous)	Viva Voce	Record Book	Total
40 Marks	30 Marks	30 Marks	100 Marks

Foreign Language (Non Technology)

Course Name	Course Code	LTP	Credit	Semester
français.com (Débutant)	FLN 501/511	2:0:0	2	V

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Students will hone intermediate language skills such as reading, writing, speaking, listening & interactive) in the language .
CLO 2	Students will be able to read and interpret small texts of intermediate level.
CLO 3	Students will be able to communicate in small sentences in Simple Future and Past tenses .
CLO 4	Students will be able to communicate in oral in small sentences in Simple Future and Past tenses. etc.

To familiarize the students of French Language with:

1. to understand a menu
2. telephonic conversation (2)
3. speaking of an experience, competence
4. past events
5. Replying to a mail or to a message.

Course Contents

Unit 5: (français.com (Débutant)) Pg: 74-88

A. Lexical:

- Food products
- Order in French language in a restaurant
- expressions on telephone (2)
- Job offer
- Profile of a candidate for the job
- Events at the job: promotion, resignation, journey, etc.
- Usual expressions in an e-mail.

B. Grammar:

- Near future
- partitif articles
- a bit of, a lot of, a lot of , a piece of....
- Pronouns for complement of Direct object and Indirect object
- Recent Past (venir de+ infinitif)
- verbs: appeler (to call), savoir(to know), connaître (to know).
- Past tense with normal and motion verbs.
- Accord of the past participle
- questions with the verbs in the past tense
- negation in the past tense
- to be in the process of

EXAMINATION SCHEME

Total: 100 marks

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Text &References:

Penfornis, J. (2007), Français.com (Débutant). Paris: CLE International

Français.com (Débutant), livre de professeur

<http://apprendre.tv5monde.com/>

Larousse Dictionnaire français-anglais anglais-français (French Dictionary), W.R.Goyal

Supplementary Materials are given in form of photocopies

Foreign Language German

Course Name	Course Code	LTP	Credit	Semester
Foreign Language German	FLG 501/511	2:0:0	2	V

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Students will hone intermediate language skills such as reading, writing, speaking, listening & interactive) in the language
CLO 2	Students will be able to read and interpret small texts of intermediate level.
CLO 3	Students will be able to communicate in small sentences in Simple Future and Past tenses .
CLO 4	Students will be able to communicate in oral in small sentences in Simple Future and Past tenses. etc.

After successful completion of this semester, students will be able to:

- tell where they work and live
- tell location of their offices and house
- explain, how they reach their work place
- ask and tell the location of thing or person in a house like behind, in front of etc.
- describe the office things like printer, files etc

Course Content:

Vocabulary:

- Workplace
- Location like 1st floor, ground floor.
- Ordinal numbers
- Things and furniture in a office
- Means of transportation

Grammar:

- changing preposition in dative and accusative case
- Verbs related to changing prepositions like to put, to lay etc
- Dative and accusative preposition
- Modal verb : must and can

EXAMINATION SCHEME

Total: 100 marks

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Prescribed Text-Book: Zielsprache Deutsch als Fremdsprache Part 1

References: **Studio D A1** by Hermann Funk, Christina Kuhn and Silke Demme, Cornelsen, 2013

Tangram A1 by Rosa Maria Dallapiazza, Eduard von Jan & Till Schoenherr, Max Hueber, 2007

Sprachtraining A1 by Rita Maria Niemann, Dong Ha Kim, Cornelsen, 2013

Dictionaries for reference: **Studio D: Glossar A1 - Deutsch –Englisch**, Cornelsen, 2013

<http://www.duden.de/woerterbuch>

Materials are given in form of photocopies if felt to be necessary

Foreign Language Spanish

Course Name	Course Code	LTP	Credit	Semester
Language Spanish Foreign	FLS 501/511	2:0:0	2	V

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	<ul style="list-style-type: none"> • Students will hone intermediate language skills such as reading, writing, speaking, listening & interactive) in the language .
CLO 2	Students will be able to read and interpret small texts of intermediate level.
CLO 3	<ul style="list-style-type: none"> • Students will be able to communicate in small sentences in Simple Future and Past tenses .
CLO 4	<ul style="list-style-type: none"> • Students will be able to communicate in oral in small sentences in Simple Future and Past tenses. etc.

- To talk about a pre decided plan
- To talk about a plan yet to materialize
- Topropose a plan
- To talk about what they have done today/during vacations etc.
- Reading texts about Spanish festivals
- Writing composition about Festivals

Course Content:

Vocabulary:

Vocabulary related to leisure time, going out with friends, traveling, shopping, club, transport, decoration and celebration.

