



**GALGOTIAS
UNIVERSITY**

**COURSE BOOK OF
B.A. (H) Applied Psychology**

Name of School: School of Liberal Education

Programme: B.A. (H) Applied Psychology

Year: 2020-21

CURRICULUM

Semester 1						
Sl. No	Course Code	Name of the Course				
			L	T	P	C
1	PSY1001	Introduction to Psychology	4	0	0	4
2	PSY1002	Life span Development	4	0	0	4
3	PSY1003	Social Psychology	4	0	0	4
4	BLLUCT1001	Professional Communication -BEC-1	1	0	4	3
5	BLEUCT1002	Creative / Liberal Arts	0	0	1	0.5
6	BCSUCT1001	AI and its applications	0	0	4	2
7	BCSUCT1002	Disruptive Technologies	0	0	4	2
8	BCEUCT1001	Environmental Studies	0	1	0	0.5
9	SLE1001	Foundations of Social Sciences - I	4	0	0	4
		Total	17	1	13	24
Semester II						
Sl No	Course Code	Name of the Course				
			L	T	P	C
1	PSY1004	Bio -Psychology	4	0	0	4
2	PSY1005	Theories of Personality	4	0	0	4
3	PSY1008	Systems and schools of Psychology	4	0	0	4
4	PSY1007	Practicum A	0	0	4	4
5	BLLUCT1003	Professional Communication -BEC-II	1	0	4	3
6	BLEUCT1002	Disaster Management	2	0	2	3
7	SLE1002	Foundations of Social Science - II	4	0	0	4
		Total	19	0	10	26
Semester III						
Sl No	Course Code	Name of the Course				
			L	T	P	C
1	PSY2001	Research Methods	4	0	0	4
2	PSY2002	Introduction to Clinical Psychology	4	0	0	4
3	PSY2003	Organizational Change and Development	4	0	0	4
	PSY2004	Applied Social Psychology				
4	BLEUCT1001/ BLEUCT1004/ BLEUCT1005	Foreign Language - I (French/ German/ Japanese)	2	0	0	2
5	BLLUCT1004	Aptitude Building and Logical Reasoning-1	0	0	2	1
6	BLEUCT1003	Creativity, Innovations and Entrepreneurship & IPR	1	0	2	2
7	BSL01P2001	Experiential Learning – I	0	0	4	4
8	BSL01R2001	Social Internship - Six Week	0	0	4	2
		Total	15	0	12	23
Semester IV						
Sl No	Course Code	Name of the Course				
			L	T	P	C
1	PSY2005	Statistics in Psychology	4	0	0	4
2	PSY2006	Psychotherapeutic Intervention	4	0	0	4
3	PSY2007		4	0	0	4

	PSY2008	Human Resource Management Health Psychology				
4	BCEUCT1002	Waste Management	1	0	0	1
5	BLLUCT1005	Aptitude Building and Logical Reasoning-2	0	0	2	1
6	PSY2009	Experiential Learning – II	0	0	4	4
7	SLE2006	Introduction to Indian Philosophy	2	0	0	2
8	SLE2007	Qualitative and Quantitative Analysis & Reasoning	4	0	0	4
		Total	19	0	6	24
Semester V						
Sl No	Course Code	Name of the Course				
			L	T	P	C
1	PSY3001	Counselling Skills	4	0	0	4
2	PSY3002	Training and Development	4	0	0	4
	PSY3003	Community Psychology				
3	BBSUCT1002	Ethics and Professional Competency	1	0	0	1
4	BLLUCT1003	Campus to corporate	3	0	0	3
5	BLLUCT2001	Aptitude Building and Logical Reasoning-3	0	0	2	1
6	PSY3011	Abnormal Psychology	4	0	0	4
7	PSY3006	Experiential Learning – III	0	0	4	4
8	SLE1003	Writing for the Social Sciences & Humanities	4	0	0	4
9	PSY9998	Dissertation Phase I	0	0	2	1
		Total	20	0	8	26
Semester VI						
Sl No	Course Code	Name of the Course				
			L	T	P	C
1	PSY3007	Psychodiagnostics	4	0	0	4
2	PSY3008	Psychology of Workplace	4	0	0	4
3	PSY3009	Environmental Psychology				
4	BLLUCT2002	Aptitude Building and Logical Reasoning-4	0	0	2	1
5	PSY3010	Organisational Psychology	4	0	0	4
6	PSY9999	Dissertation	0	0	2	8
		Total	12	0	2	21

Total Credits- 144

Major elective courses

Major Specialisation Specialisation 1 - Clinical Psychology

S N	Course Code	Course Name	Semester	Credits
1	PSY2002	Introduction to Clinical Psychology	III	4
2	PSY2006	Psychotherapeutic Intervention	IV	4
3	PSY3001	Counselling Skills	V	4
4	PSY3007	Psychodiagnosics	VI	4
			Total	16

Specialisation 2 - Organisational Psychology

S N	Course Code	Course Name	Semester	Credits
1	PSY2003	Organizational Change and Development	III	4
2	PSY2007	Human Resource Management	IV	4
3	PSY3002	Training and Development	V	4
4	PSY3008	Psychology of Workplace	VI	4
			Total	16

Specialisation 3 - Applied Psychology

S N	Course Code	Course Name	Semester	Credits
1	PSY2004	Applied Social Psychology	III	4
2	PSY2008	Health Psychology	IV	4
3	PSY3003	Community Psychology	V	4
4	PSY3009	Environmental Psychology	VI	4
			Total	16

Interdisciplinary Courses offered from other divisions

Division of Applied Psychology

SN	Course Code	Course Title	L	T	P	C	SEMESTER
1	PSY3011	Abnormal Psychology	4	0	0	4	V
2	PSY3010	Organisational Psychology	4	0	0	4	VI
		TOTAL CREDITS	8	0	0	8	

Division of Political Science

SN	Course Code	Course Title	L	T	P	C	SEMESTER
1	POL3101	Contemporary Issues in Indian Politics	4	0	0	4	V
2	POL3091	India's Foreign Policy	4	0	0	4	VI
		TOTAL CREDITS	8	0	0	8	

Division of Economics

SN	Course Code	Course Title	L	T	P	C	SEMESTER
1	ECO2009	Cashless Economy and Start-ups	4	0	0	4	V
2	ECO2010	Global Economic Issues	4	0	0	4	VI
		TOTAL CREDITS	8	0	0	8	

Division of English

SN	Course Code	Course Title	L	T	P	C	SEMESTER
1	ENG2013	Theatrical Performance	4	0	0	4	V
2	ENG3010	Intercultural Communication	4	0	0	4	VI
		TOTAL CREDITS	8	0	0	8	

Division of Sociology

SN	Course Code	Course Title	L	T	P	C	SEMESTER
1	BSL05T5013	Social Inequality, stratification, and Mobility	4	0	0	4	V
2	BSL05T5014	Religion, Science and Society	4	0	0	4	VI
		TOTAL CREDITS	8	0	0	8	

Detailed Syllabus
SEM-I

Name of The Course	Introduction to Psychology			
Course Code	PSY1001			
Prerequisite	Understanding of General Psychology			
Corequisite	N/A			
Antirequisite	N/A			
	L	T	P	C
	4	0	0	4

Course Objectives:

1. Understand basic concepts of psychology and their applications
2. Learn the basic concepts of Psychology which has further use in counselling psychology
3. Understand basic concepts of learning, its relevance in psychology and its application.
4. Learn the basics motivation theories/ skills and applications of it in specific situation
5. Understand the basic theories and concepts of psychology and its applications in the professional world

Course Outcomes:

CO1	Understanding of basic concepts of psychology and their applications
CO2	Identify the various approaches, fields, and subfields of psychology along with their major concepts and important figures
CO3	Discuss the basic concepts of Psychology which has further use in counselling psychology
CO4	Explain the basic concepts of learning, its relevance in psychology and its application.
CO5	Recognize the basic motivation theories/ skills and applications of it in specific situation
CO6	Discuss the basic theories and concepts of psychology and its applications in the professional world

Text Book (s)

- Morgan, C. T., Weisz, R. J., King, R. A. & Schopler, J. INTRODUCTION TO PSYCHOLOGY. 7th Ed. (2001). Tata Mc Graw Hill Pub.
- Baron, R. A. (2002) PSYCHOLOGY, 5th Ed., Dorling Kindersley Pub.
- Fredrickson, B., Loftus, G. & Wagenaar. W. (2010) SPECIFICATIONS OF ATKINSON'S AND HILGARD'S PSYCHOLOGY: AN INTRODUCTION. 1st Ed., Cengage Publications.

Reference Book (s)

- Meyer, G. E. & Cicarelli, S. K. (2008) Specifications Of Psychology: South Asian Edition. Dorling Kindersley Pub.
- Parkins, R. 2012. Gender and emotional expressiveness: An analysis of prosodic features in emotional expression. Griffit working paper in pragmatics intercultural communication 5 (1), pp. 46-54.
- Jarris, P. (2012) Learning from everyday life, HSSRP, Vol. I, No. 1. 1-20

Detailed outline of the course

Unit-1 Introduction
Nature, scope and methods of psychology, Brief history of Psychology in India

Unit-2 Sensory and perceptual processes
Sensory and perceptual processes- Sensation and perceptual process and perceptual organization- Gestalt theory
Unit-3 Learning
Classical and operant conditioning, Basic Processes- Generalization, Discrimination, Spontaneous recovery and Extinction, Transfer of learning, Cognitive learning, Observational Learning
Unit-4 Motivation and Emotions
Motivation: Nature, types, and theories: McDougal, Maslow, McClelland Emotions: Nature and theories: James- Lange, Cannon –Bard
Unit-5 Memory
Memory nature and concept, Types of Memory, Theories of Memory, Memory Process, Memory Retention Techniques
Unit-6 Recent Development in Introduction to Psychology
Recent researches on Learning, Motivation, Memory, Creativity and Future Prospects

Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
20	30	50	100

Name of The Course	Life Span Development			
Course Code	PSY1002			
Prerequisite	Understanding of Developmental Psychology			
Corequisite	N/A			
Antirequisite	N/A			
	L	T	P	C
	4	0	0	4

Course Objectives:

1. Understand the biological, cognitive, cultural, environmental and social factors that influence development throughout the lifespan.
2. Basics of current and past research in the study of the lifespan guided by theories within developmental psychology.
3. Application of developmental psychology principles to daily life throughout the lifespan.
4. Understanding of myths and misconceptions regarding human development throughout the lifespan.
5. Learn the methodological approaches used to study development.

Course Outcomes:

CO1	Distinguish between major theoretical perspectives in developmental psychology.
CO2	Think and write critically about theoretical or empirical research in lifespan development and link their ideas to their own research and/or clinical practice.
CO3	Explain the respective contributions of “nature” and “nurture” to human development, as well as their interactions.
CO4	Understand physical, cognitive, and socio emotional development across the lifespan.
CO5	Assess the biological, cognitive, cultural, environmental and social factors that influence development throughout the lifespan.
CO6	Apply lifespan psychological concepts to the solutions of current issues and problems, such as, ethics, parenting, discipline, divorce, midlife crisis, dual-income families, aging and /or evaluation of presentation

Text Book (s)

- Berk, L. E. (2010). *Child Development* (8th Ed.). New Delhi: Prentice Hall.
- Mitchell, P. and Ziegler, F. (2007). *Fundamentals of development: The Psychology of Childhood*. New York: Psychology Press.
- Misra, G. (2009). *Psychology in India, Vol 1: Basic Psychological Processes and Human Development*. India: Pearson.
- Papalia, D. E., Olds, S.W. & Feldman, R.D. (2006). *Human development* (9th Ed.). New Delhi: McGraw Hill.
- Santrock, J. W. (2008). *Child Development* (11th Ed.). New Delhi: McGraw Hill.
- Santrock, J.W. (2006). *Adolescence*. New Delhi: McGraw Hill.

Reference Book (s)

- Srivastava, A.K. (1997). *Child Development: An Indian Perspective*. New Delhi: NCERT

- Saraswathi, T.S. (2003). *Cross-cultural perspectives in Human Development: Theory, Research and Applications*. New Delhi: Sage Publications

Detailed outline of the course

Unit-1 Introduction
Nature of Development and related terms, theories (Freud and Eric Ericson) and themes of Developmental Psychology, Indian context of development
Unit-2 Period of Development
Infancy, Childhood, Adolescence, Adulthood, senescent stages
Unit-3 Domains of Development
Cognitive development: perspectives of Piaget and Vygotsky, Language development: issues and debates, Emotional development
Unit-4 Context of Development
Contexts for development: Family, peers, media and school contexts
Unit-5 Theories of LifeSpan Development
Freud and Erikson's Psychoanalytic theory, Social Learning theory.
Unit-6 Current theories and Theories in Developmental Psychology
Contemporary Mini Theories and Emerging Approaches

Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
20	30	50	100

Name of The Course	Social Psychology			
Course Code	PSY1003			
Prerequisite	Understanding of basic Psychology and socialization processes			
Corequisite	N/A			
Antirequisite	N/A			
	L	T	P	C
	4	0	0	4

Course Objectives:

1. Understand the nature and scope of social psychology.
2. Understand the behaviour of an individual in the society.
3. Understand Social Perception, attribution processes, impression formation and social factors that influence individual behaviour.
4. influence individual behaviour.
5. Familiarise with the group processes and its impact on individual behaviour and decision making.
6. Help the students cope with the social adversity and attain personal happiness.

Course Outcomes:

CO1	Discuss and write about the nature and scope of social psychology.
CO2	Explain the behaviour of an individual in the society.
CO3	Describe social Perception, attribution processes, impression formation and social factors that influence individual behaviour.
CO4	Outline the group processes and its impact on individual behaviour and decision making.
CO5	Cope with the social adversity and attain personal happiness.
CO6	Understanding situational factors and internal motivations underlying in the operation of various forms of social influence: conformity, compliance, and obedience.

Text Book (s)

- Baron, R.A., & Byrne, D., Brancsombe (2012). *Social Psychology*. 13thEd. Pearson Education: New Delhi.
- Baumeister, R. F., & Finkel, E. J. (Eds.) (2010). *Advanced social psychology: The state of the science*. New York: Oxford University Press.

Reference Book (s)

- Aronson, E., Wilson, T. D., Akert, R. M., & Sommers, S. R. (2016). *Social psychology* (9th ed.). Upper Saddle River, NJ: Pearson Education.
- Misra, G. (1990). *Applied Social Psychology in India*: Sage Publications: New Delhi.
- Myers, D. G. (2010). *Exploring Social Psychology*. New York: McGraw Hill.
- Taylor, S.E; Peplau, L.A. & Sears, O. (2006). *Social Psychology*. (12th ed). Prentice Hall.

Detailed outline of the course

Unit-1 Introduction
Nature & scope of Social psychology Research techniques used in Social psychology
Unit -2 Perception and Impression formation
Social Perception and Attribution; Impression formation and management
Unit-3 Group Behaviour
Nature, types of groups, structure and formation of group Social facilitation, Social loafing Group Decision making—Group Polarization,

Group think; Cooperation vs. competition
Unit-4 Attitude and Prejudice
Concept, nature and formation of attitudes. Attitude Change: Heider's theory, Festinger's theory Prejudices—Nature and formation of prejudices, Reducing prejudice
Unit- 5 Social Influence
Conformity; Compliance; Obedience; Altruism
Unit - 6 The Self
Learning about the Self, Self awareness, Motivation and the Self

Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
20	30	50	100

Detailed Syllabus
SEM-II

Name of The Course	Bio – Psychology			
Course Code	PSY1004			
Prerequisite	N/A			
Corequisite	N/A			
Antirequisite	N/A			
	L	T	P	C
	4	0	0	4

Course Objectives:

1. Understanding the nature and methods of physiological psychology
2. Knowing different assessment and mapping techniques of human physiology
3. Understanding the structure, functions, types and synaptic conduction of neurons
4. Learning physiological correlates of emotions with nervous system and endocrine glands
5. Understanding the relationships of behaviour and emotions with physiological functioning

Course Outcomes:

CO1	Understand the nature and methods of physiological psychology
CO2	Learn different assessment and mapping techniques of human physiology
CO3	Understand the structure, functions, types and synaptic conduction of neurons
CO4	Understand physiological correlates of emotions with nervous system and endocrine glands
CO5	Learn the relationships of behaviour and emotions with physiological functioning
CO6	Identify which parts of the brain are responsible for physiological processes related to attention, behavior, cognition, emotion and memory.

Text Book (s)

- Klein, S. B., McCristian, C. & Thorne, B. M. (2007) SPECIFICATIONS OF BIOLOGICAL PSYCHOLOGY. Worth Pub.
- Carlson, N. R. (2012) Physiology of behaviour 11th Ed. Boston - Allyn & Bacon

Reference Book (s)

- Chamberlain, L. and Broderick, A.J. (2007). *The application of physiological observation methods to emotion research*. Qualitative Market Research: An International Journal, 10 (2): 199-216.
- Rasch, B. & Born, J. (2013) *About sleep's role in memory*. Physiological Reviews, Vol. 93, 681-766.

Detailed outline of the course

Unit-1 Introduction
The origins and nature of physiological psychology, methods, degeneration techniques, lesion techniques, chemical methods, stereotaxic surgery, micro-electrode studies, oscilloscope, polygraph, scanning methods.
Unit-2 Neurons
Structure of neurons, types & functions; neural conduction, Synaptic conduction
Unit-3 The structure and functioning of Nervous System
Basic features of nervous system, CNS, ANS, PNS
Unit-4 Emotion and Behavior
Physiological correlates of emotion: The role of cortex in emotion, Emotion and endocrine glands
Unit - 5 Sleep and Biological rhythms

Sleep and Biological Rhythms, Ingestive Behavior
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Unit - 6 Neurological disorders
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Schizophrenia and Affective disorders; Stress Disorder
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Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
20	30	50	100

Name of The Course	Theories of Personality			
Course Code	PSY1005			
Prerequisite	N/A			
Corequisite	N/A			
Antirequisite	N/A			
	L	T	P	C
	4	0	0	4

Course Objectives:

1. Understand the influential personality theories and constructs
2. Understand the meaning and appropriate application of course concepts
3. Understand personality-related processes that underlie individual differences in behavior
4. Familiarize with the seminal and current research studies and important findings using an understanding of scientific methodologies common to this field
5. Understand the interaction of situational and individual characteristics on the development of personality

Course Outcomes:

CO1	Discuss and write in an informed way about influential personality theories and constructs
CO2	Identify meaning and appropriate application of course concepts
CO3	To be aware from Indian and western philosophy about self
CO4	Awareness about yoga therapy, Buddhism, Jainism and ancient Indian approaches
CO5	Recognize the interaction of situational and individual characteristics on the development of personality
CO6	Students will be able to apply course concepts to their understanding and interpretation of real life situations.

