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University, Pune

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Pimpri Chinchwad University

SCHOOL OF SCIENCES

(Established under Maharashtra Act No V of 2023)
Sate, Pune - 412 106. Maharashtra, India

B.Sc - Clinical Psychology

(BATCH : 2024-2028)

EFFECTIVE FROM 2024-25 ACADEMIC YEAR

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Sathe, Pune - 412106

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Curriculum Structure

B. Sc Clinical Psychology

(Batch-2024-2028)

School of Sciences

Effective from Academic Year 2024-25

Program Structure

Preamble:

We at Pimri Chinchwad University offers- Bachelor of Science (BSc) in Clinical Psychology is an undergraduate program that aims to provide students with a comprehensive understanding of the scientific study of human behavior and mental processes, with a specific focus on the assessment, diagnosis, and treatment of psychological disorders. The program is designed to prepare students for careers in the field of clinical psychology, as well as for graduate study in clinical psychology or related fields. The curriculum of a BSc in Clinical Psychology typically includes courses in general psychology, abnormal psychology, developmental psychology, social psychology, and cognitive psychology, as well as coursework in research methods, statistics, and ethics. Students may also have the opportunity to gain practical experience through internships or other supervised clinical experiences, where they can apply their knowledge and skills in real-world settings.

The overarching goal of a BSc in Clinical Psychology is to provide students with a strong foundation in the theories, concepts, and methods of clinical psychology, as well as the critical thinking and problem-solving skills necessary to work effectively with individuals and groups in a variety of settings. Upon completion of the program, graduates should be able to apply their knowledge and skills to assess, diagnose, and treat psychological disorders, as well as to develop and implement evidence-based interventions to promote mental health and wellbeing.

Vision and Mission of Program:

Vision:
To be a leading program in clinical psychology that produces competent and compassionate professionals who contribute to the betterment of society through the provision of high-quality mental health services.

Mission:

- Our mission is to provide students with a rigorous education in the scientific study of human behavior and mental processes, with a specific focus on the assessment, diagnosis, and treatment of psychological disorders.
- We strive to foster a learning environment that promotes critical thinking, ethical behavior, cultural sensitivity, and a commitment to lifelong learning.
- We aim to prepare our graduates to be competent and compassionate professionals who can apply their knowledge and skills to promote the mental health and wellbeing of individuals, families, and communities.

Program Educational Objectives:

Here are some possible Program Educational Objectives (PEOs) for a BSc in Clinical Psychology program:

1. To provide students with knowledge and skills to become leading experts in the field of Clinical Psychology
2. To provide an innovative and comprehensive curriculum that integrates theoretical knowledge with practical experience, research opportunities, and professional development
3. To groom the student's overall personality for professional growth.
4. To inculcate values and ethics among the students and making them aware about their social commitments.

Program Outcome

Here are some possible Program Outcomes (POs) for a BSc in Clinical Psychology program:

1. Knowledge Base - Students will demonstrate a comprehensive understanding of the scientific principles and theories that underlie the field of clinical psychology, including the assessment, diagnosis, and treatment of psychological disorders.

2. Clinical Skills - Students will demonstrate proficiency in the practical skills and competencies necessary to assess, diagnose, and treat psychological disorders, as well as to develop and implement evidence-based interventions to promote mental health and wellbeing.

3. Ethical and Professional Behavior - Students will demonstrate adherence to the highest ethical and professional standards, including maintaining confidentiality, respecting cultural and individual differences, and advocating for the rights and needs of their clients.

4.Communication and Collaboration - Students will demonstrate effective communication skills and the ability to work collaboratively with other healthcare professionals, researchers, and community stakeholders.

5. Lifelong Learning - Students will demonstrate the ability to engage in ongoing professional development and pursue advanced training in clinical psychology or related fields.

6. Research and Critical Thinking - Students will demonstrate the ability to critically evaluate research literature, design and conduct research studies, and analyze and interpret data to contribute to the advancement of the field.

7. Cultural Sensitivity - Students will demonstrate an appreciation for the role of culture and diversity in shaping psychological processes and behaviors, and will be able to apply this knowledge to effectively

work with individuals from diverse backgrounds.

8. Self-awareness and Personal Growth - Students will demonstrate the ability to engage in self-reflection and self-awareness activities, and use these insights to promote personal growth and enhance their effectiveness as clinical psychologists.