Grammar:

Introduction of direct/indirect object pronouns
 (Pensar + infinitive),
 (Estar pensando en + infinitive)
 (Por qué no + verbo / Te Parece + Infinitivo.. etc)
 (Haber + participio Pasado)
 Introductionof pretérito perfecto

ExaminationScheme:

Total: 100 marks

ContinuousEvaluation (Total 50 Marks)					EndSemEvaluation (Total 50 Marks)
Quiz	MidTerm Test	Presentation	Viva Voce	Attendance	End-TermExam
10	15	10	10	5	50

Text &References:

Nuevo Español Sin Fronteras (ESF1) by Jesús Sánchez Lobato, Concha Moreno Garcia, Concha Moreno Garcia, Isabel Santos Gargallo, Sociedad General Española De Librería, S.A 2005

Pasaporte Nivel (A1) byMatideCerralzoza Aragón, oscarCerralzoza Gilli, Begoña Llovet Barquero, EdelsaGroup didascalía, S.A. 2005

Dictionaries for reference: Collins, www.wordreferences.com.

Essential materials are given in the form of photocopies.

FOREIGN LANGUAGE CHINESE

Course Name	Course Code	LTP	Credit	Semester
Foreign Language Chinese	FLC- 501/511	2:0:0	2	V

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Students will hone intermediate language skills such as reading, writing, speaking, listening & interactive) in the language
CLO 2	Students will be able to read and interpret small texts of intermediate level.
CLO 3	• Students will be able to communicate in small sentences in Simple Future and Past tenses .
CLO 4	• Students will be able to communicate in oral in small sentences in Simple Future and Past tenses. etc.

Course Learning Objectives:

On the completion of Fifth semester the students will be able to

- Read Chinese words, phrases and simple sentences both in Pin Yin and Characters given in the text.
- Write Chinese Characters and sentences and small paragraphs.
- Speak Chinese dialogues from various fields of day to day life.
- Listen and understand simple Chinese words and dialogues used in syllabi.
- Carry out conversation in the target language based on the topics learnt.
- Manipulate basic grammatical structures.
- Master and use most essential vocabulary items of day to day use, programme specific and internet related vocabulary; approx 80 Characters including 50 characters of HSK level –II
- Type Chinese document.
- Express their opinion and ask opinion of others in Chinese

COURSE CONTENT

1. Revision of vocabulary
2. Detailed study of greetings, farewell & personal information (HSK-II topics 1& 2)
3. A brief description of mood & colours
4. Expression of opinions
5. Asking the opinion of the others
6. Listening of dialogues
7. Conversation based on topics learnt
8. CBT package
9. Programme specific vocabulary and expressions
10. Chinese typing and making soft copy of a Chinese document
11. Important Chinese sites and internet related vocabulary

GRAMMAR CONTENT

1. Pattern: 因为.....所以.....
2. Preposition 介词: 在
3. Auxiliary verbs; 助动词
4. Modal Particle 语气助词: 了

EXAMINATION SCHEME

Total: 100 marks

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Text Books & References

1. Learn Chinese with me book-II. (Major Text Book)
2. Module on HSK-II. (suggested reading)
3. Practical Chinese Grammar for foreigners. (suggested reading)
4. Internet Chinese. (suggested reading)
5. Office Talk (suggested reading)

PROFESSIONAL COMMUNICATION SKILLS

Course Name	Course Code	LTP	Credit	Semester
Professional Communication Skills	BCS501	1:0:0	1	1

B. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Create right selection of words and ideas while also choosing the appropriate channel of formal communication.
CLO 2	Demonstrate the ability to analyse a problem and devise a solution in a group.
CLO 3	Demonstrate proficiency in the use of written communication.
CLO 4	Recognize the mannerisms and methodology of Interview and GD to become more expressive in their body language and verbal performance.

B. SYLLABUS

Topic
Email Writing (Briefing, Do's & Don'ts & Practice)
Corporate Dressing & Body Language (Verbal & Non-Verbal Cues & its role in Interview Selection)
Interview-1 (Briefing, Do's & Don'ts, Questions, Mock Sessions)
GD-3(Practice Sessions)

EXAMINATION SCHEME:

Components	Email Writing	GD	Personal Interview	Attendance
Weightage (%)	30	30	35	5

SUGGESTED READINGS

- Essential Telephoning in English, Garside/Garside, Cambridge
- Working in English, Jones, Cambridge
- Dr. P.Prasad. *Communication Skills*.S.K.Kataria&Sons
- Koneru, Aruna. *Professional Communication*. The McGraw Hill: New Delhi, 2008. Print
- Krishnaswamy N, *Creative English for Communication*. Delhi: Macmillan Publishers India Ltd. Print. 2007.

BEHAVIOURAL SCIENCE - V
(INDIVIDUAL, SOCIETY AND NATION)

Course Name	Course Code	LTP	Credit	Semester
BEHAVIOURAL SCIENCE - V (INDIVIDUAL, SOCIETY AND NATION)	BSS 503	1:0:0	1	5

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Recognize their personality and individual differences and identify its importance of diversity at workplace and ways to enhance it.
CLO 2	Recognize effective socialization strategies and importance of patriotism and taking accountability of integrity.
CLO 3	Recognize different types of human rights and its importance.
CLO 4	Identify Indian values taught by different religions.
CLO 5	Identify long term goals and recognize their talent, strengths and styles to achieve them.