Text Book (s)

- Ewen, Robert B. (2010). An introduction to the theories of Personality. Psychological Press. New York & London. (7th ed.)
- Albert Ellis, Mike Abrams & Lidia Abrams (2009) Personality Theories: Critical Perspectives. *SAGE Publications, Inc.*
- Hall, G.C., Lindzey, G., & Campbell, J.C. (1998). Theories of personality, (4th ed.). New York: Wiley.

Reference Book (s)

- Hjelle, L.A. & Zeigler, D.J. (1991). Personality theories : Basic assumptions, research and applications. (2nd ed.) New York: McGraw Hill.
- Mischel, W. (1976). Introduction to personality. New York : Holt Reinhart & Winston.
- Pervin, A. (1984). Personality: Theory and research. New York: John Wiley & Sons.

Detailed outline of the course

Unit-1 Introduction
Definition, nature and scope of personality Determinants of Personality: Biological, environmental, social and family
Unit-2 Psychodynamic and Behaviouristic Approaches
Psychodynamic and psychosocial approaches : Freud and Erikson Behaviouristic and social learning approaches: Skinner, Bandura and Mischel

Unit-3 Humanistic and Existential approaches
Humanistic and phenomenological approaches: Rogers and Kelly. Existential approaches: Rollo May, Victor Frankl
Unit-4 Self
Self: Concept & identity, Indian and western view of self Indian views: Yoga, Buddhism & Sufism
Unit – 5: Highest form of self
Study of Bhagwat gita, Swami vivekanand and Ramkrishna Paramhans literature, J.Krishnamurthi Literature.
Unit – 6: Recent Developments
Impact of covid Pandemic on Self and Personality

Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
20	30	50	100

Name of The Course	Systems and Schools of Psychology			
Course Code	PSY1008			
Prerequisite	Understanding of General Psychology			
Corequisite	N/A			
Antirequisite	N/A			
	L	T	P	C
	4	0	0	4

Course Description:

Survey of the historical background of psychology, emphasizing its philosophical origins and evolution of the psychological point of view. Contributions of major schools of psychology to modern psychology also emphasized.

Course Objectives:

1. To acquaint the students with the history of psychology and the modern development in the field.
2. To help the students to develop an idea of different schools of Psychology and the thoughts formulated therein.
3. To provide the students with the knowledge of history of Psychology in India.
4. Advantages with respect to theoretical approaches

Course Outcomes:

By the end of this course, students should be able to...

CO1	Describe the key major figures in the history of psychology and their major contributions.
CO2	Relate the major perspectives to the individuals who are responsible for articulating them.
CO3	Describe how historical trends and events have influenced the development of psychology as a scientific discipline.
CO4	Describe major perspectives of psychology.
CO5	Demonstrate an understanding of major questions that have driven psychological thought throughout its history.
CO6	Ability to identify and appreciate the diversity of contributions to the contemporary fields of psychology

Text Book (s)

- Rao, K. R., Paranjpe, A. C., & Dalal, A. K. (Eds.) (2008). *Handbook of Indian Psychology*. New Delhi: Foundation Books.
- Hothersall, D. (2004) *History of Psychology* 4th Edition. New York: McGraw-Hill
- Hergenhahn, B.R. (2009). *An Introduction to the History of Psychology*, (6th International Student Edition) Wardsworth Cengage Learning.
- Lawson, R.B., Graham, J.E., & Baker, K. M. (2009). *A History of Psychology: Globalization, Ideas, and Applications*, (1st Edition), USA, Pearson Education.
- Chaplin, J. P. & Krawiec, T. S. (1988). *Systems and Theories of Psychology* (4th Edition). New York; Holt, Rinehart and Winston.

Reference Book (s)

- Singh, A.K. (2002). *The Comprehensive History of Psychology* (3rd Edition). Motilal Banarsidas Publishers Pvt Ltd.

- Leahey, T.H. (1997). A History of Psychology: Main Currents in Psychological Thought (4th Edition). Prentice Hall International, Inc.
- Brennan, J. F. (1991) History and Systems of Psychology (3rd Edition), Prentice Hall International, Inc.
- Heidbreder, E. (2008), Seven Psychologies. USA, Prentice Hall.
- Schultz, D.P. & Schultz, S.E. (2007). History of Psychology (9 th Edition, Belmont, USA, Thomson Wardsworth

Detailed outline of the course

Unit-1 Introduction
Introduction, Nature & Scope of Psychology, Psychology & the Ancients-Philosophical roots
Unit-2 Systems and Theories in Psychology
Antecedents of Psychology: An overview of history and schools of psychology. Early schools of Psychology: Structuralism (Tichner) and Functionalism (William James).
Unit-3 The Schools of Psychology I
Behaviourism (Watson) and Neo-Behaviourism
Unit-4 The Schools of Psychology II
Gestalt psychology (Wertheimer, Koffka and Kohler)
Unit - 5 The Schools of Psychology III
Psychoanalysis and Neo-Psychoanalysis
Unit - 6 Current development
Humanistic Psychology, Cognitive Psychology and Existential Psychology

Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
20	30	50	100

Name of The Course	Practicum A			
Course Code	PSY1007			
Prerequisite	Understanding of basic theoretical concepts.			
Corequisite				
Antirequisite				
	L	T	P	C
	0	0	4	4

Course Objectives: Gaining applied experience of theoretical concepts.

Course Outcomes:

CO1	Primary knowledge of how a research is designed
CO2	Conduct experiments and administer psychological scales to a subject
CO3	How the hypothesis is formulated and along with objectives
CO4	Make interpretations and draw conclusions based on the norms given in the manual
CO5	Write a report which reflects the details of the experiment/ test, the aim, applications, procedure of administration and subject results
CO6	Reading out to the meaningful conclusion and gaining applied experience of theoretical concepts

Text Book (s)

- As recommended by Faculty

Detailed outline of the course

Unit-1
<ul style="list-style-type: none"> • Span of Attention / • Mirror Drawing
Unit-2
<ul style="list-style-type: none"> • Muller Lyer Illusion/ • Zeigarnik Effect
Unit-3
<ul style="list-style-type: none"> • Serial Position effect / • Creativity Test
Unit-4
<ul style="list-style-type: none"> • Job Satisfaction scale • DASS

Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
50	00	50	100

Detailed Syllabus

SEM-III

Name of The Course	Research Methods			
Course Code	PSY2001			
Prerequisite	Understanding of Research Methods			
Corequisite				
Antirequisite				
	L	T	P	C
	4	0	0	4

Course Objectives:

- To familiarize participants with the basics of research and the research process.
- To enable the participants in conducting research work and formulating research synopsis and report.
- To familiarize participants with Statistical packages such as SPSS/EXCEL.
- To impart knowledge for enabling students to develop data analytics skills and meaningful interpretation to the data sets so as to solve the business/Research problem.

Course Outcomes: After completing the course, the students are expected to know the following:

CO1	Learn the basic concept and scope of the Research
CO2	The students will be able to develop proper research designs
CO3	Understand the basic techniques of sampling and data collection
CO4	Students will be acquainted with research measurements
CO5	Students will get an insight of developing the research
CO6	Gives visions and paves the ways of improving the research skills

Text Book (s)

- Dyer, C. (2001) *Research in Psychology: A Practical Guide to Research Methodology and Statistics (2nd Ed.)* Oxford: Blackwell Publishers.
- Kerlinger, F.N., & Lee, H.B. (2000). *Foundations of Behavioural Research (Fourth Edition)*, Harcourt Inc.
- Research Methods and Statistics In Psychology 7th Edition by Hugh Coolican, Taylor & Francis.
- Dawson, Catherine, 2002, *Practical Research Methods*, New Delhi, UBS Publishers' Distributors
- Kothari, C.R., 1985, *Research Methodology- Methods and Techniques*, New Delhi, Wiley Eastern Limited.
- Kumar, Ranjit, 2005, *Research Methodology-A Step-by-Step Guide for Beginners*, (2nd.ed.) Singapore, Pearson Education.

Reference Book (s)

- Chawla D. & Sondhi N. *Research Methodology Concepts and Cases*, S. Chand & Company Ltd. Morgan, Gareth, *Imagination, Response Books*, New Delhi.
- Panneerselvam, R (2014) *Research Methodology*, PHI Pvt. Ltd, New Delhi.
- Wilson J. (2010) *Essential of Research Methods*, SAGE Publication.
- Neuman, W.L. (2006). *Social Research Methods: Qualitative and Quantitative Approaches (6th Ed.)* Boston: Pearson Education.

Detailed outline of the course

Unit-1 Introduction
Meaning, Objective and Beginning of Psychological research; Goals of Psychological research; Significance of research; Research methods and Research methodology; Research process; criteria of good research
Unit-2 Research Problem and Research Design
Defining, formulating and selecting a research problem; techniques involved in defining a problem; Meaning and Need of Research design, Features of a good research design, Different research designs
Unit-3 Sampling
Sampling; Need for sampling; Criteria and Characteristics of a good sample; Different types of sampling; Probability and non-probability sampling methods; determination of sample size.
Unit-4 Measurements and Scaling Techniques
Measurement in Research; Measurement Scales, Meaning of Scaling; Important Scaling Techniques
Unit-5 Hypothesis testing
What is a Hypothesis? Null and Alternate Hypothesis. Type – I and Type – II error
Unit - 6 Data Collection and Interpretation
Data Collection: Collection of Primary data; Experiment; Interview; Observation; Survey and testing. Collection of secondary data; Case study. Meaning of Interpretation, Different steps in report writing; Types of Report; Layout of research report.

Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
20	30	50	100

Name of The Course	Introduction to Clinical Psychology			
Course Code	PSY2002			
Prerequisite	Understanding of Counselling Psychology			
Corequisite				
Antirequisite				
	L	T	P	C
	4	0	0	4

Course Objectives:

1. The objective of this paper is not only giving a theoretical understanding but also sensitize them towards real issues from clinical psychology.
2. The student will learn to think differently and may be encouraged to take up action research.
3. It will help them to create an understanding about clinical psychology and build their competence to think about intervention strategies for clinical psychology.

Course Outcomes: After completing the course, the students are expected to know the following:

CO1	Understand the basic concepts of clinical psychology and their applications
CO2	Learn students to various kinds of psychological diseases and its impact on Mental Well-Being
CO3	Understand and familiar with the psychological tests used for clinical purposes.
CO4	Learn the basics counselling techniques/ skills and its applications in specific situation.
CO5	Understand them the ethical guidelines for practicing as a Psychologist
CO6	Learn them to act as a social facilitator/Counselling Psychologist in their professional life.

Text Book (s)

- Hecker, Jeffrey E. and Thope, Geoffrey L. (2005). "Introduction to Clinical Psychology", Pearson Education Inc.
- Hersen, M., Kazdin, A. E., & Bellack, A. S. (1991) *the Clinical Psychology Handbook Pergamon*. New York
- Sweet, J. J., Rozensky, A. & Tovian, S. M. (1991) *Handbook of Clinical Psychology in Clinical Practice*. New York: Plenum.
- Walker, C. E. (2001) *Handbook of Child Clinical Psychology*. New York: John Wiley & Sons.
- Feltham C. & Horton, I. (2000). *Handbook of Counseling and Psychotherapy*.
- Kohler, J. A. & Shepard, D. S. (2008). *Counseling: Theories and Practice*. US:Brooks/ Cole-Cengage Learning.

Reference Book (s)

- Garfield, S. L. (1974). "Clinical Psychology: The Study of Personality and Behaviour"
- Garfield S. L.: "Introduction to Clinical Psychology" The McMillan Company, New York.
- Mathur, S. S. (1985). "Clinical Psychology", Vinod Pustak Mandir, Agra.
- Neiszal, M. T., Bernsten (1995), "Introduction to Clinical Psychology", 2nd Ed.
- Walker, C. E. (Ed.). "Clinical Practice of Psychology", Pregman Press, New York.

Unit-1 Introduction
Concept, history and recent trends in counselling, Distinction between Guidance & counselling, Ethical and legal aspects of counselling
Unit-2 Counselling with Diverse Populations
Counselling children and adolescents, Counselling the aged, Gender based counselling, Work place counseling
Unit-3 Approaches to counselling
Various areas of counselling, Existential analytical approach, Humanistic approach, Cognitive, Behaviouristic
Unit-4 Applications

Substance abuse counselling, Counselling the disabled, Rehabilitation counselling, E- counselling
Unit-5 Ethical and Professional Issues
American Psychological Association Code of Ethics, Aspirational and enforceable, Ethical Decision Making, Psychologist Ethical Belief.
Unit -6 Current trends in Clinical Psychology research
Trends in psychological assessment. Development of diagnostic criteria, Exploration of clinical states and biological correlates of mental disturbances, Diagnostic definitions of psychiatric disorders, Refinement of psychotherapeutic techniques.

Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
20	30	50	100

Name of The Course	Organizational Change and Development			
Course Code	PSY2003			
Prerequisite	Understanding of basic Organizational Behaviour			
Corequisite				
Antirequisite				
	L	T	P	C
	4	0	0	4

Course Objectives: The primary objectives of this course are to:

1. Provide you with an opportunity to become familiar with the basic theories of “change management.
2. Develop an awareness and fundamental knowledge of the need for change, why organizations change or fail to change, and how to plan for, manage and measure change.
3. Develop an awareness of the leadership issues and role of the leader in organizational change.
4. Help further develop and expand your critical thinking and analytical skills.

Course Outcomes: After completing the course, the students are expected to know the following:

CO1	Developing a basic understanding and appreciation for the issues and conditions creating the need for change in modern organizations
CO2	Exploring some of the ethical issues associated with change and organizational development
CO3	Developing an understanding of the strategic role of change in the organization and the impact of change (or failure to change) on organizational performance.
CO4	Developing a basic understanding and fundamental knowledge of the models and theories of change management.
CO5	Developing a basic understanding of how organizations behave and react to change, why change efforts can fail, overcoming organizational resistance, and making change possible.
CO6	Learning how to apply some of the key concepts and tools organizational development and change leadership and management.

Text Book (s)

- Nilakant, V. and Ramnaryan, S., Managing Organisational Change, Response Books, New Delhi .
- Beckhanrd, Richard and Harris, Reuben T., Organisational Transitions : Managing Complex Change, Addison, - Wesley, Mass
- Kanter, R.M., Stein, B.A and Jick, T.D., The Challenge of Organisational Change, Free Press, New York .
- Hammer, Michael and Champy, James, Reengineering the Corporation : A Manifesto for Business Revolution, Harper Business, New York .
- Hurst , David K., Crisis and Renewal : Meeting the Challenge of Organisational Change, Harvard University Press, Mass

Reference Book (s)

- Pattanayak, Biswajeet and Kumar Pravash, Change for Growth, Wheeler Publications, New Delhi .
- Morgan, Gareth, Imagination, Response Books, New Delhi .
- Madhukar Shukla, Competing Through knowledge, Response Books, New Delhi .
- Storey, John, International Cases in Resources Mangement, Beacon Books, New Delhi .
- Venkataratnam C.S., Varma, Anil (ed) : Challenge of Change : Industrial Relations in Indian Industry : Allied Pub. Ltd., New Delhi

Detailed outline of the course

Unit-1 Organizational Change
Concept and Significance; Managing Change; Concept of Analyzing the Environment; Perspectives on Change: Contingency; Resource Dependence; Population Ecology; Implications of Change.
Unit-2 Types of Change
Continuous or Incremental Change; Discontinuous or Radial Change; Participate Change and Directive Change; Change Levers; Levels of Change: Knowledge Changes; Attitudinal Changes; Individual Behaviour Changes and Organizational Performance Changes.
Unit-3 Implementing Change
Steps-Assembling a Change; Management in Establishing a New Direction for the Organization; Setting up of Change Teams; Aligning Structure; Systems and Resources; Removing road Blocks; Absorbing Changes into Organization
Unit-4 HR and Technological change
Introduction special features of new technology; organizational implications of technological change; Emerging profile HR; Employee Empowerment, Emotional Intelligence and employee productivity; Managing work stress
Unit-5 Organizational Development (OD)
Concept and Evolution; OD Interventions: Diagnostic Activities; Team Building; Sensitivity Training; Third Party and Inter Group Interventions; Educational and Structural Interventions; Indian Experiences of OD in Public and Private Enterprises.
Unit-6 Recent Development
Case study about at least two MNCs which has successfully carried out Organisational change in technical as well as non technical field

Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
20	30	50	100

Name of The Course	Applied Social Psychology			
Course Code	PSY2004			
Prerequisite	Understanding of Social Psychology			
Corequisite				
Antirequisite				
	L	T	P	C
	4	0	0	4

Course Objectives: The primary objectives of this course are to:

Social psychology has accumulated a wealth of knowledge as well as theories to predict human behavior in social settings. This knowledge is fast becoming crucial in understanding social problems such as immigration, national identity, inter-group relations, and conflict resolution. The course introduces studies and applications of social psychological findings to social issues and problems.

Course Outcomes: After completing the course, the students are expected to know the following:

CO1	meaning and importance of social psychology in the present context.
CO2	preconceived notion about various social and health issues and its impact
CO3	nature and extent of child abuse and neglect, national and international policies and program for addressing child rights.
CO4	The causes and consequences of contemporary social problems and their evidence-based remedial measures along with national policy
CO5	Apply knowledge in social psychological research to resolve everyday social issues
CO6	Demonstrate knowledge of social psychological research that can be applied to individual and societal problems

Text Book (s)

- Aronson, E., Wilson, T.D. and Akert, R.M. (2010). Social Psychology (7th ed.) . Boston: Prentice Hall.(Indian publication)
- Baron, R.A., Branscombe, N.R., Byrne, D. and Bhardwaj, G.(2010). Social Psychology (12th Edition).Delhi, Pearson.
- Baumeister, R.F.& Bushman, B.J.(2013) Social Psychology & Human Nature. Wadsworth
- Hogg,M.& Vaughan,G.M.(2008) Social Psychology. Prentice Hall.
- Misra, G. (2009). Psychology in India: Social and Organisational Processes. Delhi. Pearson.
- Myers, D.G. (2005). Social Psychology (8th ed.). New Delhi: Tata McGraw Hill Pub. Co. Ltd.