9.Professional Leadership and Advocacy - Students will demonstrate the ability to advocate for the needs and rights of individuals with psychological disorders, as well as to provide leadership in advancing the field of clinical psychology through research, education, and community engagement.

Program Specific Outcomes:

Here are some possible Program Specific Outcomes (PSOs) for a BSc in Clinical Psychology program:

1.Students will demonstrate comprehension of foundational psychological theories and concepts relevant to clinical psychology

2.Students will understand and adhere to ethical guidelines and legal standards governing the practice of clinical psychology, demonstrating professionalism, cultural sensitivity, and respect for diversity in all interactions with clients and colleagues.

3.Students will develop skills in designing and implementing prevention programs and wellness initiatives aimed at promoting mental health and well-being at the individual, group, and community levels, with an emphasis on resilience-building and stress management strate.

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Sr. No.	Type of course	Abbreviations
1	Major	**MAJM**
2	Minor	**MIN**
3	Open Electives	**OE**
4	Ability Enhancement Courses	**AEC**
5	Skill Enhancement Courses	**SEC**
6	Vocational Skill Course	**VSC**
7	Summer Internship/ On Job Training	**OJT**
8	Project	**PROJ**
9	Field Project	**FP**
10	Indian Knowledge System	**IKS**
11	Community Engagement Program	**CEP**
12	Value Education Course	**VEC**

		BSc Clinical Psychology			BSc Honor's Clinical Psychology		
Sr. No.	**Type of course**	**No. of Courses**	**Total Credits**		**No. of Courses**	**Total Credits**	
			No	**%**		**No**	**%**
1	Major	**31**	**89**	**74.16**	**38**	**109**	**68.12**
2	Minor	**5**	**10**	**6.25**	**5**	**10**	**6.25**
3	Open Electives	**3**	**6**	**3.75**	**3**	**6**	**3.75**
4	Ability Enhancement Courses (Audit Courses)	**6**	-		**6**	-	
5	Skill Enhancement Courses	**2**	**2**	**1.25**	**2**	**2**	**1.25**
6	Vocational Skill Course	**2**	**3**	**2.5**	**4**	**8**	**5**
7	Summer Internship/On Job Training	**1**	**6**	**5**	**2**	**18**	**11.25**
8	Field Project	**2**	**8**	**5**	**2**	**8**	**5**
9	Indian Knowledge System (Audit Courses)	**2**	-		**2**	-	
10	Value Education Course (Audit Courses)	**1**	-		**1**	-	
	Total	**55**	**120**	**100.0**	**64**	**161**	**100.0**

CREDIT DISTRIBUTION: SEMESTER WISE

Sr. No.	**Type of course**	**No. of Credits/Semester**								**Total**
		I	**II**	**III**	**IV**	**V**	**VI**	**VII**	**VIII**	
1	Major	17	15	12	15	18	12	14	6	**109**
2	Minor Stream	-	2	2	2	2	2	-	-	**10**
3	Open Electives	2	2	2	-	-	-			**6**
4	Ability Enhancement Courses (Audit course)	2	2	2	2	2	2			-
5	Skill Enhancement Courses	1	1	-	-	-	-			**2**
6	Vocational Skill Course	-	-	-	3	2	-	2	3	**8**
7	Summer Internship/On Job Training						6		12	**18**
8	Field Project			4				4		**8**
9	Indian Knowledge System (Audit Course)	-	2		2					-
12	Value Education Course	-	-	-	-	-	1			-
Total		20	20	20	20	20	20	20	21	**161**

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BSc (Clinical Psychology) Curriculum Structure Semester I

		Semester – I	Teaching Scheme					Evaluation Scheme			
Course Code	**Category**	**Course Name**	**Th**	**Tut**	**Pr**	**Hrs**	**Cr**	**CIA**	**ESA**	**PR/ OR**	**Total**
UBSCP101	MAJM	Fundamentals of Psychology	3		0	3	3	40	60		100
UBSCP102	MAJM	Fundamentals of Psychology - Lab	0	0	1	2	1	25		25	50
UBSCP103	MAJM	Basics of Human Anatomy	3		0	3	3	40	60	-	100
UBSCP104	MAJM	Introduction to Developmental Psychology	3	1	0	4	4	40	60	-	100
UBSCP105	MAJM	Introduction to Social Psychology	2	1		3	3	40	60	-	100
UBSCP106	MAJM	Psychology and Social Issues	3			3	3	40	60	-	100
UBSCP 107/UBSND 108	OE	Open Elective I	2			2	2	50			50
UBSCP108	SEC	Basics of Computer Application			1	2	1	25	-	25	50
ACUHV101	AC	UHV I: Professional Ethics	2			2	-	50			50
USLAE107/ AEC	AEC	Modern Grammer and Usage	2			2	-	50			50
Total			20	2	2	26	20	400	300	50	750