B. SYLLABUS

Course Objective:

This course aims at enabling students towards:

- Understand the importance of individual differences
- Better understanding of self in relation to society and nation
- Facilitation for a meaningful existence and adjustment in society
- To inculcate patriotism and National pride.
- To enhance personal and professional excellence

Course Contents:

Module I: Individual differences & Personality

Personality: Definition & Relevance

Importance of nature & nurture in Personality Development

Importance and Recognition of Individual differences in Personality

Accepting and Managing Individual differences (Adjustment Mechanisms)

Intuition, Judgment, Perception & Sensation (MBTI)

BIG5 Factors

Module II: Socialization

Nature of Socialization

Social Interaction

Interaction of Socialization Process

Contributions to Society & Nation

Module III: Patriotism and National Pride

Sense of Pride and Patriotism

Importance of Discipline and hard work

Integrity and accountability

Module IV: Human Rights, Values and Ethics

Meaning of Human Rights

Human Rights Awareness

Importance of human rights

Values and Ethics- Learning based on project work on Scriptures like Ramayana, Mahabharata, Gita etc

Module V: Personal and Professional Excellence

Personal excellence:

- Identifying Long-term choices and goals
- Uncovering talent, strength and style

Alan P. Rossiter's eight aspects of Professional Excellence

Resilience during challenge and loss

Continued Reflection (Placements, Events, Seminars, Conferences, Projects, Extracurricular Activities, etc.)

Examination Scheme:

Components	SAP	JOS	FC/MA/CS/HA	P/V/Q	A
Weightage (%)	25	15	30	25	05

SAP- Social Awareness Programme; **JOS**-Journal of Success; **HA**-Home Assignment; **P**-Presentation; **V**-Viva; **Q**-Quiz; **FC**- Flip class; **MA**- Movie Analysis; **CS**- Case study; **A**-Attendance

Text & References:

- Bates, A. P. and Julian, J.: Sociology - Understanding Social Behaviour
- Dressler, David and Cans, Donald: The Study of Human Interaction
- Lapiere, Richard. T – Social Change
- Rose, G.: Oxford Textbook of Public Health, Vol.4, 1985.
- Robbins O.B.Stephen;. Organizational Behavior

Course Title: Anandam

Type: Compulsory

Course Name	Course Code	LTP	Credit	Semester
ANANDAM	AND 005	0:0:0	2	5

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Awareness and empathy regarding community issues
CLO 2	Interaction with the community and impact on society
CLO 3	Interaction with mentor and development of Student teacher relationship
CLO 4	Interaction among students, enlarge social network
CLO 5	Cooperative and Communication skills and leadership qualities
CLO 6	Critical thinking, Confidence and Efficiency

B. SYLLABUS

Course Objectives:

After the completion of this course, students will be able to:

- apply their knowledge and skills to solve specific community problem
- learn to plan, lead, and organize community events have a sense of belonging to their college campus and community and find something they are interested in doing during their free time
- make new friends, expand social network, and boost social skills and mental health.
- be useful to society as it will protect them against stress, frustration, and depression

Course Contents:

The project report should be guided by the mentor and shall contain:

- **Synopsis:** clearly stating objectives and activities to be undertaken. Problem identifying and problem-solving projects to be taken up.
- Details of the **Mentor and the Participants are to be given** (name of mentor, name of participants, phone number/mobile no, email, and address)
- Location / community where the work was carried out
- Details of Activities performed are to be given with date
- Number of beneficiaries and impact on the society (the object should be to empower the community and make them self-reliant)
- Photographs taken for documentation of work should be submitted
- Media coverage of the projects should be attached if any
- The Group Community Service Project Report will be submitted by the Student group leader under the guidance of the mentor to the Director/HoIs of the Department.
- The Director/HoIs should get the best report (more than one if required) of the Group Community Service Project uploaded on the HTE website and on the University page
- The Director/HoIs will forward the best report of the department to the Nodal Officer of the University.
- University will forward the report to the state level committee.

GUIDELINES FOR GCSP (Group Community Service Project)

ASSIGNMENT OF ANANDAM FOR SOCIAL AWARENESS (for students)

1. Each member of the group shall write one blog about the decided topic of 500 words (minimum) along with any relevant photos/diagrams/statistical data (with reference).
2. The group member shall write his/her name at the end of the blog.
3. The blog shall be posted on Instagram and Facebook (apart from these any other website wherever the group seems necessary).
4. Print out of the blog where date of when the content is posted, number of followers, comments, name of the writer shall be visible will be taken and file will be maintained for the same.
5. In the cover page of the project mention heading “**Group Community Service Project**”, and the filled format of final project report given by Anandam Scheme.
6. For the topic chosen by the group, students are recommended to cover the following points:
 - a) Current scenario (Regional, national and international level as applicable)
 - b) Future predictions
 - c) Duty of the government
 - d) Government policies (related to the topic), if any
 - e) Duty of public
 - f) Conclusion

Evaluation Scheme:

Project Participation: 2 hours X 8 days (per month) X 4 months = 64 hours

- C grade =32 hrs (Below 20 marks)
- B grade >32 hrs to <=44hrs (20-30 marks)

- A grade >44 hrs to<=54hrs (30-40 marks)
- O grade >54 hrs to<=64hrs (40-50 marks)

Evaluation Criteria:

Respective Departmental Anandam mentors are requested to evaluate the project (out of 50) as per the following criteria:

1. Position and exceptions, if any, are clearly stated. The organization of the blog is completely and clearly outlined and implemented.
2. The body of the blog is coherently organized, original and the logic is easy to follow. There is no spelling or grammatical errors and terminology is clearly defined. Writing is clear, concise, and persuasive.
3. Conclusion is clearly stated. The underlying logic is explicit.