Reference Book (s)

- Worcel, S., Cooper, J., Goethals, G.R. & Olson, J.M. (2000). Social Psychology. CA Wadsworth.
- Deb, S. (2006). Contemporary Social Problems in India. New Delhi, Anmol Pub.
- Ahuja, R. (1992). Social Problems in India. Nice
- Madan, G.R. (1995). Indian Social Problems. Vol.1, Allied Publishers.
- Oskamp, S. & Schultz, P.W. (1998). Applied Social Psychology. Prentice.

Detailed outline of the course

Unit 1- Introduction to Applied Social Psychology
Definition of Applied social psychology; historical roots and current trends; methods of social psychology; importance of social psychology in today’s context. Prejudice; stereotype, myths, misconception and discrimination and their effects. Measures for prevention of prejudice, stereotype, myths, misconception and discrimination.
Unit 2- Social Cognition

Social perception and cognition. Self in a social world; Attribution, biases, impression formation and impression management

Unit 3- Attitude and Attitude Change

Meaning and definition of Attitude, formation and changes of attitudes, influence of attitude on behavior. Barriers in changing attitudes.

Unit 4-Social Relationship

Social relationship: Nature, formation, interpersonal conflicts and managing relation referring to different types of relations.

Unit 5-Population Explosion

Population explosion: current scenario and its impact: Population of India and its growth, density of population, consequences of population explosion, Population Policy in India.

Unit -6 Interpersonal attraction and Relationships

Interpersonal attraction. Determinants of interpersonal attraction- Internal: Need to affiliate and the role of affect, External: Proximity and others' observable characteristics, and Interactive: Similarity of attitudes, values and personal characteristics, Mutual evaluations.

Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
20	30	50	100

Name of The Course	Experiential Learning- I LAB			
Course Code	BSL05P2001			
Prerequisite	Understanding of basic theoretical concepts			
Corequisite				
Antirequisite				
	L	T	P	C
	0	0	4	4

Course Objectives: Gaining applied experience of theoretical concepts.

Course Outcomes:

CO1	Enable the students to understand the processes and steps involved in conducting the psychological experiments
CO2	Enable the students to understand the processes and steps involved in administering the psychological tests
CO3	Clarifies the process of developing an insight into their own and others' behaviour
CO4	Developing the students ability to apply the key principles of research methods in Psychology
CO5	Imparting the skills in the students necessary for selecting and applying different tests for different purpose such as diagnosing disorder, assessing mental health, learning process, etc
CO6	Developing underlying mental processes by using different psychological assessment tools.

Text Book (s)

As recommended by the concerned teacher

Unit-1
<ul style="list-style-type: none"> • Physiology: Secondary data/ • Anxiety Scale
Unit-2
<ul style="list-style-type: none"> • Experiment on attention learning • Attitude scale
Unit-3
<ul style="list-style-type: none"> • Reaction Time • Mental Ability Test
Unit-4
<ul style="list-style-type: none"> • Work motivation scale • Personality Test

Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
50		50	100

Detailed Syllabus

SEM- IV

Name of The Course	Statistics in Psychology			
Course Code	PSY2005			
Prerequisite	Understanding of Basic Statistics			
Corequisite				
Antirequisite				
	L	T	P	C
	4	0	0	4

Course Objectives: To develop understanding of various statistical techniques in terms of their assumptions, applications and limitations, acquire competency for organizing data.

Course Outcomes: After completing the course, the students are expected to know the following:

CO1	Understand basic concepts of statistics and their applications
CO2	Learn the basics of assessment related theory
CO3	Understand basic concepts of statistics and its application
CO4	Learn the basic statistical calculation and to describe the generation and applications of it in specific situation
CO5	Understand the basics of experimental design
CO6	Application of statistical tools in specific real life situations

Text Book (s)

- Garrett, H. E. (2011) Statistics in Psychology and Education 6th Ed, Paragon Publishers
- Minium, E. W., King, B. M. & Bear, G. (2009) Statistical Reasoning In Psychology And Education. John Wiley & Sons.
- Mangal, S. K. (2013) Statistics in Psychology and Education 2nd Ed. PHI Learning Pvt. Ltd.

Reference Book (s)

- Chow, S. L. (2002). Statistics and Its Role In Psychological Research. In
- Methods in Psychological Research, In Encyclopaedia of Life Support Systems (EOLSS), Eolss Publishers, Oxford, UK,

Detailed outline of the course

Unit-1 Introduction
Relevance of Statistics in analysing Psychological Data, Descriptive Statistics vs Inferential Statistics, Frequency Distributions. The Cumulative Frequency Distribution Percentiles, and Percentile Rank.
Unit-2 Measures of central tendency and variability
Measures of central tendency – mean, median, mode. Measures of variability – range, quartile deviation, standard deviation, coefficient of variation.
Unit-3 Normal distribution curve and linear correlation
Normal Probability curve – properties and applications, Characteristics; Correlation
Unit-4 Parametric vs. Non-parametric Test
Parametric vs. non parametric tests. Parametric tests – t – test, ANOVA-one way.
Unit-5 Parametric vs. Non-parametric Test Continue
Non parametric tests - Chi square, Mann – Whitney test, Contingency co-efficient
Unit-6 Recent Developments
Recent research papers (At least 3) related to role of statistics in Psychological research.

Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
20	30	50	100

Name of The Course	Psychotherapeutic Intervention			
Course Code	PSY2006			
Prerequisite	Understanding of basic Counselling Psychology			
Corequisite				
Antirequisite				
	L	T	P	C
	4	0	0	4

Course Objectives:

1. To give theoretical understanding of Psychotherapy and also sensitize them towards real issues from clinical psychology.
2. The student will learn to think differently and may be encouraged to take up action research.
3. It will help them to create an understanding about Psychotherapeutic Intervention and build their competence to think about intervention strategies for clinical psychology.

Course Outcomes: After completing the course, the students are expected to know the following:

CO1	Understand the basic concepts of Psychotherapy and their applications
CO2	Learn students to various kinds of psychological diseases and its impact on Mental Well-Being
CO3	Understand and familiar with the psychological tests used for clinical purposes.
CO4	Learn the basics counselling techniques/ skills and its applications in specific situation.
CO5	Understand them the different kinds of Psychotherapeutic Approaches for practicing as a Psychologist
CO6	Learn them to act as a Psychotherapist in their professional life.

Text Book (s)

- Capuzzi, D. and Gross, D.R. (2004). Counselling and Psychotherapy: Theories and interventions. New Delhi: Pearson Education.
- Corey, G. (2001). Theory and practice of counseling and psychotherapy. New York: Brooks/Cole
- Hersen, M. & Sledge, W. (2002) (Eds.). Encyclopedia of psychotherapy (Vols 1& 2). New York: Academic Press.
- Kaslow, H. W. (Ed.). (2002). Comprehensive handbook of psychotherapy (Vols. I toIV). New York : John Wiley and Sons.
- Mozdierz, G.J., Peluso, P.R. & Lisiecki, J. (2009). Principles of Counselling and Psychotherapy. New York: Routledge
- Prochaska, J.O. & Norcross.J.C. (2010) Systems of Psychotherapy. Cengage

Reference Book (s)

- Brownell, J. (2002). Listening: Attitudes, principles and skills. (2nd). Boston: Allyn and Bacon..
- Corey, G. (2001). Theory and practice of counseling and psychotherapy. New York: Brooks/Cole
- Corsini, R. J. (2001). Handbook of innovative therapy. (2nd Edi.). N.Y.: John Wiley.
- Hersen, M. & Sledge, W. (2002) (Eds.). Encyclopedia of psychotherapy (Vols 1& 2). New York: Academic Press.
- Kaslow, H. W. (Ed.). (2002). Comprehensive handbook of psychotherapy (Vols. I toIV). New York : John Wiley and Sons.

Detailed outline of the course

Unit-1 Introduction
Psychotherapy: Nature and scope; Common goals and ingredients of psychotherapy; Types of psychotherapeutic intervention

Unit-2 Structuring therapeutic relationship
Nature of client-therapist relationship, dimensions and stages of client therapist relationship, building the helping relationship; Structuring the therapeutic situation.
Unit-3 Freudian psychoanalytic therapy
Key concepts, therapeutic techniques/ procedures.
Unit-4 Humanistic and existential therapies
Person centered and Gestalt therapies: Key concepts, therapeutic techniques and procedures; Existential therapy
Unit-5 Behaviouristic therapies
Therapies based on Classical Conditioning, Therapies based on Operant Conditioning
Unit-6 Other therapeutic approaches
Reality therapy; Family system therapy; Transactional analysis.

Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
20	30	50	100

Name of The Course	Human Resource Management			
Course Code	PSY2007			
Prerequisite	Understanding of organizational behavior			
Corequisite				
Antirequisite				
	L	T	P	C
	4	0	0	4

Course Objectives:

1. It enables the students to understand the HR Management and system at various levels in general and in certain specific industries or organizations.
2. It will help the students focus on and analyse the issues and strategies required to select and develop manpower resources.
3. It will develop relevant skills necessary for application in HR related issues.
4. It will be enabled to integrate the understanding of various HR concepts along with the domain concept in order to take correct business decisions.

Course Outcomes:

CO1	To understand importance of human resource management as a field of study and as a central management function
CO2	Understand the implications for human resource management of the behavioral sciences, government regulations, and court decisions
CO3	Know the elements of the HR function (e.g. – recruitment, selection, training and development, etc.) and be familiar with each element’s key concepts & terminology
CO4	Apply the principles and techniques of human resource management gained through this course to the discussion of major personnel issues and the solution of typical case problems
CO5	To develop relevant skills necessary for application in HR related issues
CO6	To enable the students to integrate the understanding of various HR concepts along with the domain concept in order to take correct business decisions

Text Book (s)

- George W Bohlander and Scott A Snell (2013), “Principles of Human Resource Management”. Fifteenth Edition”; Thomson Publications.
- VSP Rao, “Human Resource Management”, (2010), Excel Books, 3rd Edition

Reference Book (s)

- K Aswathappa, “Human Resource and Personal Management” (2017) Tata McGraw Hill, 8th Edition
- Stephen P. Robbins, “Human Resource Management”, (2002), Pearson Education Asia.
- Sarah Gilmore and Steve Williams (2014). “Human Resource Management”. Oxford University Press.
- Tayeb, M. (2005). International human resource management. Oxford University Press.

Detailed outline of the course

Unit-1	Introduction
Introduction to Human Resource Management: Definition and Concept, Features , Objectives, Functions, Scope and Development of Human Resource Management, Importance of Human Resource Management, Human Resource Practices	

Unit-2 HRM and Personnel Management
HRM and Personnel Management: Introduction, Concept of Personnel Management, Personnel Management in India, Difference Between Personnel Management and HRM Concept of Human Resource Planning (HRP), Factors in HRP, Process of HRP
Unit-3 Recruitment and Selection
Job Analysis and Design: Job Analysis, Job Description, Writing a Job Description, Job Specification, Job Design Recruitment: Introduction, Concept of Recruitment, Factors Affecting Recruitment, Types of Recruitment Selection: Introduction, Concept of Selection, Process of Selection, Selection Tests, Barriers in Selection
Unit-4 Training & Development
Induction: Introduction, Meaning and Definition of Induction, Need for Induction, Problems Faced during Induction, Induction Programme Planning Training: Concept and Significance of Training, Training Needs, Training Methods, Types of Training Performance Appraisal: Introduction, Concept of Performance Appraisal, Purpose of performance appraisal, Process, Methods of Performance Appraisal, Major Issues in Performance Appraisal
Unit-5 Wages and Salary Administration
Wages and Salary: Introduction, Nature and Significance of Wage and Salary Administration, Theories of Wages, Methods of Wage Fixation Incentives: Introduction, Concept of Incentives, Effective Incentive System, Types of Incentive Scheme
Unit-6 Recent development
Recent developments related to labour laws, HR policies, Strategic HR management

Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
20	30	50	100

Name of The Course	Health Psychology			
Course Code	PSY2008			
Prerequisite	None			
Corequisite				
Antirequisite				
	L	T	P	C
	4	0	0	4

Course Objectives:

1. Develop understanding of the nature and significance of health psychology
2. It will highlight the importance of social and psychological perspectives of health and science.
3. It enables critical understanding of holistic approach to health and healing based on the possibilities and availability of alternate methods of healing mainly of Eastern origin.
4. It will focus on indigenous and culturally accepted/ practiced therapeutic methods and its close relation to the theoretical positions of Psychology.
5. It will make them to rethink the behavioral factors, disease prevention and health promotion in the context of holistic philosophy of health.

Course Outcomes:

CO1	To familiarize the concepts of psychological aspects of health
CO2	To help students to understand the complex interactions of biological, psychological, social, and spiritual factors as they impact human health and disease.
CO3	To learn critique and synthesize research on the factors involved in causing, maintaining, contributing to, preventing, and treating a specific health issue
CO4	To examine one's own health history and describe and enact a positive, proactive attitude toward healthy living for oneself
CO5	To demonstrate the capacity to critically evaluate research in health psychology and use this knowledge to explain mind-body interactions to health-care consumers and professionals.
CO6	To demonstrate an understanding of the principles of inter-professional learning and practice.

Text Book (s)

- Bakhtaveer, M.S., Rajyadaksha, M.S. (1999). New Biology and Genetic Diseases. Oxford: Oxford University Press.
- Dimatteo, M. R. & Martin, L.R. (2007). Health Psychology. New Delhi, Pearson Education Inc., & Dorling Kindersley Publishing, Inc.
- Davidson, P.O. & Davidson, S.M. (1980). Behavioral Medicine: Changing Health Life styles. New York. Brunner/ Mazel.

Reference Book (s)

- Gatchel, R.J., Baun, A. & Krantz, D.S. (1989). An Introduction to Health Psychology. Singapore: McGraw Hill.
- Goleman, D. & Gurin, j. (1993). Mind-Body Medicine. New York: Consumer Reports Books.
- Pomerlau, O.V. & Brady, J.P. Behavioral Medicine Theory and Practice. Baltimore: Williams & Wilkin's Company.

Detailed outline of the course

Unit-1 Introduction
Nature and scope of Health Psychology: Bio-psychosocial model of health Psychology
Unit-2 Stress and Health
Stress and Health: nature, type, causes and consequences of stress, Stress related disorders.

Unit-3 Health Promotive Behavior
Health Damaging life styles, Diet, nutrition & exercise
Unit-4 Stress Management
Cognitive, behavioral, religious & spiritual
Unit-5 Health and Well-being
Happiness; Life satisfaction; Resilience; Optimism and Hope
Unit-6 Using Health Services
Different types of health services; Why people use, don't use, and delay using health services; Patient-doctor relationship

Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
20	30	50	100

Name of The Course	Experiential Learning-II LAB			
Course Code	PSY2009			
Prerequisite	Basic understanding of theories of Psychology			
Corequisite				
Antirequisite				
	L	T	P	C
	0	0	4	4

Course Objectives:

Gaining applied experience of theoretical concepts

- Primary knowledge of how a research is designed.
- How the hypothesis is formulated and along with objective, data analysis, interpretation and conclusion.
- Reading out to the meaningful conclusion.

Course Outcomes:

CO1	Enable the students to understand the processes and steps involved in conducting the psychological experiments
CO2	Enable the students to understand the processes and steps involved in administering the psychological tests
CO3	Clarifies the process of developing an insight into their own and others' behaviour
CO4	Developing the students ability to apply the key principles of research methods in psychology
CO5	Imparting the skills in the students necessary for selecting and applying different tests for different purpose such as diagnosing disorder, assessing mental health, learning process, etc
CO6	Developing underlying mental processes by using different psychological assessment tools.

Text Book (s)

As recommended by the concerned teacher

Reference Book (s)

As recommended by the concerned teacher

Unit-1
<ul style="list-style-type: none"> • Semi projective test/ • Specific Disability Test
Unit-2
<ul style="list-style-type: none"> • Intelligence test/ • Personality Test
Unit-3
<ul style="list-style-type: none"> • Clinical Case study/ • Leadership Style
Unit-4
<ul style="list-style-type: none"> • Emotional Intelligence • Alcohol Addiction

Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
50	00	50	100

Detailed Syllabus

SEM-V

Name of the Course	Counselling Skills			
Course Code	PSY3001			
Prerequisite	None			
Corequisite				
Antirequisite				
	L	T	P	C
	4	0	0	4

Course Objectives: To develop understanding of basics of psychology and counseling techniques

Course Outcomes:

CO1	Students will be familiar with the major counseling approaches of cognitive, and rational emotive behavior therapy
CO2	Students will be able to identify the most useful technique for certain conditions
CO3	Students will gain knowledge of and competence in the core areas of the practice of Counseling Psychology
CO4	Development of an identity as a professional psychologist with clear connection to the specialty area of counseling psychology.
CO5	Critically analyze issues and debates in counselling psychology
CO6	Students will gain knowledge of and competence in diverse inquiry strategies and the ability to critically review and evaluate research literature related to Counseling Psychology

Text Book (s)

- Feltham C. & Horton, I. (2000). *Handbook of Counseling and Psychotherapy*.
- Kohler, J. A. & Shepard, D. S. (2008). *Counseling: Theories and Practice*. US: Broobs/ Cole-Cengage Learning.
- McLeod, J. (2003). *An Introduction to Counseling*.
- Patterson, J. V. & Nisenholz, B. (1999). *Orientation to counseling* (4th edition). USA: Allyn and Bacon.
- Welfel, E.R & Patterson, L.E. (2005). *The Counseling Process – A Multitheoretical integrative approach*. N.Delhi: Cengage Learning India Pvt. Ltd. (6th edition).
- Wolfe, R. and Dryden, W. (1998). *Handbook of Counseling Psychology*.