Open Elective I

Course Code	**Course Type**	Subject name
UBSCP 107	**OE**	Food Psychology
UBSND 108	**OE**	Understanding Fitness

Abbreviations: Course Abbreviation; Th = Theory , Tut = Tutorial, Pr = Practical , Hrs = Hours , Cr = Credits ; CIA = Continuous Internal Assessment , ESA = End Semester Assessment , PR = Practical Exam , OR= Oral Exam

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BSc (Clinical Psychology) Curriculum Structure Semester II

		Semester – II	Teaching Scheme					Evaluation Scheme			
Course Code	**Category**	**Course Name**	**Th**	**Tut**	**Pr**	**Hrs**	**Cr**	**CIA**	**ESA**	**PR/OR**	**Total**
UBSCP109	MAJM	Understanding Human Psychology	3	1	0	4	4	40	60	0	100
UBSCP110	MAJM	Health Psychology	3		0	3	3	40	60	0	100
UBSCP111	MAJM	Health Psychology - Lab			1	2	1	25	0	25	50
UBSCP112	MAJM	Cognitive Psychology	3	-	0	3	3	40	60	0	100
UBSCP113	MAJM	Cognitive Psychology - Lab			1	2	1	25	0	25	50
UBSCP114	MAJM	Introduction to Individual Differences in Psychology	3	0	0	3	3	40	60	0	100
	MIN	Minor I	2			2	2	20	30	0	50
UBSND 116/ UBSCP 115	OE	Open Elective-II	2			2	2	50	-	-	50
UBSCP 116	SEC	Sales, Negotiations, and Conflict Management; CP	1	-		1	1	50	0	0	50
USLAE113/AEC	AEC	Spoken English	2			2	-	50			50
ACIKS101	IKS	IKS;Indian Family System: The Concept, Practices and Current Relevance	2			2	-	50			50
Total			21	1	2	26	20	430	270	50	750

Open Elective II

Course Code	**Course Type**	Subject name
UBSND 116	**OE**	Tools of Nutritional Assessment
UBSCP 115	**OE**	Role of Mindfulness and Counselling in Psychology

Abbreviations: Course Abbreviation; Th = Theory , Tut = Tutorial, Pr = Practical , Hrs = Hours , Cr = Credits ; CIA = Continuous Internal Assessment , ESA = End Semester Assessment , PR = Practical Exam , OR= Oral Exam

Exit Policy

UG Certificate in BSc Clinical Psychology: Students who opt to exit after completion of the first year and have scored required credits offered by the school in the program structure will be awarded a UG certificate in Clinical Psychology, provided they must earn additional credits during the summer vacation of the first year.

First Year														
Course Code	Course Name	Course Type	Teaching Scheme						Assessment Scheme				
									Theory		OR/PR		
			Th	Pr	Tut	Credit	Hrs		CIA	ESA	CIA	ESA	Total
UCEXCP101	Prog. Spec. Sub/MOOCs	VSC	2	-		2	2		-	-	50		50
UCEXCP101	Project	VSC	-	2		2	4		-	-	50		50

***Project- In house/ Sponsored/ Case Study/ Field work**

COURSE CURRICULUM

Name of the Program:		BSc Clinical Psychology		Semester: Summer Vacation		Level: UG	
Course Name		Foundations of Psychological Counselling		Course Code/ Course Type		UCEXCP101/ VSC	
		Project: C.P					
Course Pattern		2024		Version		1.0	
Teaching Scheme					Assessment Scheme		
Theory	Practical	Tutorial	Total Credits	Hours	CIA (Continuous Internal Assessment)	ESA (End Semester Assessment)	Practical/ Oral
2	-	-	2	2	50	-	-
Pre-Requisite: FYBSc.							
Course Objectives (CO):				The objectives of Foundations of Psychological Counselling are: 1. To understand the definition and goals of counseling psychology and its historical development. 2. To analyze the ethical and legal aspects of counseling, including professional codes of ethics, limitations, conflicts, and client rights. 3. To explore the counseling process. 4. To develop skills in building and maintaining the counseling relationship. 5. To examine theories of counseling, including psychoanalytic, Adlerian, humanistic, behavioral, cognitive, and systemic approaches.			
Course Learning Outcomes (CLO):				Students would be able to: 1. Demonstrate an understanding of the definition, goals, and historical context of counseling psychology.			