DOMAIN ELECTIVES
HUMAN RIGHTS, VALUES AND ETHICS

Course Name	Course Code	LTP	Credit	Semester
HUMAN RIGHTS, VALUES AND ETHICS	PSY505	2:1:0	3	5

A. COURSE LEARNING OUTCOMES (CLO)

CLO1	To assist students to develop an understanding of Human Rights and define basic concepts of Human Rights.
CLO2	Understand various Theories of Human Rights.
CLO3	Understand concepts of Human Rights in Indian Context.
CLO4	Understand various contemporary issues related to Human Rights.
CLO5	Understand Human Rights related to woman , children and their implementation.
CLO6	To assist students to develop an understanding of Indian and Western Values and Ethics.

B. SYLLABUS

Course Objective:

The course will address the evolution of international human rights and of the legal instruments designed for their protection. It is a study the theoretical foundations of the idea of human rights in India.

Course Contents:

Module I: Introduction to Human Rights – 7 hours

Historical Perspective of Human rights
Meaning and Evolution of Human rights
Theories of Human Rights
Universalization of Human Rights
General Conditions Underlying the idea of human rights

Module II: Human Rights in Indian Context – 7 hours

Indian constitution and Human rights
Implementation of human rights in India
Personal and family rights
Group rights and right to equality

Module III: Human Rights Education – 8 hours

History and Determinants if Human Right Education
Principles of Human Rights Education
Awareness of Human Rights in Children
Protection of Human Rights in School
Global Need of Human Right Education

Module IV: Human and Civil Rights – 7 hours

Property Rights - Copyright - Intellectual Property
Crime and Social Deviance
Police — Law Enforcement: International Law Enforcement Agencies and National Law Enforcement Agencies, Interpol

Module V: Values and ethics In India – 7 hours

Values and Ethics : Concept and classification
Indian and Western Values and Ethics: Review and Interpretation of Indian and foreign scriptures
Global values

Text:

Wright, S. (2001). *International human rights, decolonization and globalization: Becoming human*. London: Routledge.
Langlois, A.J. (2001). *The politics of justice and human rights: Southeast Asia and Universalist theory*. Cambridge: Cambridge University Press.

References:

Parish, S. M. (1994). *Moral knowing in a Hindu sacred city*. NY: Columbia University Press.
Sinha, J. (2009). *A Manual of ethics*. (13th ed.). Kolkata: New Central Book Agency (P) Ltd.

Examination Scheme:

Components	MTE	CT/H/P/V/Q	FC/MA/CS/DP	A	EE
Weightage (%)	15	15	15	5	50

MTE- Mid Term Exam; CT-Class Test; H-Home Assignment; P-Presentation; V-Viva; Q-Quiz; FC- Flip class; MA- Movie Analysis; CS- Case study; DP- Discursive paper; A-Attendance; EE-End Session Exam

CRIME AND DELINQUENCY

Course Name	Course Code	LTP	Credit	Semester
CRIME AND DELINQUENCY	PSY506	2:1:0	3	5

A. COURSE LEARNING OUTCOMES (CLO)

CLO1	Explore importance of criminology.
CLO2	Identify the causes of criminal behaviour.
CLO3	Analyse significance of criminal profiling to mitigate crime in society.

B. SYLLABUS

Course Objective:

This course would help students understand importance of criminology, the causes of criminal behavior, the significance of criminal profiling to mitigate crime. They will also learn the consequences of crime in society and the elements of criminal justice system.

Course Contents:

Module I: Basics of Criminology – 7 hours

Definition, aims and scope. The History of Psychological Perspectives on Crime. Theories of criminal behaviour – classical, positivist, sociological. Criminal anthropology. Understanding modus operandi. Investigative strategy. Role of media.

Module II: Crime Elements – 7 hours

Nature, causes and consequences of crime, types of crime, approaches to understand criminal behaviour: biological, cognitive, psychological and social perspectives, Psychological Disorders and Criminality.

Module III: Psychology and Criminal Behaviour – 8 hours

Psychopathology and personality disorder. Psychological assessment and its importance. Serial murderers, Psychology of terrorism. Biological factors and crime – social learning theories, psycho-social factors, abuse.

Module IV: Crime and Delinquency – 7 hours

Juvenile delinquency – theories of offending (social cognition, moral reasoning), Child abuse (physical, sexual, emotional), juvenile sex offenders, legal controversies.