Detailed outline of the course

Unit 1 Mastering the techniques of counselling
Role Playing and Audio/Video Tools; Didactic Approach; Experiential Approach; Skill Development Goals
Unit-2 Cognitive Behaviour Therapy
Cognitive behavior therapy: Beck’s Cognitive therapy and Ellis’ Rational Emotive behavior therapy; process and relationship issues
Unit- 3 Group Therapy
Group therapy, Marital counselling, Play therapy
Unit- 4 Health Counselling
Counseling for health related problem: Diabetes, Cancer, AIDS, Trauma
Unit- 5 School and Career Counseling
Need and importance of educational and vocational guidance; School counseling programs and implementation
Unit-6 Counselor Self-Care Strategies
Burnout, causes of stress related burnout, remedies

Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Examination (MTE)	End Term Examination (ETE)	Total Marks
20	30	50	100

Name of the Course	Training and Development			
Course Code	PSY3002			
Prerequisite	None			
Corequisite				
Antirequisite				
	L	T	P	C
	4	0	0	4

Course Objectives:

The overarching objective of this course is for each student to learn how to assess, develop, carry out, and evaluate a training program. To get to this objective, we will review the field of training and development, as well as the broader area of human resource development (HRD). This means covering some of the basic concepts of training/HRD, such as motivation and learning theory, needs assessment, and the evaluation of training. Different types of training programs will be examined, including orientation, skills training, team building, management development, organization development, and diversity training

Course Outcomes: After completing the course, the students are expected to know the following:

CO1	To understand the history and basic concepts of organizational training and development.
CO2	To develop a strong conceptual understanding of the principles which impact how adults learn, and be able to apply these principles to work settings.
CO3	To understand the impact and use of technology on the field of training today.
CO4	To understand the trend toward performance management, and how this impacts today's training professional.
CO5	To be able to develop an appropriate training strategy for today's organization – using both classroom and distance learning technologies.
CO6	To understand the appropriate training modules of EAP and be able to apply this technique to achieve effective learning in the professional world.

Text Books:

- Werner, Jon M., & DeSimone, Randy L. (2012). *Human Resource Development*, Sixth Edition. Cincinnati: South-Western/Cengage Learning. Available at the Moraine Bookstore.
- Beckhanrd, Richard and Harris, Reuben T., *Organisational Transitions : Managing Complex Change*, Addison, - Wesley, Mass
- Kanter, R.M., Stein, B.A and Jick, T.D., *The Challenge of Organisational Change*, Free Press, New York.

Reference Books:

- Pattanayak, Biswajeet and Kumar Pravash, *Change for Growth*, Wheeler Publications, New Delhi
- Morgan, Gareth, *Imagination*, Response Books, New Delhi .
- Madhukar Shukla, *Competing Through knowledge*, Response Books, New Delhi
- Storey, John, *International Cases in Human Resources Mangement*, Beacon Books, New Delhi .

Detailed Outline of the Course:

Unit 1

Introduction to training and HRD, Influences on employee behaviour, Learning and HRD, Assessing and designing training/HRD needs
Unit 2
Implementing training/HRD programs, Evaluating training/HRD programs, Employee orientation; Skills and technical training, Performance management & coaching
Unit 3
Selection and Training: Processes and techniques. Selection and Placement Models and Processes, Training methods and their applications, Skills Training
Unit 4
Employee counselling, Career management and development, Management development, Training module presentations
Unit 5
Theories of motivation, Applications, Job design and redesign, Industrial Counselling
<hr/>
Unit-6
Trends in the future of corporate training: Geo-fencing, Individualized training, Adaptive content delivery, Soft skills training, Virtual and augmented reality, Virtual mentorship programs, Data analytics to capture ROI of learning initiatives

Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Examination (MTE)	End Term Examination (ETE)	Total Marks
20	30	50	100

Name of the Course	Community Psychology			
Course Code	PSY3003			
Prerequisite	None			
Corequisite				
Antirequisite				
	L	T	P	C
	4	0	0	4

Course Objectives:

1. Develop students' knowledge of community psychology's history and theories.
2. Link theories to practices through exemplary research and interventions.
3. Foster students' ability to integrate theoretical frameworks into their future practices.
4. Critically analyze the role of psychologists within social settings.
5. Increase students' critical thinking skills.

Course Outcomes

CO1	Provide an understanding of what community psychology is and how it compares to other subdisciplines of psychology and other social sciences.
CO2	Gain insight into mental health intervention and community-based rehabilitation
CO3	Understand the role of empowerment, social capital, opportunity, strengths, and civic engagement in creating effective and sustainable change.
CO4	Critically analyze the role of psychologists within social settings.
CO5	Illustrate the role of formative and summative evaluation in creating and sustaining community based initiatives.
CO6	Learn bottom-up and top-down approaches to change, and participate in this cyclical relationship.

Text Books:

- Bloom, B. (1973). *Community Mental Health—A critical analysis*. New Jersey: General Learning Press
- Koch, C.H.(ed.) (1986). *Community Clinical Psychology*. London: Croon Helm.
- Mann, P.A. (1978). *Community Psychology: Concepts and Application*. New York: The Free Press.

Reference Books:

- Rappaport, J. (1977). *Community Psychology: Values, Research and Action*. New York: Holt, Reindhart and Wingston.

Detailed Outline of the Course:

Unit 1 Introduction
Definition of community psychology; types of communities; models.
Unit 2- Models
Models of mental health services: mental, social, organizational and ecological
Unit 3- Core Values
Individual and family wellness, respect for human diversity, social justice, empowerment and citizen participation
Unit 4- Intervention and Rehabilitation
Community mental health intervention and community-based rehabilitation (CBR): Issues, principles and programs; evaluation of CBR; training the para-professional and non-professionals
Unit 5-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.

Unit-6 Community Psychology in India

Community mental health in India: Issues & challenges

Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Examination (MTE)	End Term Examination (ETE)	Total Marks
20	30	50	100

Name of the Course	Abnormal Psychology			
Course Code	PSY3011			
Prerequisite	None			
Corequisite				
Antirequisite				
	L	T	P	C
	4	0	0	4

Course Objectives: Main objectives of this course are:

1. To train the students to carry our projects in the different areas of clinical psychology.
2. To make the students familiar with the psychological tests used for clinical purposes.
3. To impart the knowledge and skills for administering tests and writing their reports.
4. To enrich their understanding of major concepts, theoretical perspectives, and research findings in cognitive psychology.
5. To enable students to develop insight into their own as well as others' behaviour and underlying mental processes.

Course Outcomes:

CO1	Knowledge of the psychological theories and models for the field of abnormal psychology.
CO2	Understand the perceived causes and treatments of psychological disorder prior to the twentieth century
CO3	Understanding of assessment, etiology, symptoms, and treatments of the major psychological disorders.
CO4	Familiarity with research methods and ethical considerations appropriate for the study of abnormal psychology.
CO5	Learn clinical assessment techniques including unstructured and structured interviews, psychological inventories, projective tests, intelligence tests, neuropsychological assessments, psychophysiological assessments, behavioural assessments
CO6	Apply, to selected case examples, learned conceptualization, causation, and treatment of mental disorders.

Text Book (s)

- Hecker, Jeffrey E. and Thope, Geoffrey L. (2005) : "Introduction to Clinical Psychology", Pearson Education Inc.
- Hersen, M., Kazdin, A. E., & Bellack, A. S. (1991) The Clinical Psychology Handbook Pergamon. New York
- Sweet, J. J. , Rozensky, A. & Tovian, S. M. (1991) Handbook of Clinical Psychology in Clinical Practice. New York: Plenum.
- Walker, C. E. (2001) Handbook of Child Clinical Psychology. New York: John Wiley & Sons.

Reference Book (s)

- Mathur, S. S. (1985) : "Clinical Psychology", Vinod Pustak Mandir, Agra.
- Neiszal, M. T., Bernsten (1995) : "Introduction to Clinical Psychology", 2nd Ed.
- Walker, C. E. (Ed.) : "Clinical Practice of Psychology", Pregman Press, New York.
- Weiner, B. (1983) : "Clinical Methods in Psychology", N. Y., John-Wiley and Sons.
- Wolman, Benjamine, B. : "Handbook of Clinical Psychology", McGraw Hill Company.

- Korchin, S.J. (1979) Modern Clinical Psychology (Harper).
- Garfield & Bergin, (1978) Handbook of Psychotherapy and Behavior change, New York: Wiley.
- Woleman, B.B. (1984) Handbook of Clinical Psychology, New York: Wiley

Detailed Outline of the Course:

Unit-1 Introduction
Clinical psychology concept and definitions Brief history of clinical psychology Activities of clinical psychologist: teaching, research assessment and therapy, Professional responsibilities
Unit-2 Childhood Disorders I
Childhood Disorders classification of childhood disorders Mental retardation
Unit-3 Childhood Disorders II
Autistic spectrum disorders Learning Disabilities ADHD
Unit-4 Adult Disorders
Adult Disorders: Dissociative and Somatoform Disorders Personality Disorders Other psychological disorders like substance abuse, sexual disorders, abuse and neglect
Unit-5 Diagnostic Techniques
Clinical interviewing Case study in detail Ethical and Professional issues
Unit-6 Recent Trends
Recent research work in the field will be covered

Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Examination (MTE)	End Term Examination (ETE)	Total Marks
20	30	50	100

Name of The Course	Experiential Learning-III LAB			
Course Code	PSY3006			
Prerequisite	Basic understanding of theories of Psychology			
Corequisite				
Antirequisite				
	L	T	P	C
	0	0	4	4

Course Objectives:

Gaining applied experience of theoretical concepts

- Primary knowledge of how a research is designed.
- How the hypothesis is formulated and along with objective, data analysis, interpretation and conclusion.
- Reading out to the meaningful conclusion.

Course Outcomes:

CO1	Enable the students to understand the processes and steps involved in conducting the psychological experiments
CO2	Enable the students to understand the processes and steps involved in administering the psychological tests
CO3	Clarifies the process of developing an insight into their own and others' behaviour
CO4	Developing the students ability to apply the key principles of research methods in psychology
CO5	Imparting the skills in the students necessary for selecting and applying different tests for different purpose such as diagnosing disorder, assessing mental health, learning process, etc
CO6	Developing underlying mental processes by using different psychological assessment tools.

Text Book (s)

As recommended by the concerned teacher

Reference Book (s)

As recommended by the concerned teacher

Detailed outline of the course

Unit-1
<ul style="list-style-type: none"> • Stroop effect/ • Memory test
Unit-2
<ul style="list-style-type: none"> • Interest Test/ • Sentence incompleteness test
Unit-3
<ul style="list-style-type: none"> • Case study/ • MBTI
Unit-4
<ul style="list-style-type: none"> • Beck Depression inventory • Bhatia Battery Test

Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
50	00	50	100

Detailed Syllabus
SEM-VI

Name of the Course	Psychodiagnostics			
Course Code	PSY3007			
Prerequisite	Basic knowledge in personality psychology and counselling along with quantitative and qualitative research methods.			
Corequisite				
Antirequisite				
	L	T	P	C
	4	0	0	4

Course Objectives:

The objective of this course is to provide students with a fundamental background in assessment and measurement, and to prepare students to function in clinical assessment settings. This didactic portion of the course will cover those topics that will give students sufficient background, knowledge, and skills to function as an apprentice in an applied setting, to use assessment instruments in research settings, and to construct and evaluate assessment instruments and their application.

Course Outcomes

CO1	The formation of an adequate representation about the diversity of contemporary Psychodiagnostics and Assessment methods;
CO2	Deep learning of the current world ethical standards of psychological diagnostics and assessment activity;
CO3	Technology of test reliability determination that obtained by different Psychodiagnostics methods;
CO4	To assess the compliance of the proposed Psychodiagnostics programs with the final testing objectives.
CO5	To understand the variety of ways to assess different characteristics of a person.
CO6	To understand the possibilities of Psychodiagnostics of this or that characteristic of a person with use of various diagnostic techniques.

Text Book (s)

- Groth – Marnat, G (2003). *Handbook of Psychological Assessment*. John Wiley & Sons Inc., Hoboken, New Jersey
- Kaplan, R.M & Saccuzzo, D. P (2009). *Psychological testing: Principles, Applications and Issues*. 7th Edition, Wadsworth, Belmont, USA

Reference Book (s)

- Groth - Marnat, G. & Wright Jordan, A. (2016). *Handbook of Psychological Assessment*, 6th edition, Wiley, USA.

Detailed Outline of the Course:

Unit-1 Introduction
Historical Background of Contemporary Psychodiagnostics, Comparative Characteristic of Psychological Diagnostics and Assessment
Unit-2 General Psychodiagnostics and Psychometrics

Classification of Diagnostic Methods, the Structure of Psychological Tests, Psychological Tests Reliability, Psychological Tests Validity, The Representativeness and Types of the Diagnostic Norms
Unit -3 Psychodiagnostics of Intelligence
Diagnosis of special mental ability, intelligence tests, achievement test, creativity test.
Unit-4 Psycho diagnostics approach of Personality
Methods of collecting personal characteristics, empirical data, traditional approach, topographical approach, sub-structural approach
Unit-5 Integrative Approach in Psycho diagnostics
Diagnosis of talent potential, interpersonal communication approach to psycho-diagnosis
Unit 6 Application
Interpret the scores obtained on the assessments, develop a report and convey the findings to clients

Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Examination (MTE)	End Term Examination (ETE)	Total Marks
20	30	50	100

Name of the Course	Psychology at Workplace			
Course Code	PSY3008			
Prerequisite	None			
Corequisite				
Antirequisite				
	L	T	P	C
	4	0	0	4

Course Objectives:

The field of Psychology at workplace is about understanding how people and groups in organizations behave, react, and interpret events. It also describes the role of organizational systems, structures, and processes in behavior, and explains how organizations really work.

Course Outcomes

CO1	Understand how organizations work and why people behave as they do in work settings.
CO2	Better understanding of own and other’s OB related traits and perspectives
CO3	Improve ability to analyze and understand organizational situations in terms of OB theories and concepts.
CO4	Improve skills in reacting appropriately to organizational situations using OB concepts.
CO5	Improve ability to create and maintain healthy and productive work environments.
CO6	Develop an understanding of how theory and research are applied to work settings

Text Books:

- Work Psychology: Understanding Human Behaviour in the Workplace John Arnold Prentice Hall/Financial Times, 2005
- An Introduction to Work and Organizational Psychology: A European Perspective Nik Chmiel John Wiley & Sons, 03-Jun-2008 –

Reference Books:

- Work Psychology Pieter Johan Diederik Drenth, Henk Thierry, Charles J. De Wolff Psychology Press, 2000

Detailed Outline of the Course:

Unit -1: Work Psychology Foundations of Work Psychology: Growth Development and current Status From Taylorism to Modern approaches
Unit 2: Selection and Training Processes and techniques. Selection and Placement Models and Processes, Training methods and their applications, Skills Training
Unit – 3: Job Motivation Theories, Applications, Job design and redesign, Industrial Counseling.
Unit – 4: Man Machine Systems Ergonomics and human factors, Job Stress and Industrial Fatigue and their consequences.
Unit – 5: Understanding Work-Place Counseling Current Trends in Workplace Counseling, Models of Workplace Counseling, Workplace Counseling: Target Clients, Readiness for Employee Counseling, Counseling & Employees Growth, Ethical Issues
Unit – 6: Top Trends in Workplace Psychology Globalization, Internet Recruitment, Technology-Enabled Training, and Innovation, Future Research and its implications in workplace psychology

Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Examination (MTE)	End Term Examination (ETE)	Total Marks
20	30	50	100

Name of the Course	Environmental Psychology			
Course Code	PSY3009			
Prerequisite	Orientation and understanding of the basics in the discipline of Psychology			
Corequisite				
Antirequisite				
	L	T	P	C
	4	0	0	4

Course Objectives:

1. This course will explore the nature and nuances of interrelationships between people and their surroundings by examining an array of critical issues in environmental psychology.
2. It will cover classic issues that help inform urban ecological design, such as relationships to nature, landscape preferences, personal space, territoriality, and crowding.
3. It will address the emerging importance of the politics of place, as manifest through the appearance, meanings and uses of urban public space.
4. It will provide a critical framework for understanding the role of the environment in our everyday lives.

Course Outcomes

CO1	To acquaint the students with the nature and scope of environmental psychology
CO2	To enrich their understanding of major concepts of environmental psychology
CO3	To help students understand environmental influences and its practical implications
CO4	Understand the interactional relationships between environment and behaviour
CO5	Be familiar with the theory and research practice of the field of environmental psychology
CO6	Be more aware of the impact of your physical surroundings on your behavior and be willing to change the environment to meet your needs

Text Books:

- Gifford, R. (2007). Environmental psychology: Principles and practice (4th ed.). Colville, WA: Optimal Books.
- Bell, P. A., Greene, T. C., Fisher, J. D., & Baum, A. (2001). Environmental Psychology (5th ed.). Toronto: Harcourt Brace College Publishers.
- Karan, P.P. (1994). Environmental Movements in India. Geographical Review, 84 (1), 32-41

Reference Books:

- Gadgil, M. & Guha, R. (1994). Ecological Conflicts and the Environmental Movement in India. Development and Change, 25, 101–136. doi: 10.1111/j.1467-7660.1994.tb00511.x
- Environmental Impact Assessment Notification. (2006). Retrieved from <http://moef.nic.in/divisions/iass/notif/notif.htm>
- Ten Sectoral Manuals under EIA Notification. (2006). Retrieved from <http://environmentclearance.nic.in/writereaddata/Form-1A/HomeLinks/ommodel2.html>
- Introduction to Environment Impact Assessment. Retrieved from http://old.cseindia.org/programme/industry/eia/introduction_eia.htm#top

Detailed Outline of the Course:

Unit 1 Introduction to Environmental Psychology Nature and Scope of Environmental Psychology Theories and approaches Research Methods in Environmental Psychology Environmental movement in India
Unit 2 Concepts in Environmental Psychology Environmental Perception Environmental Cognition Environmental attitudes, appraisals and assessments Managing limited resources
Unit 3 Environmental Stressors Natural Disaster - characteristics of Natural Disasters, Effects of natural disasters, Technological Catastrophe; Noise - defining, measuring & perceiving noise, Important noise variables, sources of noise, physiological effects of Noise on performance, noise and social behaviour; summary of Noise effects on behaviour, commuting-impedance.
Unit 4 Environmental Influences Personal Space Territoriality Crowding Privacy
Unit 5 Environment and Behavior Theories of Environment-Behaviour Relationships(Briefly)-Arousal, Environmental Load, Adaptation Level and Ecological Approach Effect of Human behavior on environment : promoting pro-environmental behavior
Unit 6 Environment and Human Rights Right to Clean Environment and Public Safety: Issues of Industrial Pollution, Prevention, Rehabilitation and Safety Aspect of New Technologies such as Chemical and Nuclear Technologies, Issues of Waste Disposal, Protection of Environment

Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Examination (MTE)	End Term Examination (ETE)	Total Marks
20	30	50	100

Name of the Course	Organizational Psychology			
Course Code	PSY3010			
Prerequisite	None			
Corequisite				
Antirequisite				
	L	T	P	C
	4	0	0	4

Course Objectives:

At the conclusion of the course it is expected that students will demonstrate knowledge and skills in several core areas. Specifically, students should be able to:

1. Identify key theoretical aspects and practical applications of organizational behavior.
2. Apply OB concepts and theories to analyze and improve work situations.
3. Understand and leverage your own traits and OB competencies in the workplace for professional success and as a potential organizational leader.