	2. Apply ethical principles and legal considerations to counseling practice, ensuring professional conduct and respecting client rights. 3. Conduct effective initial interviews, identify client goals, and utilize basic counseling skills to facilitate exploration and understanding. 4. Build and maintain therapeutic relationships by employing advanced counseling skills, such as accurate empathy, self-disclosure, and confrontation. 5. Critically evaluate and apply various counseling theories to understand and address diverse client needs and presenting issues effectively.

Course Contents/Syllabus:
(All the units carry equal weightage in Summative Assessment and equal engagement)

Descriptors/Topics	CLO	Hours
UNIT I		
Introduction to Counselling: Definition and goals of counselling psychology, Historical development and evolution of counselling as a field, Counseling in different settings (schools, workplaces, healthcare, etc.)	**CLO1**	**6**
UNIT II		
Ethical and Legal Aspects of Counselling: Definition – Ethics, morality and Law, Professional Codes of Ethics and Standards, Limitations of ethical codes, Conflicts within and among ethical codes, Legal Aspects of Counselling Relationships, Civil and Criminal Liability , Client Rights and Records	**CLO2**	**6**
UNIT III		
The Counselling Process: Factors that Influence the Counseling, Types of Initial Interviews Conducting the Initial Interview, Exploration and the Identification of Goals, Basic Skills of Counselling: Active Listening Skills , Empathy, Congruence	**CLO3**	**6**
UNIT IV		
The Counselling Relationship: Counselor Skills in the Working Stage of Counseling, Understanding and Action, Transference and Countertransference, Closing a Counseling Relationship,Issues Related to Closing: Follow-Up and Referral	**CLO4**	**6**
UNIT V		
Theories of Counselling: Introduction to Psychoanalytic, Adlerian, Humanistic, Behavioral , Cognitive and Systemic Approaches to Counselling.	**CLO5**	**6**
Total Hours		**30**

Learning resources

Textbooks:

1. **Gladding**, S. T. (2000). **Counseling**: a **comprehensive profession**. 4th ed. Upper Saddle River, N.J., Merrill.

Reference Books:

1. Corey, G. (1996). *Theory and practice of counseling and psychotherapy* (5th ed.). Thomson Brooks/Cole Publishing Co.

Online Resources/E-Learning Resources:

1. https://youtu.be/OwW8x_0YGLI?si=JteG3IhdPLcJS12O

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BSc (Clinical Psychology) Curriculum Structure Semester III

		Semester – III	Teaching Scheme					Evaluation Scheme			
Course Code	**Category**	**Course Name**	**Th**	**Tut**	**Pr**	**Hrs**	**Cr**	**CIA**	**ESA**	**PR/ OR**	**Total**
UBSCP201	MAJM	Principals of Behavioural Neuroscience	3			3	3	40	60		100
UBSCP202	MAJM	Physiological Psychology	3	1		4	4	40	60		100
UBSCP203	MAJM	Introduction to Psychopathology	3			3	3	40	60		100
UBSCP204	MAJM	Introduction to Biostatistics;CP	2			2	2	20	30		50
	MIN	Minor II	2			2	2	20	30		50
UBSCP 205/ UBSND 204	**OE**	Open Elective – III	2			2	2	50			50
ACUHV201	AC	UHV II– Understanding Harmony	2	-		2		-	-	-	-
UFLI 201	**AEC**	Foreign Language-I	2			2	-	50			50
UBSCP206	FP	Field Project- CP				6	4	50		50	100
Total			19	1	-	26	20	310	240	50	600

Open Elective III

Course Code	**Course Type**	Subject name
UBSCP 205	**OE**	Gender Equality and Equity
UBSND 204	**OE**	Growth Monitoring and Health Policies