Module V: Crime and Punishment – 7 hours

Definition, Theories of punishment: Deterrent, Retributive and Reformatory Punishment
Coping with criminal victimization, rehabilitation of victim and offender

Text:

James, S. H., & Nordby, J. J. (2002). Forensic science: an introduction to scientific and investigative techniques. CRC press.
Zulawski, D. E., Wicklander, D. E., Sturman, S. G., & Hoover, L. W. (2001). Practical aspects of interview and interrogation. CRC press.

References:

Cooper, S., & Tiffin, P. A. (2006). Psychological assessment and treatment of adolescent offenders with psychopathic personality traits. Journal of Educational and Child Psychology, 62-74.
Verma, R., & Thakur, S. (2020). Sexual Harassment of Women at Workplace: Its Magnitude and Prevalence in India. Studies in Indian Place Names, 40(71), 3209-3220.
Brettell, T. A., Butler, J. M., & Saferstein, R. (2005). Forensic science. Analytical chemistry, 77(12), 3839-3860.

Examination Scheme:

Components	MTE	CT/H/P/V/Q	FC/MA/CS/DP	A	EE
Weightage (%)	15	15	15	5	50

MTE- Mid Term Exam; CT-Class Test; H-Home Assignment; P-Presentation; V-Viva; Q-Quiz; FC- Flip class; MA- Movie Analysis; CS- Case study; DP- Discursive paper; A-Attendance; EE-End Session Exam

SCIENTIFIC RESEARCH PAPER

Course Name	Course Code	LTP	Credit	Semester
SCIENTIFIC RESEARCH PAPER	PSY565	0:0:0	1	5

A. COURSE LEARNING OUTCOMES (CLO)

CLO1	Develop research orientations to understand and enhance skills in Research Methodology.
CLO2	Gain competency in presentation skills which will further enhance their confidence.
CLO3	Understand the scientific ways of data collection, statistical analysis, Formulation and interpretation of data.

B.SYLLABUS

Course Objectives:

With the completion of this course, students will be able to:

1. Develop research orientations to understand and enhance skills in Research Methodology.
2. Gain competency in presentation skills which will further enhance their confidence.
3. Understand the scientific ways of data collection, statistical analysis, Formulation and interpretation of data.

Methodology:

The students will have to select a topic for research in recent scenario, conduct review literature, plan research design, and collect data and statistical techniques as well. Through this course, the students will be able to develop an understanding about empirical research and referencing. Students are required to publish a research paper under faculty supervision. The publication should be in a refereed peer reviewed National/International Journal.

The SRP will consist of the following chapters:

- 1) Abstract
- 2) Introduction
- 3) Conceptual Framework/Review of literature
- 4) Methodology (with Research Plan/Design)
- 5) Result and Discussion
- 6) Conclusion and Recommendations
- 7) Bibliography or References

The report is to be submitted on A4 size sheets, Font 12pt., Times New Roman, 1.5 spacing, headings in Font Size16. No word limit. The research paper will be submitted in the hard copy a day before the presentation.

Evaluation Scheme:

Components	Methodology & Result and Discussion	Publication	Internal Supervisor	Presentation	Viva-voce	Total
Weightage (%)	20	20	10	20	30	100

DISSERTATION - I

Course Name	Course Code	LTP	Credit	Semester
DISSERTATION - I	PSY555	0:0:0	2	5

A. COURSE

CLO1	Gather primary data, to write a report covering a review of relevant literature, the research question, and explanation and justification of the design, a description of the conduct and analysis of the data, and a discussion of the findings therein.
CLO2	Effectively understand the different concepts of research methodology.
CLO3	Understanding of research issues and their implications in the field of psychology.

B.SYLLABUS

Course Objectives:

With the completion of this course, students will be able to:

1. Gather primary data, to write a report covering a review of relevant literature, the research question, and explanation and justification of the design, a description of the conduct and analysis of the data, and a discussion of the findings therein.
2. Effectively understand the different concepts of research methodology.
3. Understanding of research issues and their implications in the field of psychology.

Methodology:

The students will have to select a topic for research in recent scenario, conduct review literature, plan research design, and collect data and statistical techniques as well. Through this course, the students will be able to develop an understanding about empirical research and referencing. The process of completion of the research will be divided into two parts and the student will be completing it in two semesters. The Dissertation-I will consist of the following chapters:

- 1) Cover Page
- 2) Abstract
- 3) Synopsis
- 4) Introduction
- 5) Conceptual Framework/Review of literature
- 6) Data Collection

The report is to be submitted on A4 size sheets, Font 12pt., Times New Roman, 1.5 spacing, headings in Font Size 16. No word limit. The synopsis will be submitted in the hard copy a day before the presentation.