Course Outcomes:

CO1	Understand how organizations work and why people behave as they do in work settings.
CO2	Better understand your own OB related traits and perspectives
CO3	Improve your ability to analyze and understand organizational situations in terms of OB theories and concepts
CO4	Improve your skills in reacting appropriately to organizational situations using OB concepts
CO5	Analyze the complexities associated with management of the group behavior in the organization.
CO6	Demonstrate how the organizational behavior can integrate in understanding the motivation (why) behind behavior of people in the organization.

Text Book (s)

- Organization Theory: From Chester Barnard to the Present and Beyond By Oliver E. Williamson Oxford University Press, 1995 (Expanded edition)
- Organizational Behavior: Foundations, Theories, and Analyses By John B. Miner Oxford University Press, 2002
- Organizational Behaviour: Performance Management in Practice By Richard Pettinger Routledge, 2010

Detailed outline of the course

Unit-1 Introduction
What is Organizational Behavior; Context Introductions and Orientation
Unit-2 Individual Effectiveness
Personality, values, attitudes, emotional intelligence
Unit-3 Social Interactions
Groups, Teams, and Leadership, Group Behavior and Teams Communication & Social Networks
Unit-4 Understanding Job Satisfaction & Motivation
Theories of Motivation, Applying Motivation related Concepts - Case Discussion
Unit-5 Employee Engagement

Affect, Attitudes, Recreational Activities and Behavior at work

Unit-6 Effects of Workplace Trends on Industrial-Organizational Psychology

Globalization, Sexual Harassment, Automation and Artificial Intelligence, Employee engagement program

Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Examination (MTE)	End Term Examination (ETE)	Total Marks
20	30	50	100

Name of The Course	Dissertation			
Course Code	PSY9999			
Prerequisite	Understanding of research work			
Corequisite				
Antirequisite				
	L	T	P	C
	1	0	0	8

Course Objectives:

Course Outcomes

CO1	Validate their logic clearly and comprehensively in writing and orally
CO2	Examine literature and literature review from various publications
CO3	Develop research skills to expand their arguments from various perspective
CO4	Evaluate and formulate hypothesis for required problems and theories
CO5	Create research questions and apply relevant methods for data analysis
CO6	Apply their knowledge of academic writing in creating the thesis

Text Book (s)

As prescribed by the supervisor

Reference Book (s)

As prescribed by the supervisor

Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
50	00	50	100

SCHOOL CORE
&
UNIVERSITY CORE

BLLUCT1001	Professional Communication-BEC I	L	T	P	C
Version 1.01		1	0	4	3
Pre-requisites/Exposure	English at +2 level				
Duration	36 sessions of 60 minutes each				

Course Outcomes

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

1. Construct grammatically correct sentences for effective communication.
2. Build confidence in public speaking.
3. Enhance self-awareness for the purpose of self-improvement.
4. Demonstrate effective writing skills for a variety of professional and corporate settings.
5. Be creative and integrate essential elements for a better personality.

<p>Unit-1</p> <p>Communication – Definition, Importance, Features- 7Cs and ABCs</p> <p>Basics of Grammar -Noun Pronoun, Subject Verb Agreement, Article, Prepositions, Punctuation Sentence Structure</p> <p>Vocabulary Building -The concept of Word Formation, Synonyms, antonyms, and standard abbreviations.</p> <p>Basic Writing Skills -Brainstorming, Structure, Organisation, Outline, Precision, Coherence (Connectedness)</p> <p>Paragraph writing: Types and Constituents, practice</p> <p>Essay Writing, Précis (Selected Essays)</p>
<p>Unit-2</p> <p>Introduction and Goal Setting</p> <p>Extempore</p> <p>Role Play</p> <p>Movie Review</p> <p>Phonetics (Sounds)- Voice Modulation</p> <p>Phonetics (Transcription)</p> <p>Clear Pronunciation</p> <p>Tense Buster</p> <p>Group Discussion</p> <p>Group Presentation by Students</p>
<p>Unit-3</p> <p>Technical writing style and language</p> <p>Official Communication: Notice, Agenda, Minutes of Meeting, Memo, Official Note, Formal Letters, Brochure, Newsletter</p>

Mode of Evaluation: The performance of students is evaluated as follows:

Components	IA	CAT	ETE(Online exam on LMS)
Marks	20	30	50
Total Marks	100		

Name of The Course	AI and its Applications			
Course Code	BCSUCT1001			
Prerequisite	NA			
Corequisite	NA			
Antirequisite	NA			
	L	T	P	C
	0	0	4	2
Course Objectives:				
• Provide an overview of Artificial Intelligence and its applications				
• Develop the ability to understand and apply data analysis on real world data				
• Provide an overview of Machine Learning				
• Introduce the cutting edge technologies and the ethical guidelines				
	Course Outcomes			
CO1	Uunderstand the basic concepts of artificial intelligence			
CO2	Understand the principles of AI and its life cycle			
CO3	Apply the concepts of data analysis in real world scenario			
CO4	Identify the characteristics of machine learning that makes it useful to solve real-world problems			
CO5	Identify applications of AI in relevant disciplines			
CO6	Understand the latest trends in AI and ethical issues			
Text Book (s)				
• Norvig, Peter, and Russell, Stuart Jonathan. Artificial intelligence : a modern approach. United Kingdom, Pearson, 2016.				
• Bishop, Christopher M.. Pattern Recognition and Machine Learning. Switzerland, Springer New York, 2016.				
• Rich, Elaine. Artificial Intelligence 3E (Sie). India, Tata McGraw-Hill Publ., 2019.				
• Mehryar Mohri, Afshin Rostamizadeh, Ameet Talwalkar "Foundations of Machine Learning, MIT Press, 2012				
• Linoff, Gordon S. Data analysis using SQL and Excel. John Wiley & Sons, 2015.				

Unit-1 Introduction to AI	4 hours
Introduction to Artificial Intelligence, Foundations of AI, History of AI, AI Games, Agents and Environment, Risk and Benefits of AI	
Unit-2 Principles of AI	6 hours
Knowledge Representation, Problem Solving, Searching and its Strategies, Heuristic Search, AI Project Cycle, Problem Scoping, Data Acquisition, Data Exploration, Modeling	
Unit-3 Data Analysis	6 hours
Sort, Filter, Conditional Formatting, Charts, Pivot Tables, Tables, What if Analysis, Solver, Descriptive Statistics, Correlation, Regression, Introduction to Programming Languages for AI	
Unit-4 Introduction to Machine Learning	5 hours
Introduction to Machine Learning, Types of Learning, Use of Probability and Statistics in AI, Data Mining and Analysis Techniques	
Unit-5 Applications of AI	5 hours
AI applications in Agriculture, Climate, Healthcare, Transport, Automotive Industry, Civil Engineering, Education, Robotics, Finance, Law and Legal practice, Media and Entertainment, Data Security, Tourism	
Unit-6 AI in Practice	4 hours
The advances and the latest trends in AI, Discussion on State of the Art in AI, Limits of AI, Ethics of AI, Case studies	

Evaluation Pattern

Practical ETE	Total Marks
50	50

Course Code: BLEUCT1002	Course Name- Liberal Art	L	T	P	C
Version No.		0	0	1	0.5
Prerequisites//Exposure	NA				
Co-requisites	NA				

Course Objectives

Course aims to prepare open-minded, creatively engaged, and culturally aware people to live and play together. Students must show an interest in the liberal arts either by majoring in an artistic field or the humanities (art, English, film, music, theatre, philosophy, political science, history, etc.) or by simply enjoying and getting involved in the arts. Course is designed to generate an atmosphere for students to express and explore the liberal arts, creativity, and artistic interests or skills

Course Outcomes

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

1. Foster a respect and appreciation for art as a mutual space for communication.
2. Understand and respect other perspectives, and promote others artistic endeavors.

Course Description

To study Creative and liberal arts is to comprehend and identify with a vital part of human society. This course offer students the opportunity to engage in ideas which have shaped a culture through the study of fiction, creative nonfiction, poetry and drama. By reading and discussing a wide variety of literature, students gain a broad historical perspective as well as critical skills and cultural awareness needed in a global community. Good writers and communicators are needed everywhere in the workplace now as never before. The demand increases as fewer individuals attend to the written word as a vital tool. There is demand for various companies, "Send us people who can write well and speak well. We can teach them the machines they need to know."

Text Books

1. Mark Baskinger, William Bardel (2013), Drawing Ideas: A Hand-Drawn Approach for Better Design, Watson-Guptill publication (ebook).
2. Paul Klee, Paul Findlay (1966), On Modern Art, Faber & Faber publication, London
3. Writing Essays For Dummies' by Mary Page and Carrie Winstanley
4. Stuart Carey (2019), From Clay to Kiln, Book Authority publication
5. <https://chrisoatley.com/how-to-write-a-comic-book-script/>

Additional References

1. WHAT IS Modern and Contemporary Art?<https://imma.ie/wp-content/uploads/2018/10/whatismodernandcontemporaryartmay2010.pdf>
2. Poetic Devices (Definitions with Examples) and Rhyme-

<http://dg099.k12.sd.us/12B/Shared%20Documents/poetry%20devices.pdf>

3. Reading Film as Complex Text Angela Orr EianGilbert
<https://www.washoeschools.net/cms/lib/NV01912265/Centricity/Domain/253/Social%20Studies/Reading%20Film%20as%20Complex%20Text.pdf>

Course Content

- *Introduction to Creative and Liberal Arts (It will be compulsory for every student) (2 hours)*
(Students have to choose one topic each from Unit 1.1 and Unit 1.2)

Unit 1.1: Creative Arts	04 hrs
<ul style="list-style-type: none"> ● Exploring the Performance Spectrum- Learners will be introduced to contemporary and traditional dance/music forms of their choice. ● Basic techniques of Photography (nature around us, scenic-beauty/ city life, etc.) ● Introduction to Theatre (Attending live performances and taking part in dramatics) ● Introduction to Pottery and ceramics. (Learners will give shapes to their idea in a creative and innovative manner using the basics of Pottery and ceramics) ● Introduction to the art of Stand-up Comedy. (This will make the new learners equipped with the skill to express their opinions by using humor.) ● Fun with Comic books. (The primary aim will be to make the student realize her ability to create an imaginary world and visualize it in sufficient detail to bring it to life via Comic strips.) 	
Unit 1.2: Liberal Arts	07 hrs
<ul style="list-style-type: none"> ● Creating works of art (Group work)-Designing your own floor shirt ● Poster presentation (Students will learn to create poster art as a medium of advertisement.) ● Taking gallery and museum tours (Produce experiential learning report) ● Essay writing/Poem writing, short stories on contemporary issues.(Using Fiction and Non-Fiction as a way to express educated and well informed opinions.) ● Book Review (students can choose any work of fiction and produce a brief review of the same). 	

Continuous Assessment Pattern

Internal Assessment (IA)	ETE	Total Marks
20	Activity based evaluation	20

Course Code: BCSUCT1002	Course Name- Disruptive Technologies	L	T	P	C
Version No.		0	0	4	2
Prerequisites//Exposure	NA				
Co-requisites	NA				

Course Objective

This course focuses on administration of Disruptive Technology in a client-server technology (Windows and Linux on virtual machine), installation and maintenance. It prepares students to describe basics of Cloud computing, big data, machine learning, AI Data Mining and warehousing Windows Terminal Services, Internet Security and Acceleration Server, Internet Information Services, communications and networking.

Learning outcomes

By the end of the course students will have knowledge about the New Technologies in the field of Computer Science

During the courses, students will:

* Learn Basics OF AI ML<BIG DATA<MINING WAREHOUSING, FUZZY LOGIC AND ATTACKS

- Use multiple computer system platforms, and understand the advantages of each.
- Administrator services
- Protect and secure users' information on computer systems.
- Use the command line interface for system administration.
- Demonstrate strategies for planning/designing systems.
- Install and manage disks and file systems.
- Enable above learning outcomes in Windows and Linux environments.

Unit 1- Introduction

Introduction to Disruptive Technology: Definition and Examples of Disruptive Technology. booming Disruptive Technologies, Definitions of Cloud, ML, AI, Data Warehouse and Mining, Fuzzy Logic, Crisp logic

Unit 2-Cloud AND Big Data

Overview of cloud computing: Definition, Deployment Models, Service models, Cloud Storage concepts, Advantages and Disadvantages of Cloud

Overview of Big Data: Characteristics of Big Data, Name Node, Data Node, Big Data Technologi

es

Unit 3- Data Warehousing and Mining

Definitions of Data Mining and Data Warehousing, drill up, Roll Down, Slicing and Dicing, Four Properties of Data warehousing, Five steps in Data mining

Advantages and Disadvantages of Data warehouse and Data Mining, KDD Process, Data Pre-processing and Storage

Unit 4 Fuzzy Logic

Crisp VS Fuzzy Sets, Need of Fuzzy Logic, Union, Intersection and Complement of Fuzzy sets., Support, Core, Singleton and Bandwidth of fuzzy sets, Membership functions: Triangular and Trapezoidal

Unit 5 Attacks And ML

Active and Passive attacks with examples. Trojan Horse, Virus, Worms, Denial of Service. Definition of Machine Learning with examples, Properties of machine learning.

Basics of Ai, Robot Movement and other technologies

Unit 6- Advanced Disruptive Technologies

Roles of Server Core Supports – Backup- Bit Locker - Failover Clustering - Multipath I/O - Network Time Protocol (NTP) - Simple Network Management Protocol (SNMP) - Telnet - Windows Internet Naming Service (WINS), OS Security, Disk structure, Advanced MLAI, BIG DATA CLOUD<WAREHOUSE AND MINING

TEXTBOOK AND REQUIRED MATERIALS:

- 1)Kamber Mining
- 2)Paulraj poonia warehousing
- 3)Arshdeep Bahga Cloud and Big Data

Evaluation Pattern

Practical ETE	Total Marks
50	50

Name of The Course	Environmental Studies				
Course Code	BCEUCT1001				
Prerequisite	Students should qualify 10+2 or equivalent examination in Science stream				
Co requisite	Students should have fundamental knowledge of Environmental science				
		L	T	P	C
		0	1	0	0.5

Course Objectives:

Demonstration and familiarization of impact of waste on environmental degradation.

Explain importance of green chemistry in prevention of environmental problems

Explanation of various Environmental Pollution & Current Environmental Issues

Course Outcomes:

CO1	Differentiate various categories of waste and its disposal techniques
CO2	Apply the knowledge of environmental pollution and degradation to solve related problems
CO3	Understand different tools of Green Chemistry towards generating a zero waste environment

Text Book (s)/Reference Book (s)

Text Books	1.	Text Book of Engineering Chemistry, S. S. Dara, S. Chand & company, 2013, 11 th Edition
	2.	Engineering Chemistry, Jain & Jain, Dhanpatrai & Dhanpatrai, 2015, sixteenth edition
	3.	A Test Book of Environmental Chemistry & Pollution Control, S.S. Dara, S. Chand & Co., 2006, 11 th edition
	4.	Environmental Studies, Ranu Gadi, Sunita Rattan, Sushmita Mohapatra, S.K. Kataria and Sons, 2008, ISBN: 81-89757-98-9.
E books	1	Water purification, Alexandru Grumezescu, First edition
	2	Solid waste management by Stephen Burnley, Willey publication, 2014
	3	Air Pollution, S. K. Agarwal, APH Publishing, 2005
Reference Books	1.	Environmental Chemistry, B.K. Sharma & H. Kaur, Goel Publishing House, 2014, 14 th edition
	2.	Environmental Studies, R. Rajgopalan, Oxford Publication, 2016, 3 rd edition
	3.	Environmental Studies, Benny Joseph, Tata McGraw Hill Education Private Limited, 2009, ISBN: 987-0-07-064813-5.
Online TL Material	1	Introduction to Household Water Treatment and Safe Storage, https://www.coursera.org/learn/water-treatment/home/welcome
	2.	Electronic waste Management-Issues and challenges by Dr. Brajesh Kumar Dubey, http://nptel.ac.in/courses/120108005/

	3	Integrated Waste Management for a Smart City, https://onlinecourses.nptel.ac.in/noc19 ce31/course
	4	Air pollution-Global threat to our Health https://www.coursera.org/learn/air-pollution-health-threat/home/welcome

Unit-1 Solid Waste Management and treatment Technology 03 hrs
Introduction to E-Waste, Biomedical waste and Solid waste. Treatment: Collection, segregation, transportation and its disposal techniques
Unit-2: Environmental Pollution & Current Environmental Issues 03 hrs
Air pollution- Urban air quality standards as per WHO, its sources and controlling methods. Water pollution- water quality index as per WHO, its sources and controlling methods, Climate Change and Global warming: Effects, Acid Rain, Ozone Layer depletion, Photochemical Smog
Unit-3 : Green Chemistry 02hrs
Introduction, Basic principles of green technology, concept of Atom economy, Tools of Green technology, zero waste technology.