Foreign Language I

Course Code	**Course Type**	Subject name
UFLI 201A	**AEC**	Foreign Language I - German
UFLI 201 B	**AEC**	Foreign Language I - Japanese

Abbreviations: Course Abbreviation; Th = Theory , Tut = Tutorial, Pr = Practical , Hrs = Hours , Cr = Credits ; CIA = Continuous Internal Assessment , ESA = End Semester Assessment , PR = Practical Exam , OR= Oral Exam

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BSc (Clinical Psychology) Curriculum Structure Semester IV

		Semester – IV	Teaching Scheme					Evaluation Scheme			
Course Code	Category	Course Name	Th	Tut	Pr	Hrs	Cr	CIA	ESA	PR/ OR	Total
UBSCP205	MAJM	Advancements and Scope of Behavioural Neuroscience	2	1	-	3	3	40	60	0	100
UBSCP206	MAJM	Understanding Psychological Disorders	3	1	-	4	4	40	60	0	100
UBSCP207	MAJM	Experimental Psychology - Lab	0	-	2	4	2	25	0	25	50
UBSCP208	MAJM	Nutrition and Mental Health	3	-	-	3	3	40	60	0	100
UBSCP209	MAJM	Comparative Psychology	3			3	3	40	60	0	100
	MIN	Minor III	2	0	-	2	2	20	30	0	50
UBSCP210	VSC	Organizational Psychology	3	-	-	3	3	40	60	0	100
ACCOI201	IKS- AC	Constitution of India	2	-	-	2	-	50			50
UFLI 202	AEC	Foreign Language-II	2			2	-	50			50
Total			20	2	2	26	20	345	330	25	700

Foreign Language II

Course Code	Course Type	Subject name
UFLI 202A	AEC	Foreign Language II - German
UFLI 202 B	AEC	Foreign Language II - Japanese

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Exit Policy

UG Diploma in BSc Clinical Psychology: Students who opt to exit after completion of the second year and have scored required credits offered by the school in the program structure will be awarded a UG diploma in Clinical Psychology, provided they must earn additional credits during the summer vacation of the second year.

Second Year														
Course Code	Course Name	Course Type	Teaching Scheme						Assessment Scheme				
									Theory		OR/PR		
			Th	Pr	Tut	Credit	Hrs		CIA	ESA	CIA	ESA	Total
UDIEXCP201	Prog. Spec. Sub./MOOCs	VSC	2			2	2		-	-	50		50
UDIEXCP202	Project/ Internship	VSC	-	4		4	8		-	-	50	50	100

***Project- In house/ Sponsored/ Case Study/ Field work**

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BSc (Clinical Psychology) Curriculum Structure Semester V

		Semester – V	Teaching Scheme					Evaluation Scheme			
Course Code	Category	Course Name	Th	Tut	Pr	Hrs	Cr	CIA	ESA	PR/OR	Total
UBSCP301	MAJM	Introduction to Counselling Psychology	3			3	3	40	60		100
UBSCP302	MAJM	Introduction to Counselling Psychology -Lab			1	2	1	25	0	25	50
UBSCP303	MAJM	Introduction to Psychological Research	3	1		4	4	40	60		100
UBSCP304	MAJM	Psychological Scaling	3	-		3	3	40	60		100
UBSCP305	MAJM	Contemporary Psychotherapies	3	1		4	4	40	60		100
UBSCP306	MAJE	Elective - I	3	-	-	3	3	40	60		100
	MIN	Minor IV	2	-	-	2	2	20	30		50
UFL III 301	AEC	Foreign Language-III	2			2	-	50			50
ACALR301	VSC	Aptitude and Logical Reasoning	1			1		50			50
Total			20	2	1	24	20	345	330	25	700

UBSCP 308- Elective I

Course Code	Course Type	Subject name
UBSCP 306 A	MAJE	Positive Psychology
UBSCP 306B	MAJE	Psychological First Aid

Foreign Language III

Course Code	Course Type	Subject name
UFLIII 301A	AEC	Foreign Language III - German
UFLIII 301 B	AEC	Foreign Language III - Japanese

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BSc (Clinical Psychology) Curriculum Structure Semester VI