Evaluation Scheme:

Components	<i>Synopsis & Methodology</i>	<i>Content and Chapterization</i>	<i>Internal Supervisor</i>	<i>Presentation</i>	<i>Viva-voce</i>	<i>Total</i>
Weightage (%)	20	20	10	20	30	100

SUMMER INTERNSHIP EVALUATION

Course Name	Course Code	LTP	Credit	Semester
SUMMER INTERNSHIP EVALUATION	PSY550	0:0:0	2	5

A. COURSE LEARNING OUTCOMES (CLO)

CLO1	1. Acquire practicing competencies developed throughout the internship.
CLO2	Get well acquainted with the organizational structure, protocol, relationships, processes, treatment compliance of inmates and working conditions in in a specific organization setting (hospitals, NGO, schools, corporate etc.).
CLO3	1. Stimulate and take initiation in successfully identifying the professional roles involved in community counseling set up and present it.

B.SYLLABUS

Course Objectives:

With the completion of this course, students will be able to:

2. Acquire practicing competencies developed throughout the internship.
3. Get well acquainted with the organizational structure, protocol, relationships, processes, treatment compliance of inmates and working conditions in in a specific organization setting (hospitals, NGO, schools, corporate etc.).
4. Stimulate and take initiation in successfully identifying the professional roles involved in community counseling set up and present it.

Methodology:

The students will join in any one (or more) of the various specific organization setting (hospitals, NGO, schools, corporate etc.).The students have to maintain a logbook. Students have to follow the ethical guidelines of the agency to which they are attached and report to the supervisor in the organizationvisited as well as their respective internal supervisor assigned by the department. The students have to complete 72 hours of this course. The logbook will be submitted in the hard copy a day before the presentation.

Evaluation Scheme:

Components	Logbook	Internal Supervisor	External Supervisor	Presentation	Viva-voce	Total
Weightage (%)	30	10	10	20	30	100

**SEMESTER VI
SPORTS PSYCHOLOGY**

Course Name	Course Code	LTP	Credit	Semester
SPORTS PSYCHOLOGY	PSY601	2:1:0	3	6

A. COURSE LEARNING OUTCOMES (CLO)

CLO1	Acquire practicing competencies developed throughout the internship.
CLO2	Get well acquainted with the organizational structure, protocol, relationships, processes, treatment compliance of inmates and working conditions in a specific organization setting (hospitals, NGO, schools, corporate etc.).
CLO3	Stimulate and take initiation in successfully identifying the professional roles involved in community counseling set up and present it.

B. YLLABUS

Course Objectives:

This course would help the student trace the development of sports psychology as an independent discipline with its multidimensional perspectives; to identify the relationship of personality and situational factors with performance on individual and team events; and to apply the psychological interventions in sports.

Course Contents:

Module I: Introduction – 7 hours

Nature, Historical & recent perspectives on sports psychology

Module II: Stress Management in Sports – 7 hours

Role of stress, arousal, anxiety and attention in the performance of individual and team sports

Module III: Individual Psychological Attributes – 7 hours

Motivation, skills and performance, personality profiles of successful sports persons

Module IV: Enhancing individual and team performance – 8 hours

Cognitive and social psychological dimensions of individual & team sports

Module V: Coaching & Intervention – 7 hours

Training/Coaching techniques, cognitive and behavioral interventions

Role of Sports Psychologists and **Physiotherapist**

Text:

Tenenbaum G. & Eklund R.C. (2007). Handbook of Sports Psy. John & Sons 3rd ed.

Dosil J., (2006) The Sports Psychologists Handbook. John Wily & Sons.

Examination Scheme:

Components	MTE	CT/H/P/V/Q	FC/MA/CS/DP	A	EE
Weightage (%)	15	15	15	5	50

MTE- Mid Term Exam; **CT-**Class Test; **H-**Home Assignment; **P-**Presentation; **V-**Viva; **Q-**Quiz; **FC-** Flip class; **MA-** Movie Analysis; **CS-** Case study; **DP-** Discursive paper; **A-**Attendance; **EE-**End Session Exam

POSITIVE PSYCHOLOGY

Course Name	Course Code	LTP	Credit	Semester
POSITIVE PSYCHOLOGY	PSY602	2:1:0	3	6

A. COURSE LEARNING OUTCOMES (CLO)

CLO1	5. Acquire practicing competencies developed throughout the internship.
CLO2	Get well acquainted with the organizational structure, protocol, relationships, processes, treatment compliance of inmates and working conditions in a specific organization setting (hospitals, NGO, schools, corporate etc.).
CLO3	2. Stimulate and take initiation in successfully identifying the professional roles involved in community counseling set up and present it.

B. SYLLABUS

Course Objective:

This course would enable students to understand the theory and research related to positive psychology and equip students to develop and apply positive psychology for enhancement of their self and others.

Course Contents:

Module I: Introduction to Positive Psychology – 8 hours

Positive Psychology: Meaning, Concept & Historical Overview
Goals of Positive Psychology: Culture and meaning of good life

Module II: Positive Emotional States and Processes – 7 hours

Broaden & Build Theory of Positive Emotions
Positive Emotions: Hope & Optimism, Love, Empathy
Emotional Intelligence: Mayer and Salovey' and Goleman' concept

Module III: Identifying Strengths – 7 hours

VIA Classification
Character Strengths and Virtues
Discovering Strengths

Module IV: Positive Psychology and Health – 7 hours

Positive Psychology and Health Psychology
Positive Prevention
Positive Psychotherapy

Module V: Positive Psychology at Work – 7 hours

Leadership and well-being
Positive and creative organizations

Text:

Cherniss, C., Extein, M., Goleman, D., & Weissberg, R. P. (2006). Emotional intelligence: what does the research really indicate? Educational psychologist, 41(4), 239-245.