Continuous Assessment Pattern

Internal Assessment (IA)	ETE	Total Marks
20	Activity based evaluation	20

Name of The Course	Foundation of Social Science I			
Course Code	SLE 1001			
Prerequisite				
Corequisite				
Antirequisite				
	L	T	P	C
	4	0	0	4

Course Objectives:

By the end of this course, you should have an understanding of:

- Understand the history and development of the social sciences as fields of study
- Introduce you to major concepts and frameworks of thinking relevant in the social science disciplines
- Introduce you to global applications of concepts in the social sciences and humanities
- Make connections between theories and disciplinary approaches

Course Outcomes

CO1	Define the issues related to social sciences
CO2	Explain the concept of individuality and society
CO3	Identify the role played by individual/s in society.
CO4	Inspect the concept of class and caste.
CO5	impact of religion in history and contemporary society
CO6	the understanding and skills necessary for effective participation as citizens

Reference Book (s)

1. Gordon, H.S. (1991). Chapter 1: Sociality and social science. The history and philosophy of social science (pp. 1-16) . London & New York: Routledge.
2. Porter, T., and Ross, D. Introduction: Writing the history of social science (pp. 1-12) Chatterjee, P. The social sciences in India (pp. 482-497).
3. Sedikides, C., Gaertner, L. and, O'Mara, E. (2010). Individual self, relational self, collective self: Hierarchical ordering of the tripartite self .Psychol Stud (January–March 2011), 56 (1), pp. 98–107
4. Martin Heidegger's On Being and Time
5. Gibran, K. Selections from The Prophet . On Joy and Sorrow , On Reason and Passion , On Self Knowledge
6. Oyserman, D., Elmore, K., and Smith, G. (2012). Self, self-concept, and identity, in Leary, M., and Tangney, J.P. (Eds.). Handbook of self and identity, 2nd. ed. (pp. 69-95) . New York and London: The Guilford Press.
7. Chughtai, I. (1957). Kallu . (short story)
8. Selections from Jhoothan by Omprakash Valmiki
9. Ambedkar, B.R. (1916) "Castes in India: Their Mechanism, Genesis and

10. Deshpande, A. “The Economics of Caste”, Chapter 1 in The Grammar of Caste: Economic
 11. Discrimination in Contemporary India by Ashwini Deshpande

Detailed outline of the course

Unit-1 Social Sciences: Genealogy and Terminology
Meaning of Social Sciences; Beginning of Social Science; Renaissance; Social Science in India
Unit-2 The Individual: Understanding the basic building block of society
Understanding Self; Types of Self; Self Concept
Unit-3 The Individual and Social Identity
Identity, Social Identity; Social Construction of Identity
Unit-4 Class
Understanding Class; Marxist and Weberian Understanding of Class; Class Inequality
Unit-5 Caste
Understanding Caste; The reality of caste in India; Political Economy of the Caste System; Caste discrimination and affirmative action
Unit-6 Application
Understanding the role of the individual in society and the responsibilities and behaviours that lead to a just and fair nation.

Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
20	30	50	100

BLLUCT1002	Professional Communication BEC- II	L	T	P	C
Version 1.01	Date of Approval:	1	0	4	3
Pre-requisites/Exposure	Professional Communication- I				
Duration	36 sessions of 60 minutes each				

Course Outcomes

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

1. Develop effective communication (listening and speaking) skills
2. Learn correct pronunciation of common words in English language for effective communication.
3. Construct grammatically correct sentences and Demonstrate the ability to write simple and meaningful sentences.
4. Develop ability to analyse complex sentences and articulate thoughts and interpretations effectively.
5. Implement effective business writing and social etiquette practices

Unit 1

Revisiting the Goal Setting
Drafting Catchphrases
Picture Interpretation (Denotation and Connotation)
Reading between the lines
Rhythm and Intonation
Public Speaking
Mock Lecture and Interviews
Dialogue Writing
Enacting scene(s) from critically appreciated movies
Use of effective Body Language
Significance of Listening and developing effective listening skills

Unit-2

Advanced Grammar- Misplaced modifiers, Redundancies, idioms and phrases, parallelism, Use of phrases and clauses in sentences, Identifying Common Errors in Writing.
Sentence Analysis
Essay Writing
Writing for print and for online media- Blogs

Unit-3

Project Proposals(Masters Course)
Writing Reports - Progress Reports, Types
Manuals
Etiquettes in social and office settings- email, telephone
Job Application (Masters Course)
Resume/CV(Masters Course)
Preparation for International Language Tests - IELTS, TOEFL, GRE, Cambridge Assessment English

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Mode of Evaluation: The performance of students is evaluated as follows:

Components	IA	CAT	ETE(Online exam on LMS)
Marks	20	30	50
Total Marks	100		

Name of The Course	Foundation of Social Science II			
Course Code	SLE 1002			
Prerequisite	None			
Corequisite				
Antirequisite				
	L	T	P	C
	4	0	0	4

Course Objectives:

By the end of this course, you should have an understanding of:

- Understand the history and development of the social sciences as fields of study
- Introduce you to major concepts and frameworks of thinking relevant in the social science disciplines
- Introduce you to global applications of concepts in the social sciences and humanities
- Make connections between theories and disciplinary approaches

Course Outcomes

CO1	Define the issues related to racial and ethnic discrimination.
CO2	Explain the concept of Gender and Sexual Equality.
CO3	Identify the role played by Communalism in society.
CO4	Inspect the concept of nation, nationalism and patriotism.
CO5	Explain the ideas related to colonialism, Decolonisation and Postcolonialism.
CO6	Evaluate the impact of Globalisation and Neoliberalism.

Text Book (s)

1. Diego Junior da Silva Santos, Nathália Barbosa Palomares, David Normando, Cátia Cardoso Abdo Quintão, Race versus ethnicity: Differing for better application (4 page article)
2. “Still I Rise” by Maya Angelou
3. “What is Woman” in ‘The Politics Book’, London: DK Publishers, pp. 284-289
4. “The most respectable women are the most oppressed” (Mary Wollstonecraft) in ‘The Politics Book’, London: DK Publishers, pp. 154-155
5. hooks, bell. (2000). Feminism is for everybody. Introduction, Chapters 1, 2, 3, 8, 10
6. Hasan, Z. (2010). Gender and the perils of identity politics in India.
7. Narrain, Arvind (2016), “Human Rights”, Arvind Narrain and Vinay Chandran (ed.) Nothing to fix: Medicalization of Sexual Orientation and Gender Identity, India: Sage
8. Chandra, Bipin (2008), Communalism: A primer, New Delhi: National Book Trust
9. Horvath, Ronald J. 1972. “A Definition of Colonialism,” Current Anthropology, vol. 13, pp. 45–57
10. Young. Robert. J.C. (2016), Postcolonialism: A Historical Introduction, UK: Wiley Blackwell, pp. 57-69
11. Roberto Bonfatti’s Decolonization: the Role of Changing World Factor Endowments
12. Anderson. Bendict. Imagined Identities, pp

13. Barrington. Lowell. W. "Nation and Nationalism": The Misuse of Key Concepts in Political Science
14. Understanding Globalization and its Future: An Analysis by Usman Riaz Mir, SyedaMahnaz Hassan and Mubashir Majeed
15. NEOLIBERALISM by Bob Jessop

Detailed outline of the course

Unit-1 Race and Ethnicity
Concept of Race, Ethnicity; Differences between Race and Ethnicity; Racial Discrimination
Unit-2 Gender, Feminism, and Patriarchy, Gendered Identities
The Concept of Sex and Gender; Sexual Identities; Gender Inequality; Masculinity &Feminity
Unit-3 Communalism, Nation, Nationalism and Patriotism
Communalism, Causes and Consequences of Communalism; Idea of Nation, Nationalism and Patriotism; Differences among them.
Unit-4 Colonisation and Postcolonialism; Decolonisation; Subaltern
Understanding the process of colonialism; Decolonisation; Understanding Postcolonialism and the concept of subaltern
Unit-5 Globalisation and Neoliberalism
The Concept of Globalisation; Critical approach to Globalisation; Understading Neoliberalism
Unit-6 Current trends in Social Science
Application of Social science: knowledge to practice, Policies to promote sustainability and Multicultural perspectives, an accurate picture of all the different groups that comprise pluralistic society.

Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
20	30	50	100

Name of The Course	Foreign Language: French-I			
Course Code	BLEUCT1001			
Prerequisite	NA			
Corequisite	NA			
Antirequisite	NA			
	L	T	P	C
	2	0	0	2

Course Objectives:

1. Develop the four skills: reading writing, listening and speaking
2. Develop communicative competence in daily life situations such as the introducing themselves, introducing others describing a person or an object
3. Make the student aware of the French culture with a view to promote respect and tolerance for the "other".

Course Outcomes

CO1	Will have a working knowledge of French
CO2	Will have acquired sufficient vocabulary and basic communication skills in situation in daily life such as the introducing themselves, introducing others describing a person or an object
CO3	Will be able to read and understand simple texts.
CO4	Will be able to write simple sentences or short texts.
CO5	Will be able to answer simple questions about themselves, the classroom their family..
CO6	Write short paragraphs in French

Text Book (s)

- M. Denyer, A. Garmendia, C. Royer, Marie–Laure Lions–Olivieri, Version Originale 1 (A1) Livre de l'élève. Paris: Maison des Langues, 2009 unit-1-4.
- M. Denyer, A. Garmendia, C. Royer, Marie–Laure Lions–Olivieri, Version Originale 1 (A1) Cahier d'exercices. Paris: Maison des Langues, 2009 unit-1-4

Reference Book (s)

1. Alter Ego 1- méthode de français, Annie Berthet, Catherine Hugot, V. Kizirian, Béatrix , Sampsonis, Monique Waendendries, Hachette.

Course Outline

Unité-1 Parlez-vous Français?
1. Saluer
2. Se présenter
3. Communiquer en classe
4. Épeler
5. Différencier le tutoiement du vouvoiement
Unité-2 Elle s'appelle Laura
1. Se présenter ou présenter quelqu'un

2. Demander et donner des renseignements personnels 3. Exprimer des objectifs 4. Compter 5. Se renseigner sur la nationalité
Unité-3 Mon quartier est un monde
1. Localiser 2. Décrire et qualifier une ville ou un quartier 3. Exprimer la quantité
Unité-4 Tes amis sont mes amis
1. Parler de ses goûts 2. Parler de ses intérêts 3. Parler de ses loisirs
Unité-5 Tes amis sont mes amis
1. Parler de la première impression produite par quelqu'un et de son caractère 2. Parler de son entourage

Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
20	30	50	100

Name of The Course	Foreign Language (German)			
Course Code	BLEUCT1004			
Prerequisite	NIL			
Corequisite	NA			
Antirequisite	NA			
	L	T	P	C
	2	0	0	2

Course Description

This course aims to impart basic communicative and cultural skills to the learners . Students will learn basic grammatical structures and vocabulary which will enable them to comprehend and formulate basic sentences. Different aspects of history, culture and politics of Japan will be introduced in the class so as to impart basic cultural competence to the students. This will make them aware of the cultural nuances of the language.

Course Objectives:

At the end of the semester, students

1. Will have a working knowledge of German.
2. Will have acquired sufficient vocabulary and basic communication skills in daily life such as introducing themselves, introducing others, describing a person or an object.
3. Will be able to read and understand simple texts.
4. Will be able to write simple sentences or short texts.
5. Will be able to listen to and understand simple texts.
6. Will be able to answer simple questions about themselves, the classroom, their family.
7. Will be exposed to a new culture in order to promote respect for ‘others’ and inculcate tolerance.

Course Outcome: Cos-	
C01	Interpret simple sentences, and read short sentences and, paragraphs.
C02	Apply simple sentences to discuss about their family members, friends etc
C03	Develop an understanding of German society and culture.
C04	Assess all the four skills viz. reading, writing, listening and speaking.
C05	Apply German language in day-to-day situations.
C06	Create short Paragraph in German

Text Book (s)

1. Tangram, Deutsch als Fremdsprache. Berlin: 2005,
2. Netzwerk A1:2015

Additional References

- Gick, Cornelia, Momentmal, Grundstufenlehrwerk Deutsch als Fremdsprache.M: 2003,
- Maria Dallapiazza, Eduard von Jan, Til Schonherr.Tangram, Deutsch als Fremdsprache.Berlin: 2005,
- Netzwerk A1:2015
- Langenscheidt.

Pedagogy

The delivery of course will be a mix of class room instruction, role play and presentations by students

Unit-1
Begrüßung / Greeting, Sich vorstellen – Introduction Interviewspiel mit Fragen und Antworten , Nummern/numbers Monate, Wochentage/ Name of months, days Information zu Ländern, Nationalitäten und ihre Sprachen/Name of countries, nationalities and languages
Unit-2
Farben/ colours Familiebaum/ Family tree W-fragen/ Questions Uhrzeit/ Time telling Gefallen und Missfallen äußern / Expressing likes and dislikes Bestimmter und Unbestimmter Artikeln – Definite and indefinite Articles Nominativ Kasus/ Nominative case Pronomen / pronouns (Nominative)
Unit-3
Regelmäßige Verben / Regular Verbs Verbkonjugation/ Verb conjugation (sein und haben) Akkusativ Kasus (Einführung) Personal pronomen /Personal Pronomen (Akkusative) Wegbeschreibung/ Directions Landeskunde /History Film –Spielzeugland

Unit-4
Possessiv Pronomen/ Possessive pronouns Gegenteile/ Antonyms Bestellen/ Situation –in a restaurant Landeskunde/ Basic geography and History: Reunification Film –
Unit-5
Akkusativ/ Accusative case (Cont.) Verbkonjugation/ Verb conjugation (Cont.) Tageszeit/ Time telling Präpositionen (Akkusativ: Einführung)/ Accusative prepositions: Introduction

Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
20	30	50	100

Name of The Course	Foreign Language(Japanese)			
Course Code	BLEUCT1005			
Prerequisite	NIL			
Corequisite	NA			
Antirequisite	NA			
	L	T	P	C
	2	0	0	2

Course Description

This course aims to impart basic communicative and cultural skills to the learners . Students will learn basic grammatical structures and vocabulary which will enable them to comprehend and formulate basic sentences. Different aspects of history, culture and politics of Japan will be introduced in the class so as to impart basic cultural competence to the students. This will make them aware of the cultural nuances of the language.

Course Objectives:

At the end of the semester, students

1. Will have a working knowledge of Japanese.
2. Will have acquired sufficient vocabulary and basic communication skills in daily life such as introducing themselves, introducing others, describing a person or an object.
3. Will be able to read and understand simple texts.
4. Will be able to write simple sentences or short texts.
5. Will be able to listen to and understand simple texts.
6. Will be able to answer simple questions about themselves, the classroom, their family.
7. Will be exposed to a new culture in order to promote respect for ‘others’ and inculcate tolerance.

Course Outcome:COs-	
CO1	Interpret simple sentences, and read short sentences and, paragraphs.
CO2	Apply simple sentences to discuss about their family members, friends etc.
CO3	Develop an understanding of Japanese society and culture.
CO4	Assess all the four skills viz. reading, writing, listening and speaking.
CO5	Apply Japanese language in day to day situations.
CO6	Create short Paragraph in Japanese

Text Book (s)

1. Shokyuu Nihongo, Japanese Language Center for International Students, Tokyo

- University of Foreign Studies, Japan.
- 2. Minna-no Nihongo-1, 3A Corporation, Japan.
- 3. Nihongo Shoho, Japan Foundation, Japan.
- 4. Nihongo Kana nyuumon, Japan Foundation, Japan.

Additional References

- 1. Random House Japanese-English Dictionary
- 2. Japanese for Busy people, Video CD, AJALT, Japan.

Pedagogy

The delivery of course will be a mix of class room instruction, role play and presentations by students

Unit-1
Introduction to Japanese syllabary ,Vowels and Consonants Hiragana, Katakana ,Pronunciation ,Writing practice Japanese Numerals, Demonstrative pronoun, Kore, Sore, Are and Dore (This, That, That over there, which). Kono, sono, Ano and Dono (this, that, over there, which) Kochira, Sochira, Achira and Dochira (this way....) Koko, Soko, Asoko and Doko (Here, There....location) Greetings, Set phrases Classification of verbs (be verb desu Present tense),Parts of body (look and learn)
Unit-2
Basic sentence structure (SOV) Be- verbs Particles
Unit-3
Adjectives- I and Na Classification of verbs, (Present, Present negative and past negative),Aru And Iru verbs for living things and non-living things.Classification of question words (Doko, Dore, Dono, Dochira), expressions of time (Jikan),Number of hours Vocabulary and its Meaning,Number of months, calendar of a month,Audio tape listening,Class tests
Unit-4
Interrogative words (Dare, Nani, , Itsu, Doyatte, Doo,dooshite, Ikutsu, Ikura), Classification of Te forms ,
Unit-5
Words of degree, Adverbs Name of the things you carry (look and learn) Relation words (look and learn) ,Visit a office and University,Positions and Direction,Vocabulary and its Meaning Audio tape listening,Revision

Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
20	30	50	100

Name of The Course	Creativity, Innovation and Entrepreneurship & IPR			
Course Code	BLEUCT1003			
Prerequisite	Students should qualify 10+2 or equivalent examination in Science stream			
Corequisite	Students should have fundamental knowledge of Research and Innovation			
Antirequisite				
	L	T	P	C
	1	0	0	1

Course Objectives:

1. To make students aware of the need of self-earning system.
2. To develop interest in creative business ideas.
3. To make them capable of becoming entrepreneurs.

Course Outcomes:

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

CO1	Remember and understand the IPR and its terminology K1/K2
CO2	Apply and analyze the knowledge of IPR to protect their intellectual work K3/K4
CO3	Evaluate the traditional knowledge and create awareness of TK among people K5/K6

Reference Book (s):

1. Stay Hungry Stay Foolish, Rashmi Bansal, Westland, 2008.
2. Sahlman, William A. "[Some Thoughts on Business Plans.](#)" Chap. 9 in [The Entrepreneurial Venture](#). 2nd ed. by William A. Sahlman, Howard H. Stevenson, Michael J Roberts, and Amar V. Bhidé, 138–176. Harvard Business School Press, 1999.
3. Ronstadt R, Robert R. Entrepreneurship: Text, cases and notes. Dover, MA: Lord Publishing; 1984.
4. Steyaert C, Dey P. 1. The books on social entrepreneurship we edit, critique and imagine. Social Entrepreneurship: An Affirmative Critique. 2018 Mar 30:1.
5. Harrison RT, Leitch CM, editors. Research handbook on entrepreneurship and leadership. Edward Elgar Publishing; 2018 Jan 26.
6. Kuratko DF. Entrepreneurship: Theory, process, and practice. Cengage Learning; 2016 Jan 8.

Unit- 1:	4 hours
Introduction to intellectual property right (IPR)	
Concept and kinds. Economic importance. IPR in India and world: Genesis and scope, some important examples.	