		Semester – VI	Teaching Scheme					Evaluation Scheme			
Course Code	**Category**	**Course Name**	**Th**	**Tut**	**Pr**	**Hrs**	**Cr**	**CIA**	**ESA**	**PR/ OR**	**Tota l**
UBSCP307	MAJM	Psychometric Analysis - Lab	0	0	2	4	2	25		25	50
UBSCP308	MAJM	Introduction to Statistical Analysis in Psychology	3	1	-	4	4	40	60	0	100
UBSCP309	MAJM	Introduction to Psychodiagnostics	2	1	0	4	3	40	60	0	100
UBSCP310	MAJM	Introduction to Psychotherapy	2	1	0	3	3	40	60	0	100
	MIN	Minor 5	2	-		2	2	20	30	0	50
UBSCP311	INTR	Internship				6	6	100	0	100	200
ACEVS301	VEC	EVS	2			2	-	50			50
UFLIV302	AEC	Foreign Language -IV	2			2	-				
Total			13	3	2	27	20	315	210	125	650

Foreign Language IV

Course Code	**Course Type**	Subject name
UFLIV 302 A	**AEC**	Foreign Language IV - German
UFLIV 302 B	**AEC**	Foreign Language IV - Japanese

Abbreviations: Course Abbreviation; Th = Theory , Tut = Tutorial, Pr = Practical , Hrs = Hours , Cr = Credits ; CIA = Continuous Internal Assessment , ESA = End Semester Assessment , PR = Practical Exam , OR= Oral Exam

BSc (Clinical Psychology) Curriculum Structure Semester VII

		Semester – VII	Teaching Scheme					Evaluation Scheme			
Course Code	**Category**	**Course Name**	**Th**	**Tut**	**Pr**	**Hrs**	**Cr**	**CIA**	**ESA**	**PR/ OR**	**Total**
UBSCP401	MAJM	Rehabilitation Psychology	3	-	-	3	3	40	60		100
UBSCP402	MAJM	Rehabilitation Psychology-LAB			1	2	1	25	-	25	50
UBSCP403	MAJM	Scientific Writing and Research Methods	3	1	-	4	4	40	60		100
UBSCP404	MAJM	Educational and School Psychology	3	-	-	3	3	40	60		100
UBSCP405	MAJM	Forensic Psychology	3	-	-	3	3	40	60		100
UBSCP406	VSC	Neural Linguistic Programming (MOOC)	2	-	-	2	2	50	-		50
UBSCP407	PROJ	Research Project- Clinical Psychology	-			6	4	50		50	100
Total			14	1	1	23	20	285	240	75	600

Abbreviations: Course Abbreviation; Th = Theory , Tut = Tutorial, Pr = Practical , Hrs = Hours , Cr = Credits ; CIA = Continuous Internal Assessment , ESA = End Semester Assessment , PR = Practical Exam , OR= Oral Exam

BSc (Clinical Psychology) Curriculum Structure Semester VIII

		Semester – VIII	Teaching Scheme					Evaluation Scheme			
Course Code	**Category**	**Course Name**	**Th**	**Tut**	**Pr**	**Hrs**	**Cr**	**CIA**	**ESA**	**PR/OR**	**Total**
USBCP408	MAJM	Palliative and Domiciliary Care; Clinical Psychology	2	-	-	2	2	50	0	0	50
UBSCP409	VSC	IPR-Online Certification	3	-	-	3	3	50	0	0	50
UBSCP410	MAJM	Case study Portfolio; Clinical Psychology		-	0	4	4	50		50	100
INTR	INTR	OJT- Thesis; Clinical Psychology	-	-		6	12	200		200	400
Total			5	0		15	21	350	0	250	600

Abbreviations: Course Abbreviation; Th = Theory , Tut = Tutorial, Pr = Practical , Hrs = Hours , Cr = Credits ; CIA = Continuous Internal Assessment , ESA = End Semester Assessment , PR = Practical Exam , OR= Oral Exam

Course Code Nomenclature:

Digit Number	Digit	Meaning
1	B	Bachelor
2	N	Nutrition
3	D	Dietetics
4	1 to 8	1- Semester 1, 2- Semester 2, 3- Semester 3, 4- Semester 4, 5- Semester 5, 6- Semester 6, 7- Semester 7, 8- Semester 8
5	Type of Course, 1 to 8	1- MAJMor, 2 - Minor, 3 - Multidisciplinary / Open Electives, 4 - Ability Enhancement Courses, 5 - Skill Enhancement Courses, 6 - Value Added Courses, 7 - Summer Internship, 8 - Project
6 and 7	01,02,03, -----	Subject Code