Snyder, C. R. & Lopez S.J. (2009) Oxford Handbook of Positive Psychology. Oxford University Press.

References:

Seligman M.E. Csikszentmihalyi, M. (2014). Positive Psychology: An Introduction. Springer.

Examination Scheme:

Components	MTE	CT/H/P/V/Q	FC/MA/CS/DP	A	EE
Weightage (%)	15	15	15	5	50

MTE- Mid Term Exam; **CT**-Class Test; **H**-Home Assignment; **P**-Presentation; **V**-Viva; **Q**-Quiz; **FC**- Flip class; **MA**- Movie Analysis; **CS**- Case study; **DP**- Discursive paper; **A**-Attendance; **EE**-End Session Exam

HUMAN RESOURCE MANAGEMENT

Course Name	Course Code	LTP	Credit	Semester
HUMAN RESOURCE MANAGEMENT	PSY603	2:1:0	3	6

A. COURSE LEARNING OUTCOMES (CLO)

CLO1	Demonstrate knowledge about the field of Human Resource Management and its functions.
CLO2	Compare and contrast the major organisational functions.
CLO3	Recognize career options in Human Resource Management.
CLO4	Analyse and critically evaluate the ethical and legal issues in Human Resource Management
CLO5	Demonstrate awareness of the complex role Human Resource Management.

B. SYLLABUS

Course Objective:

This course would enable students to understand perspective on human resource issues and build a foundation for assisting organizations in resolving human resource problems.

Course Contents:

Module I: Introduction to Human Resource Management – 7 hours

Concepts and nature of human resource management
Foundation and functions of human resource management

Module II: Employees Selection – 7 hours

Selection process and methods, Job analysis
Biographical information; interviews; references and letters of recommendation
Psychological testing; types of psychological tests

Module III: Training and development – 7 hours

Scope and goals of training programme
Training needs analysis; training methods

Module IV: Performance management – 7 hours

Nature and methods. Performance appraisal for managers
Biases in performance appraisal; post-appraisal interview

Module V: Stress in the workplace – 7 hours

Occupational health; work-family conflicts
Causes and of stress at the workplace
Management of stress

Text:

Schultz & Schultz (2006). Psychology & Work Today, Pearson Education
Glimer, B.V.H. (1991). Industrial and organizational psychology, Tokyo: McGraw Hill. Kogakushra.
Wexley, K.N., & Yukl, G.A. (1987). Organizational behaviour and personal psychology. Illinois: Richard Irvin.

References:

Decenzo, D.A., & Robbins, S.P. (2003). Foundations of Human Resource Management
Beardwell, I. & Hadden, L. (1996). Human Resource Management: A contemporary perspective, New Delhi: Macmillan India Ltd.

Examination Scheme:

Components	MTE	CT/H/P/V/Q	FC/MA/CS/DP	A	EE
Weightage (%)	15	15	15	5	50

MTE- Mid Term Exam; CT-Class Test; H-Home Assignment; P-Presentation; V-Viva; Q-Quiz; FC- Flip class; MA- Movie Analysis; CS- Case study; DP- Discursive paper; A-Attendance; EE-End Session Exam

ENVIRONMENTAL PSYCHOLOGY

Course Name	Course Code	LTP	Credit	Semester
ENVIRONMENTAL PSYCHOLOGY	PSY604	2:1:0	3	6

A. COURSE LEARNING OUTCOMES (CLO)

CLO1	Identify major theoretical perspectives in environmental psychology.
CLO2	Demonstrate knowledge of cognitive and affective aspects of environment
CLO3	To understand the environmental stressors.
CLO4	Apply psychological concepts and theories to everyday relationships between human and environment and to manage environmental issues.

B. SYLLABUS

Course Objective:

The paper on Environmental Psychology imparts knowledge on individual's relation to environment, the processes involved therein and manner of research done.

Course Contents:

Module I: Introduction to Environmental Psychology – 7 hours

Concept of Environment: Physical, Social and Institutional, Origin & Scope

Module II: Approaches to the study of Environmental Psychology – 7 hours

Approaches in Environmental Psychology: Arousal Approach, Understanding Approach, Adaptation Level Approach, Behavior Constraint Approach

Module III: Environmental Stress – 7 hours

Environmental Stress: Population, Pollution, Environmental Remodeling, Environmental Competence, Environmental Awakening, Social Accommodation
Coping with environmental Stress

Module IV: Environmental Assessment – 7 hours

Management of Natural Environment,
Natural Hazards, Development and changing environment.