IPR and WTO (TRIPS, WIPO).	
Unit-2:	6 hours
<p>Patents Objectives, Rights, Patent Act 1970 and its amendments. Procedure of obtaining patents, Working of patents. Infringement.</p> <p>Copyrights Introduction, Works protected under copyright law, Rights, Transfer of Copyright, Infringement.</p> <p>Trademarks Objectives, Types, Rights, Protection of goodwill, Infringement, Passing off, Defenses, Domain name</p> <p>Industrial Designs Objectives, Rights, Assignments, Infringements, Defenses of Design Infringement</p>	
Unit-3:	6 hours
<p>Protection of Traditional Knowledge</p> <p>Objective, Concept of Traditional Knowledge, Holders, Issues concerning, Bio-Prospecting and Bio-Piracy, Alternative ways, Protectability, Traditional Knowledge Digital Library</p>	

Continuous Assessment Pattern

Internal Assessment (IA)	CAT	End Term Test (ETE)	Total Marks
20	30	Activity based evaluation	50

Course Title: Waste Management						
Course Code	Name of the Course	L	T	P	C	Assessment Pattern
BCEUCT1002	Waste Management	1	0	0	1	Workshop Mode (15 hrs)

Course Objectives	To study industrial waste generation patterns, management and disposal techniques
	To categorize different type of wastes
Course Outcomes	<i>Upon successful completion of this course, student will be able to:</i>
	CO1: To express creative & innovative practices adopted for waste management
	CO2: To identify hazardous and non-hazardous waste

Course Contents:

Unit	Contents	Hours
I	Municipal solid wastes, industrial solid waste (non-hazardous), major waste producing industries.	2
II	Hazardous wastes and their major sources	1
III	Wastewater Treatment Process: Quality and Characteristics of domestic waste water, Primary treatment, Secondary treatment (conventional and low cost), advanced waste water treatment including nitrogen and phosphorus removal. Treatment and disposal of sludge. Characteristics and treatment of a few Typical Industrial wastewater: Maintenance of effluent treatment plants, Performance studies of a few typical treatment plants. Waste water Disposal and Reuse	6
IV	List of Case Studies / Experiments: 1. Case studies on e-waste / biomedical waste / biomass generation from organic waste 2. Case study of physiochemical analysis of water from different sources (River/lake/well/bore well) 3. Case study of physiochemical analysis of solid waste (industrial / municipal) 4. Case studies on best practices of solid waste management 5. Visit to a solid waste processing units / grey water treatment plant / paper recycling unit 6. Sources of water body contamination / Maintenance / water distribution from source	6

Parameters for Evaluation of the Case Study Reports:

1. Quality research paper referred (minimum 2) [5]
2. Presentation Delivery (confidence, content, formatting) [10]
3. Attendance and presentation attended [5]
4. Questions asked [5]

5. Report submission as per given format (Title, Literature Review, Experimental, Acknowledgement, References) [10]
6. Viva & discussion [5]

Suggest Teaching-Learning Materials:

Text Books	1.	Text Book of Engineering Chemistry, S. S. Dara, S. Chand & company, 2013, 11 th Edition
	2.	Engineering Chemistry, Jain & Jain, Dhanpatrai & Dhanpatrai, 2015, sixteenth edition
	3.	A Test Book of Environmental Chemistry & Pollution Control, S.S. Dara, S. Chand & Co., 2006, 11 th edition
E books	1	Water purification, Alexandru Grumezescu, First edition
	2	Solid waste management by Stephen Burnley, Willey publication, 2014
	3	Air Pollution, S. K. Agarwal, APH Publishing, 2005
Reference Books	1.	Environmental Chemistry, B.K. Sharma & H. Kaur, Goel Publishing House, 2014, 14 th edition
	2.	Environmental Studies, R. Rajgopalan, Oxford Publication, 2016, 3 rd edition
Online TL Material	1	Introduction to Household Water Treatment and Safe Storage, https://www.coursera.org/learn/water-treatment/home/welcome
	2.	Electronic waste Management-Issues and challenges by Dr. Brajesh Kumar Dubey, http://nptel.ac.in/courses/120108005/
	3	Integrated Waste Management for a Smart City, https://onlinecourses.nptel.ac.in/noc19_ce31/course
	4	Air pollution-Global threat to our Health https://www.coursera.org/learn/air-pollution-health-threat/home/welcome

Continuous Assessment Pattern

Internal Assessment (IA)	CAT	End Term Test (ETE)	Total Marks
20	30	Activity based evaluation	50

Name of The Course	Introduction to Indian Philosophy			
Course Code	SLE2006			
Prerequisite	None			
Corequisite	none			
Antirequisite	none			
	L	T	P	C
	4	0	0	4

Course Objective:

The aim of this course is to acquaint the students to the broad outlines of Indian philosophy. This course will help our students studying in various programs to understand basic understanding of Indian philosophy that will enable them to relate, grasp and critical thinking in their disciplines.

Course Outcomes: After completion of this course students will be enabling to

CO1	Develop a broad understanding of basic features of Indian philosophy
CO2	Develop a understanding of doctrine of karma
CO3	Develop a critical understand to Indian philosophical school of thoughts
CO4	Illustration of Upanishads, and their significance to live a fulfilled life.
CO5	Develop a critical understanding Philosophical orientation of Charvak, Budhaism, Jainism and their significance in our life.
CO6	To understand the relationship of Brahaman and maya with the help of Advaita Vedant and Visistadvaita .

Text Books :

- Pandey, Sangam Lal (1983), Pre-Śamkara Advaita Philosophy, 2nd edition, Allahabad: Darsan Peeth.
- Radhakrishnan, S. (1929), Indian Philosophy, Volume 1, Muirhead Library of Philosophy, 2nd edition, London: George Allen and Unwin.
- Sharma, C.D. (2003) Critical Survey of Indian Philosophy, Delhi: Motilal Banarsidass Shastri, Haridatta, Bhartiya Darshan Ka Itihas.(Hindi)

Reference Books:

- Sinha, Harendra Pratap, An Introduction to Indian Philosophy, Delhi, Bharatiya Kala Prakashan
- Chakravarty, Nilima (1992), Indian Philosophy: The Path Finder's and System Builders, New Delhi: Allied Publishers.
- Chatterjee, S.C. (2008), Nyāya Theory of Knowledge, Delhi, Bharatiya Kala Prakashan.
- Chatterjee, S.C. & D.M. Datta (1984), An Introduction to Indian Philosophy, reprint, University of Calcutta.
- Dasgupta, S.N. (2004), A History of Indian Philosophy, vol.1, Delhi, Motilal Banarasidass Publishers, Pvt. Ltd.
- Hiriyana, M: (1951), Outlines of Indian Philosophy, London: Allen & Unwin.
- Mohanty, J.N. (1992), Reason and Tradition in Indian Thought, Oxford, Clarendon Press.

- Organ, Troy Wilson. (1964), The Self in Indian Philosophy, London, Mouton & Co.

Detailed Syllabus

Unit 1
1. Introduction to Indian Philosophy 2. Common Features of Indian Philosophical Schools 3. The Upanishads: doctrine of the self and critique of ritual 4. Bhagavad Gita: Doctrine of Karma,
Unit 2
1. Charvaka: Metaphysics and Epistemology 2. Early Buddhism: Four Noble Truths and Doctrine of Dependent Origination (Pratityasamutpada) 3. Jainism: Anekantavada and Syadvada
Unit 3
1. Nyaya-Vaiśeṣika and Mimāṃsā on the Nature of Knowledge 2. Sāṃkhya: Prakṛti and Puruṣa, Theory of Evolution 3. Asatkaryavāda and Satkaryavada Debate
Unit 4
1. Advaita Vedānta of Śaṅkara: Nature of Brahman and Maya 2. Viśiṣṭadvaita of Ramanuja: Nature of Brahman and Refutation of Maya

Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
20	30	50	100

Name of The Course	Qualitative and quantitative analysis & reasoning.			
Course Code	SLE2007			
Prerequisite				
Corequisite				
Antirequisite				
	L	T	P	C
	4	0	0	4

Course Objectives:

- Basic understanding of critical issues in behavioral sciences and research methodology, especially qualitative research.
- The student will be facilitated to get closure to critical inner realities of own self and enhance sensitivity to be empathic toward inner realities of others through the use of qualitative research methods.
- Qualitative researchers need to be able to communicate interpretation and meaning from their findings, being aware and taking into account how their own lenses through which they see the world.

Course Outcomes

CO1	Nature and scope of the Quantitative and Qualitative Research
CO2	The role of Research in a student's perspectives/lenses
CO3	The students will be able to understand critically about any topic of research
CO4	Acquisition of skills and competence in qualitative and qualitative research
CO5	The student will be more acquainted with the ethical and plagiarism issues.
CO6	Develop a critical understanding various research method/ process

Text Book (s)

- 1: Forrester, M. A. (2010). Doing Qualitative Research in Psychology: A Practical Guide. Sage.
- 2: Howitt, D. (2016). Introduction to Qualitative Research Methods in Psychology, 3rd Edition, Pearson United Kingdom.

Reference Book (s)

- **Statistical methods for the social sciences** Fifth edition. : Boston : Pearson : [2018] : xii, 591 pages : ISBN: 978-0-13-450710-1

Detailed outline of the course

Unit-1 Introduction
Definition and meaning of research types of research
Unit-2 Sampling method and Data Collection
Sampling Methods methods of Data Collection and Management
Unit-3 Quantitative research methods
Introduction to quantitative research research designs
Unit-4 Qualitative research methods
Introduction to qualitative research- Case Studies, Observations, Interviewing
Unit-5 Ethics in Research and research writing
Research Ethics: issues, rights, and responsibilities Presentation and writing.
Unit-6 Application of current tools
Introduction to basic tools and software packages available to conduct qualitative and quantitative researches

Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
20	30	50	100

BLLUCT1003	Campus to Corporate	L	T	P	C
Version 1.01	Date of Approval:	3	0	0	3
Pre-requisites/Exposure	Completion of Semester 2				
Duration	36 sessions of 60 minutes each				

Course Objectives

1. To assess the current employability level of students.
2. To prepare students to perform effectively in Personal Interview.
3. To prepare the students for solving mathematical problems appearing in Placement Papers.

Course Outcomes

At the end of this course, the learner will be:

1. Enhance and practice employability skills required in the placement process using a simulated environment
2. Communicate effectively in a Personal Interview
3. Model interpersonal communication in a monitored environment
4. Enhance the ability of problem solving and decision making in short span of time

Course Catalogue

Practice makes a man perfect – so says the wise man. The course in this semester focuses on the practicing soft skills in a simulated corporate environment providing thematic learning. The students prepare and practice participation in mock interviews – general, technical and HR, which provide a holistic environment for a student’s final preparation.

Text Book

SLLL own text book

Reference Books

1. Delivering Employability Skills in the Lifelong Learning Sector by Ann Gravells, ISBN-10: 1844452956
2. Real world HR interviews from companies across various sectors like IT, ITES, Manufacturing, etc. in and around NCR region.

Course Content

Unit I: Thematic Learning- Employability Skills- Job Fair

- Introduction to the Placement process
- Resume Writing
- Personal Interview Concepts
- Mock Interviews
- Group Discussion and its do’s and don’ts

Continuous Assessment Pattern

Internal Assessment (IA)	CAT	End Term Test (ETE)	Total Marks
20	30	50	100

Name of The Course	Writing for Social Sciences and Humanities			
Course Code	SLE3001			
Prerequisite				
Corequisite				
Antirequisite				
	L	T	P	C
	4	0	0	4

Course Objectives:

What are the objectives of this course?

- To familiarize students with basic writing skills
- To introduce students to various kinds of sources and types of bibliography styles
- To introduce students to the ethics of research and writing
- To present focused and logical arguments that support a research question/ hypothesis
- To familiarize students with different parts of an academic essay
- Draft, revise, edit, and share essays and other academic writings

Course Outcomes

CO1	Read various sources and write a summary
CO2	Learn different styles of bibliography
CO3	Write essays for different audiences
CO4	Present academic essays with a proper flow
CO5	Flow of argument on a variety of topics
CO6	Drafting an article and review

Reference Book (s)

1. University Writing Centre, The University of Texas at Austin, <http://uwc.utexas.edu/handouts/>
2. <http://grammar.ccc.commnet.edu/grammar/>
3. Academic Phrasebank, University of Manchester, <http://www.phrasebank.manchester.ac.uk/>
4. University of New South Wales, Learning Centre Resources, <http://www.lc.unsw.edu.au/node/7>
 - a. Developing Research Questions,' Monash University, <https://www.monash.edu/rlo/research-writing-assignments/understanding-the-assignment/developing-research-questions>
5. Writing Social Sciences- A personal narrative, Rawat Publication, ISBN-10, 8131610985, ISBN-13, 978-8131610985, 1 Jan 2019 by Paramjit Singh Judge.
6. 'How to write a Research Question?' The Writing Centre, [https://writingcenter.gmu.edu/guides/how-to-write-a-research-question\](https://writingcenter.gmu.edu/guides/how-to-write-a-research-question/)

7. 'Formulation of Research Hypothesis,' Oakland University,
https://oakland.edu/Assets/upload/docs/AIS/Syllabi/Tayler_Research_Hypothesis.pdf
8. The Writing Centre, Harvard University, <https://writingcenter.fas.harvard.edu/pages/resources>
9. SIS Research Manual, Jawaharlal Nehru University,
https://www.jnu.ac.in/sites/default/files/SIS_Research_Manual.pdf
10. University of Technology,
http://www.lib.uts.edu.au/sites/default/files/attachments/blog/Avoiding_Plagiarism_Slides_Power_Session_to_send_out.pdf
11. University of Birmingham,
<https://intranet.birmingham.ac.uk/as/studentservices/conduct/plagiarism/guidance-students.aspx>
12. AIMS Community Centre, <http://www.aims.edu/student/online-writing-lab/sources/primary-vs-secondary>
13. University Writing Centre, The University of Texas at Austin, <http://uwc.utexas.edu/handouts/>
14. SIS Research Manual, Jawaharlal Nehru University,
https://www.jnu.ac.in/sites/default/files/SIS_Research_Manual.pdf
15. SIS Research Manual, Jawaharlal Nehru University,
https://www.jnu.ac.in/sites/default/files/SIS_Research_Manual.pdf
16. University of New South Wales, Learning Centre Resources, <http://www.lc.unsw.edu.au/node/7>

Detailed outline of the course

Unit-1 Introduction
Introduction to the Course, Ice-Breakers; Write and Read: Public Speaking, How to write a sentence using conjunctions? How to write a sentence using phrases? Understanding the nuances of narration, sentence structure, writing sentences. Flow of sentences, What are analytical and descriptive sentences?
Unit-2 Finding Research Gap
Construction of Research Question, Questions / Hypothesis, Literature Review, Definition, Rational and Scope, Understanding plagiarism and types of plagiarism, Sources: Primary and Secondary
Unit-3 Writing and Explaining
Summary writing and Paraphrasing, Paraphrasing Newspaper and Research Articles, Movie Screening, Writing a Movie Review
Unit-4 Paragraph Organization
Writing Skills and Note Taking, Formatting a paragraph: Introduction, Body, Conclusion
Unit-5 Reviewing an Article
Editing and Omitting Strategies, Review and Peer Review, Drafting an Article
Unit-6 Application
Revision and Review of Final Essay

Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
20	30	50	100

INTERDISCIPLINARY ELECTIVES

Name of The Course	Contemporary issues in Indian Politics			
Course Code	POL3101			
Prerequisite	None			
Corequisite	None			
Antirequisite	None			
	L	T	P	C
	4	0	0	4

Course Objectives:

India being a diverse country has its own kind of democratic institutions and its different takes on politics and culture. To understand the dynamics of Indian politics we must study contemporary issues in Indian politics.

Course Outcomes

CO1	Understanding of Indian politics after independence
CO2	Analyzing the Federal Structure of the country
CO3	Understanding of role of Political Parties in Indian Democracy
CO4	Understanding of changing role of electoral mechanism in India
CO5	Analyzing factors affecting Indian politics
CO6	Analyzing contemporary challenges in Indian Politics

Text Book (s)

- D. D. Basu, An introduction to the Constitution of India, New Delhi, Prentice Hall, 2005 (Reprint)
- C. P. Bhambhri, The Indian State: Fifty years, New Delhi, Shipra, 1997.
- Paul Brass, Politics of India since Independence, Hyderabad, Orient Longman, 2001.
- Granville Austin, Constitution of India. Oxford, New Delhi.
- S. Kashyap, Reviewing Constitution, Shipra, New Delhi

Reference Book (s)

- S. Kashyap, Reviewing Constitution, Shipra, New Delhi
- Jones, Morris: Government and Politics in India, Oxford University Press, N. Delhi, 1998.
- Noorani, N.V.: Constitutional Question in India, the President, Parliament and the State, Oxford, UP, 2000

Unit-1 Introduction	8 hours
Introduction	
Indian politics, historical development and post-independence politics	
Unit-2	8 hours
Federalism	
The Federal System: Centre-State Relations, Nagar Palikas and Panchayati Raj	
Unit-3	8 hours
Political Parties	
Political Parties: National and Regional; Changing Nature of Party System.	
Unit-4	8 hours
Electoral system	
Elections: Election Commission, Electoral Reforms, Criminalization of Politics	
Unit-5	8 hours
Indian Politics	
Major Issues in Indian Politics: Religion, Caste and Reservations, Language, Regionalism. Constitution and Society: Right to Education and Right to Work, Right to food. Corruption	
Unit 6	8 hours
Recent development in Indian politics	
Role of social media to influence voters, emergence of nationalist politics and the rise of Hindu nationalism	

Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
20	30	50	100

Name of The Course	INDIA's FOREIGN POLICY			
Course Code	POL3091			
Prerequisite	None			
Corequisite	None			
Antirequisite	None			
	L	T	P	C
	4	0	0	4

Course Objectives:

Introduction of Indian foreign policy is the prime motto of this course. Decision making process at the apex level in the matter of external affairs of India is a very important process. This course is made with the core intention to make acquainted the students with this. India's role and its standing in the International arena is another area which is significant and this course deals it with ample base.

Course Outcomes

CO1	Knowledge of salient features of Indian Foreign policy.
CO2	Understanding of role of India in world politics and South Asian politics.
CO3	Understanding Foreign Policy of India
CO4	Analyse India's relationship with developed world
CO5	Analysis India's relationship with its neighbour
CO6	Able to understand recent development in India's foreign policy

Text Book (s)

- Appadorai and M. S. Rajan eds. (1985) India's Foreign Policy and relations, South Asian Publishers, New Delhi.
- Sumit Ganguli eds (2009) India's Foreign policy: Retrospect and Prospect, Oxford University Press, New Delhi.
- Ghosh Peu, (2013), International Relations, third edition, PhiPublication.