Module V: Applications of Environmental Psychology to Community Problems – 7 hours

The Built Environment: Architectural Factors and Social behaviour in Housing, Human responses to protect the environment

Text:

Nagar D., Environmental Psychology. New Delhi: Concept Publishing Company.
Trivedi, P.R., Environmental Education. New Delhi: APH Publishing Corporation.

References:

Paul A. Bell, Thomas C Greene, Jeffery D. Fisher, Andrew S. Baum, Environmental Psychology
Published by Routledge, 2005
Mirilia Bonnes, Gianfranco Secchiaroli, Claire Montagna, Environmental psychology: A psycho-social introduction. Published by SAGE, 1995.

Examination Scheme:

Components	MTE	CT/H/P/V/Q	FC/MA/CS/DP	A	EE
Weightage (%)	15	15	15	5	50

MTE- Mid Term Exam; CT-Class Test; H-Home Assignment; P-Presentation; V-Viva; Q-Quiz; FC- Flip class; MA- Movie Analysis; CS- Case study; DP- Discursive paper; A-Attendance; EE-End Session Exam

PRACTICUM- VI

Course Name	Course Code	LTP	Credit	Semester
PRACTICUM-VI	PSY620	0:0:4	2	6

A. COURSE LEARNING OUTCOMES (CLO)

CLO1	This course will enable students to understand and apply the general concepts of psychology through experiments & psychological tests.
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B.SYLLABUS

Course Objective:

This course will enable students to understand and apply the general concepts of psychology through experiments & psychological tests.

Every student is expected to perform and write any 06 experiments & tests mentioned below.

List of Practical:

Sports motivation scale

Sports anxiety scale

Locus of control

Attribution style

Resilience scale

Psychological Capital

Mindfulness scale

Job Satisfaction scale

Emotional maturity scale

A student will be examined in any one experiment/test as assigned to him. Classification of marks will be as follows:

Practical (Continuous)	Viva Voce	Record Book	Total
40 Marks	30 Marks	30 Marks	100 Marks

SEMINAR

Course Name	Course Code	LTP	Credit	Semester
SEMINAR	PSY645	0:0:0	1	6

A. COURSE LEARNING OUTCOMES (CLO)

CLO1	Select a topic of relevance to their area, drawing on different theories, perspectives and past research studies and methods.
CLO2	Write a comprehensive review of literature on a topic in psychology or a related discipline.
CLO3	Write a journal length manuscript of qualitative research, appropriate for submission to a professional journal in psychology or a related discipline.

B.SYLLABUS

Course Objectives:

With the completion of this course, students will be able to:

1. Select a topic of relevance to their area, drawing on different theories, perspectives and past research studies and methods.
2. Write a comprehensive review of literature on a topic in psychology or a related discipline.
3. Write a journal length manuscript of qualitative research, appropriate for submission to a professional journal in psychology or a related discipline.

Methodology:

Each student will engage themselves in interaction and observation of Psychological Processes in a subject/field of their choice and document a seminar report. The Students will then present the findings in the form of a paper for Seminar discussion.

The report is to be submitted in about 3000 words on A4 size sheets, Font 12pt., Times New Roman, 1.5 spacing, headings in Font Size 16. The documentation will be submitted in hard copy a day before presentation.

Evaluation Scheme:

Components	Documentation	Internal Supervisor	Presentation	Viva-voce	Total
Weightage (%)	40	10	20	30	100

DISSERTATION – II

Course Name	Course Code	LTP	Credit	Semester
DISSERTATION – II	PSY655	0:0:0	1	6

A. COURSE LEARNING OUTCOMES (CLO)

CLO1	Gather primary data, to write a report covering a review of relevant literature, the research question, and explanation and justification of the design, a description of the conduct and analysis of the data, and a discussion of the findings therein.
CLO2	Effectively understand the different concepts of research methodology.
CLO3	Understanding of research issues and their implications in the field of psychology.

B. SYLLABUS

Course Objectives:

With the completion of this course, students will be able to:

4. Gather primary data, to write a report covering a review of relevant literature, the research question, and explanation and justification of the design, a description of the conduct and analysis of the data, and a discussion of the findings therein.
5. Effectively understand the different concepts of research methodology.
6. Understanding of research issues and their implications in the field of psychology.

Methodology:

The students will have to select a topic for research in recent scenario, conduct review literature, plan research design, and collect data and statistical techniques as well. Through this course, the students will be able to develop an understanding about empirical research and referencing. The process of completion of the research will be divided into two parts and the student will be completing it in two semesters. The Dissertation-II will consist of the following chapters:

- 1) Result and Discussion
- 2) Conclusion and Recommendations
- 3) Limitations and Implications
- 4) Bibliography or References
- 5) Annexures

The report is to be submitted on A4 size sheets, Font 12pt., Times New Roman, 1.5 spacing, headings in Font Size 16. No word limit. The thesis will be submitted in hard bound a day before presentation.

Evaluation Scheme:

Components	<i>Data Collection & Methodology</i>	<i>Content and Chapterization</i>	<i>Internal Supervisor</i>	<i>Presentation</i>	<i>Viva-voce</i>	<i>Total</i>
Weightage (%)	20	20	10	20	30	100