Reference Book (s)

- Khanna, V. N (2012), International Relations, third edition, Vikas Publication House, New Delhi.

Unit-1 Introduction 8 hours Foreign Policy: Meaning, Scope and Significance
Nation-State and its National Interest in the Anarchic World System Principle of Continuity and Change
Unit-2 Determinants of Foreign Policy and India

Salient Features of India's Foreign Policy: Historical Background, Geopolitical Status of the Country, Social & Cultural Determinants, Political System and Decision Making Process in India, Personality Factors: J L Nehru, Lal Bahadur Shastri, Indira Gandhi, Rajiv Gandhi, P V Narsimha Rao, I K Gujral, Atal Behari Vajpaayi, Manmohan Singh, Narendra Modi
Unit-3 India & The World I
NAM India and UNSC Reforms India as a responsible Nuclear State
Unit-4 India & The World II India and South Asia
Geo-Economics and Geopolitics India's Relation with USA, Russia and China
Unit-5 India and South Asia
India's relations with its Neighbours India and Indian Ocean Global Terrorism and South Asia
Unit-6
Recent Development Recent Development in India's Foreign Policy

Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
20	30	50	100

Name of The Course	Global Economic issues			
Course Code	ECO2010			
Prerequisite	None			
Corequisite	NA			
Antirequisite	NA			
	L	T	P	C
	4	0	0	4

Course Objectives:

- 1) Acquire a basic understanding about the problems of the different countries and the kind of problem faced by them.
- 2) Analyse the role and importance of environment for sustainable growth & development
- 3) Familiarization with the various resources and potential of the Economy as a whole.
- 4) Understand the global economic concerns of crisis and depression and its impact on world economy.
- 5) familiarize students with different problem like inequality, environment issues
- 6) Analyse the impact of high emissions on production.

Course Outcomes

CO1	Apply concepts global environment/emissions on production.
CO2	To prepare students to know the problems generated through inequalities of income.
CO3	Explain the problem of inequality
CO4	Able to understand “real world” problems those are frequently encountered by government, state government and policy makers.
CO5	Role of government in social policy and how it leads to betterment of the society as whole
CO6	Able to understand environment and public policy

Text Book (s)

- 1) Joseph P. Daniels, David D. Van Hoose, Global Economic Issues and Policies; Routledge N. Y.
- 2) Sachs, Jeffrey D. 2005. The End of Poverty: Economic Possibilities for Our Time. New York: Penguin Press. (See especially Chapter 1.
- 3) Stiglitz, Joseph E. 2003. Globalization and Its Discontents. New York: Norton. (Chapter 2.)

Reference Book (s)/Papers

- 1) Lomborg, Bjorn, ed. 2004. Global crises global Solutions. Cambridge, United Kingdom: Cambridge University Press.

Unit-1 Capitalist revolution
Emergence of capitalist society, variety of capitalism, measuring income inequality, income, living standard. Technology, population and growth
Unit-2 History of economic crisis
Great depression of 1930s; Root cause, impact on global economy, Policy making to eradicate the problems. Period of golden age: Root cause, impact on global economy, Policy making to eradicate the problems. Global crisis of 2008: Root cause, impact on global economy, Policy making to eradicate the problems.
Unit-3 Globalization, trade & labour exploitation
Globalization and trade, Consequences of globalization: exploitation and Modern slavery
Unit-4 Environment and public policy
Environment as an economic issue, Government as policy maker, Davos world economic forum, United Nation environment program.
Unit – 5 Globalisation and FDI
Inward and Outward FDI, Types of FDI, FDI and its impact on Host economy.
Unit-6 Recent Development
Importance and role of globalisation during pandemic like COVID 19

Name of The Course	Cashless Economy and Start-ups			
Course Code	ECO2009			
Prerequisite	None			
Corequisite	NA			
Antirequisite	NA			
	L	T	P	C
	4	0	0	4

Course Objectives:

1. To explore the basic concepts related to start-ups
2. To facilitate an understanding of the meaning and concepts of cashless economy
3. To get an idea of the factors promoting entrepreneurship
4. To understand the importance of cashless economy for development
5. To explore the importance of start-ups for economic development
6. To understand the basic concepts of cyber crime

Course Outcomes

CO1	Able to identify the basics of start-ups and policies regarding the start-ups.
CO2	Able to have basic understanding about the institutions promoting start-ups
CO3	Able to demonstrate knowledge about the marketing and financial strategies
CO4	Able to appraise the effects of cashless economy
CO5	Able to assess the role of infrastructure and institutions promoting cashless economy
CO6	Able to understand importance of start ups

Text Book (s)

- 1) Roy, A. K. (2017). Digital India initiative-to transform India into digital empowered society and knowledge economy
- 2) Mandal, P. K. (2017). *Problems and Prospects of Cashless India*. Educreation Publishing.

Reference Book (s)/Papers

- 3) Davidsson, P. (2006). *New firm startups*. Edward Elgar Publishing.
- 4) Schaper, M., Volery, T., Weber, P., & Lewis, K. (2010). *Entrepreneurship and small business*. John Wiley & Sons.

Unit-1 Introduction to start-ups
merit and demerits of start-ups', start-ups & start-ups India, make in India and its impact on start-ups, global scenario of start-ups, opportunity and risk analysis, state policies and start-ups, institutions promoting start-ups

Unit-2 strategies of setting up start-ups
Strategies for start-ups, marketing strategies to make your start-up a success, start-up financing, innovation and start-ups, reasons for the failure of start-ups
Unit-3 Role of start-ups in cashless economy
Definition cashless economy, merits and demerits of cashless economy, cashless economy and corruption, concerns in cashless economy, infrastructure for cashless economy, role of public and private institutions in cashless economy
Unit-4 Cashless economy and digitalization: Future prospects and shortcomings
Instruments of cashless economy, overview of digital payment, Evolution of digital payment, global scenario of cashless payments
Unit-5 Mobile market
overview of mobile wallet market in India, effect of demonetization on the industry, future outlook and key challenges
Unit-6 Recent Development
Start up India and Stand up India

Name of The Course	Theatrical Performance			
Course Code	ENG2013			
Prerequisite	NA			
Corequisite	NA			
Antirequisite	NA			
	L	T	P	C
	0	0	4	4

Course Objectives:

Introduce students to the practical aspects of theatrical performances by practicing the following skills:

1. Planning a theatrical performance, distribution of roles and responsibilities and preparation of the script for a theatrical performance
2. Understand and implement the various aspects of directing a theatrical performance
3. Understand and implement the art of acting, music and dance in a theatrical performance
4. Understand and implement the craft of designing set, lights, costumes, sound, projection and props in a theatrical performance
5. Understand and perform the responsibilities of stage management
6. Rehearse and perform a theatrical performance in front of live audiences

Course Outcomes:

CO1	Plan the various stages of a theatrical performance and distribute roles and responsibilities and prepare a script for performance
CO2	Direct the theatrical performance with the help of a team of performers, artists and professionals
CO3	Perform the roles as actors, singers, musicians, choreographers and dancers
CO4	Design and prepare Sets, Lights, Costume, Sound, Projection, Props, etc.
CO5	Manage the stage properly and coordinate with all the stakeholders
CO6	Rehearse and perform a play in front of live audiences

Text Book (s)

- *Theatre Games* by Clive Barker, A&C Black; Reprint edition (September 1, 2003)

Reference Book (s)

- *The Oxford illustrated History of Theatre* by John Russell Brown, Oxford University Press, 1995.
- *Natyasastra: English Translation with Critical Notes* by AdyaRangacharya, MunshiramManoharal Publishers Private, Limited, 1996
- *Theatrical Design and Production*, 5th ed., by J. Michael Gillette, McGraw-Hill (2004)
- *A Practical Handbook for the Actor* by Bruder, Melissa et al. Random House, 1986.
- *Sound and Music for the Theatre: The Art and Technique of Design*, Second Edition by Deena Kaye and James LeBrecht, Focal Press; 2 edition (September 1999)
- *Designing with Light: An Introduction to Stage Lighting*, 4th ed., by J. Michael Gillette
- *An Introduction to Scenic Design and Construction* by Michael Gillette, 5th edition, 2005
- *The Director's Eye* by Ahart, John, Colorado Springs: Meriwether Pub. Ltd., 2001.
- *The Stage Management Handbook*, Daniel A. Ionazzi
- *Handbook of Stage Costume [illustrated]* by Tina Bicat, Crowood Press, Limited (2006)

Unit-1 Planning, distribution of roles and responsibilities, preparation of script
Unit-2 Direction
Unit-3 Acting, Music and Dance
Unit-4 Designer (Set, Lights, Costume, Sound, Projection, Props):
Unit-5 Stage Management
Unit-6 Final Rehearsals and Performance

Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
20	30	50	100

Name of The Course	Intercultural Communication			
Course Code	ENG3010			
Prerequisite	NA			
Corequisite	NA			
Antirequisite	NA			
	L	T	P	C
	4	0	0	4

Course Objectives:

Introduce students to the practical aspects of theatrical performances by practicing the following skills:

1. Come to understand the foundational concepts of culture, and the dynamics that influence human interaction and communication across cultures.
2. Come to appreciate the wide range of diverse human behaviours, thereby increasing their cognitive complexity and cultural literacy.
3. Learn to use the ethnographic approach to observe, describe and interpret cultural behaviours.
4. Develop analytic breadth through using visual media and relationships as the basis of analysis. Course Outcomes:

Course Outcomes:

CO1	Identify and describe the various aspects of culture which affect a person's worldview, values, and behaviour.
CO2	Understand the diversity of worldviews, values, behaviour, traditions, and experiences of co-cultures
CO3	Understand the roles of culture, language, power, and communication on the development of personal, social and cultural identities throughout the lifespan
CO4	Discuss how culture influences nonverbal communication and how nonverbal communication influences intercultural communication
CO5	Understand and analyze the process of stereotype formation and the manifestations of prejudice, discrimination
CO6	Explore and evaluate concrete examples of the student's own cultural heritage in relation to others

Text Book (s)

- *Theatre Games* by Clive Barker, A&C Black; Reprint edition (September 1, 2003)

Reference Book (s)

- *The Oxford illustrated History of Theatre* by John Russell Brown, Oxford University Press, 1995.
- *Natyastra: English Translation with Critical Notes* by AdyaRangacharya, MunshiramManoharal Publishers Private, Limited, 1996
- *Theatrical Design and Production*, 5th ed., by J. Michael Gillette, McGraw-Hill (2004)
- *A Practical Handbook for the Actor* by Bruder, Melissa et al. Random House, 1986.

- *Sound and Music for the Theatre: The Art and Technique of Design*, Second Edition by Deena Kaye and James LeBrecht, Focal Press; 2 edition (September 1999)
- *Designing with Light: An Introduction to Stage Lighting*, 4th ed., by J. Michael Gillette
- *An Introduction to Scenic Design and Construction* by Michael Gillette, 5th edition, 2005
- *The Director's Eye* by Ahart, John, Colorado Springs: Meriwether Pub. Ltd., 2001.
- *The Stage Management Handbook*, Daniel A. Ionazzi
- *Handbook of Stage Costume* [illustrated] by Tina Bicat, Crowood Press, Limited (2006)

Unit-1
Introduction Introduction to Intercultural, Communication and Developing Cultural Awareness, Defining Human Communication and Culture, Components of Human Communication, Developing Intercultural Competence
Unit-2
Culture, communication, context, and power Three Approaches to Culture, Communication, Nine Cultural Value Orientation, Influence of Cultural Values on Communication
Unit-3
Cultural Values and Conflict Behaviour, Communication and context, Characteristics of Power, Relationship Between Communication and Power
Unit-4
Culture and Variables Culture and History, Culture and Values, Culture and Identity, Structure of Culture, Culture and Family, Constructs of Worldviews, Religion and Human Behaviours Common Elements of Religion, Developing Religious Tolerance
Unit-5
Language and Intercultural communication Components of Language, Cultural variations in communication style and apply to word choice in written communications, Challenges of multilingualism and how to adapt communications methods, Translation and interpretation
Unit-6
Phenomenon of code switching and interlanguage, Communications tactics and channels to promote intercultural messages to diverse, targeted audiences

Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
20	30	50	100

Name of The Course	Social Inequality, Stratification and Mobility.			
Course Code	BSL05T5013			
Prerequisite	None			
Co requisite	none			
Ant requisite	none			
	L	T	P	C
	4	0	0	4

Course Objectives:

- To enable them in understanding Perspectives on Social structure
- To understand social structure and social relations in present context.
- Develop critical understanding of fundamental social institutions
- To understand problems caused due to structural factors of a society.
- To develop critical understanding to social dynamics.
- To enable students to explore and address the issues of social disharmony.

Course Outcomes: On successful completion of this course students will be enabling to:

CO1	Understand major perspectives on, natural inequalities and social inequalities.
CO2	Understand Impact of industrialization on social structure and social relations
CO3	To explore the causes and consequences of changes happening to fundamental social institutions in India
CO4	Develop critical understand Structural Issues like Inequality of Caste, Class Gender and Ethnicity.
CO5	Analyzing the causes and consequences of social mobility in Closed and Open Systems of Stratification
CO6	Build up capacity to organize community to address social and economic inequality .

Text Book (s)

- Jonathan H Turner, Structure of sociological theories,7th Edition,2002.
- Ahuja, Ram (2000): Social Problems in India, New Delhi: Rawat Publications
- Bottommore. T.B. 1972, SOCIOLOGY: A guide to problems and literature. Bombay : George Allen and Union (India).
- Robert A. Rothman, Inequality & Stratification - Race, Class, & Gender, 3rd Edition, 2008
- Johnson, Harry M. 1995. Sociology: A Systematic Introduction. New Delhi , Allied Publishers.

Reference Book (s)

- Sen, Amartya (Trinity College, Cambridge) India: Economic Development and Social Opportunity ,1991

- T. H Marshall, Citizenship and social class. and other essays, Cambridge University Press,1950
- **Supurna Banerjee and Nandini Ghosh.**[Introduction. Debating Intersectional ties: Challenges for a Methodological Framework](#),1989

Unit-1 Introducing Stratification:	10 hours
<p>Natural inequalities and social inequalities Hierarchy and differences, theories on social stratification Structural Inequality: Jatis, Caste, Sub caste, Occupations, race, Varna, Class and new systems of stratifications and their role in society, tribe and nation, Status consistency and Status inconsistency, Social Mobility: Nature and types of Mobility , Mobility in Closed and Open Systems of Stratification,</p>	
Unit-2 Contemporary Issues and Debates in Stratification	10 hours
<p>Contemporary Issues and Debates in Stratification Education as a site of Inequality-educational inequalities in contemporary India, Educational Anomie, Rise of Meritocracy , Impact of Modern education, Industrialization on social stratification Impact of green revolution, democratization and information and communication technology on caste and class in rural India.</p>	
Unit-3 Structural Issues and inequality	10 hours
<p>Jatis, Caste, Sub caste, Occupations, race, Varna, Class and new systems of stratifications and their role in society, tribe and nation, Status consistency and Status inconsistency,</p>	
Unit-4 Race and Ethnicity	10 hours
<p>1. Definitions of race and ethnicity 2. The social construction of race a. radicalization b. racial formation theory 3. Prejudice, discrimination and institutional racism 4. Consequences of racial stratification a. racial segregation b. race, ethnicity, and life chances 5. Diverse group experiences 6. Intersections of class and race</p>	
Unit 5 Addressing Social Inequalities in Contemporary India	10 Hrs
<p>Changing forms of social inequality, Rise of Meritocracy, Role of technology in Social division.</p>	

Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
20	30	50	100

Name of The Course	Religion Science and Society			
Course Code	BSL05T5014			
Prerequisite	None			
Corequisite	None			
Antirequisite	None			
	L	T	P	C
	4	0	0	4

Course Objectives: This course aims to provides a broad vision, knowledge, understanding and rational outlook to understand and analyze religion

Course Outcomes: On successful completion of this course students will be able to-

CO1	Examine the various approaches to the study of religion.
CO2	Develop a critical understanding of state, religion and emancipation.
CO3	Examine the various religious practices like rites of passage and practices of inversion.
CO4	Critically examine the structure, function and dysfunctions of religion
CO5	Interpret and understand the causes and consequences of world religions.
CO6	Examine the sociological analysis of impact of science and technology on society.

Text Book (s)

- T. N. Madan, Religion in India, OUP, New Delhi, 1991
- A. Nandy, Trivedy, Mayaram and Yagnik, Creating a Nationality: The Ramjanmabhoomi Movement and the Fear of the Self, OUP, Delhi, 1987
- Srinivas, M. N. 1952. Religion and society among the Coorgs of south India. Clarendon : Oxford
- Emile Durkheim. 1995. The elementary forms of religious life. Translated by Karen E. Fields. New York: The Free Press
- Max Weber.1978. Economy and society. Edited by Guenther Roth and Claus Wittich. California: University of California Press

Reference Book (s)

- Malinowski, Bronislaw. 1948. Magic, science and religion and other essays. Selected, and with an introduction by Robert Redfield. Boston: The Free Press
- Mauss, Marcel.2008 (2003). On prayer. USA: Berghahn Books

Unit-1 Introduction To sociology of Religion	15
hours	
Religion: Why Sociologists Study Religion?	

Meaning and Definitions, Concepts, Theories. Cult , Sect, Denomination.		
Social and Religious:		
Formulating Religious ,Asceticism and Accumulation		
Theodicy and Eschatology , State, Religion and Emancipation Religious and Solitude		
Unit-2	Elements of Religious	10 hours
Elements of Religious		
Sacred, Myth, Ritual , Time-Space, Rationality		
Religious Practices Rites of passage, Practices of inversion		
Unit-3		10 hours
Techniques of Religious		
Prayer ,Craft ,Body Religion in India:		
Functions and dysfunctions, Impact of religion on Indian society		
Communalism in India., Sociological Analysis of religious behaviour of Indians		
Unit-4		10 hours
Impact of science on society, Science and Scientific Controversies, Technology and Privacy		
UNIT 5	Religion Science and Society:	10 Hrs
Current Trends in Religion: Secularization., Classical and Modern Thinkers on Religion and Secularization.		
Unit 6		5 Hrs
A new Religious Consciousness. Religion, Magic and Science.		

Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
20	30	50	100