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(Established under Maharashtra Act No V of 2023)
Sate, Pune - 412 106. Maharashtra, India

MINOR COURSES

(2024 PATTERN)

EFFECTIVE FROM 2024-25 ACADEMIC YEAR

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Curriculum Structure

MINOR COURSES

(2024 Pattern)

Effective from Academic Year 2024-25

Minor Course Curriculum

Preamble:

The Minor Courses offered at Pimpri Chinchwad University are designed to equip students with practical skills and diverse perspectives to thrive in the modern world. Through minors focused on data analysis, environmental sustainability, digital media, and cyber-security, students gain experience and interdisciplinary knowledge. These minors encourage versatility, adaptability, and the ability to leverage technology to solve complex problems. Students explore subjects outside their primary focus, develop complementary abilities, and gain a deeper appreciation for diverse cultures and perspectives.

Vision:

To be a leading university inspiring academic and personal growth and transforming lives

Mission:

- To foster academic excellence, innovation and social responsibility by providing a holistic and inclusive learning ecosystem.
- To prepare students to be responsible ethical global citizens and leaders through industry-relevant curriculum, international exposure and skill development.
- To imbibe research and entrepreneurship aptitude among students
- To help and facilitate the students Learn, Grow, and achieve their full potential.

Program Outcomes

Programme Outcomes (POs):
PO 1: Engineering knowledge: Apply the knowledge of mathematics, science, engineering fundamentals, and an engineering specialization to the solution of complex engineering problems.
PO2: Problem analysis: Identify, formulate, review research literature, and analyze complex engineering problems reaching substantiated conclusions using first principles of mathematics, natural sciences, and engineering sciences.
PO3: Design/development of solutions: Design solutions for complex engineering problems and design system components or processes that meet the specified needs with appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.
PO4: Conduct investigations of complex problems: Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.
PO5: Modern tool usage: Create, select, and apply appropriate techniques, resources, and modern engineering and IT tools including prediction and modelling to complex engineering activities with an understanding of the limitations.
PO6: The engineer and society: Apply reasoning informed by the contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to the professional engineering practice.
PO7: Environment and sustainability: Understand the impact of the professional engineering solutions in societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development.
PO8: Ethics: Apply ethical principles and commit to professional ethics and responsibilities and norms of the engineering practice.
PO9: Individual and team work: Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.
PO10: Communication: Communicate effectively on complex engineering activities with the engineering community and with society at large, such as, being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions.
PO11: Project management and finance: Demonstrate knowledge and understanding of the engineering and management principles and apply these to one's own work, as a member and leader in a team, to manage projects and in multidisciplinary environments.
PO12: Life-long learning: Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change.

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Course Structure

	List of Minor Courses					
Web Development (WD) Offering School: School of Engineering & Technology (ET)						
Course Code	**Name of Course**	**Teaching Scheme**			**Evaluation Scheme**	
		Sem	Credits	Hours	CIA	ESA
UETWD101	WD Minor1: Introduction of HTML	# II/ *IV	2	2	20	30
UETWD102	WD Minor2: Getting started with JavaScript	# III/ *V	2	2	20	30
UETWD103	WD Minor3: Server-side Programming with Node.js	# IV/*VI	2	2	20	30
UETWD104	WD Minor4: Front-end Development with React & Type Script	# V/*VII	2	2	20	30
UETWD105	WD Minor5: back-end frameworks - Django, Ruby on Rails,	# VI/*VIII	2	2	20	30
Robotics Process Automation (RP) Offering School: School of Engineering & Technology (ET)						
Course Code	**Name of Course**	**Teaching Scheme**			**Evaluation Scheme**	
		Sem	Credits	Hours	CIA	ESA
UETRP101	RP Minor1: Basics of Robotics Process Automation	# II/ *IV	2	2	20	30
UETRP102	RP Minor2: Fundamentals of RPA Business Analysis	# III/ *V	2	2	20	30
UETRP103	RP Minor3: Automation Techniques in RPA	# IV/*VI	2	2	20	30
UETRP104	RP Minor4: Future of RPA with Business Automation	# V/*VII	2	2	20	30
UETRP105	RP Minor5: RPA Tool	# VI/*VIII	2	2	20	30
Artificial intelligence & Machine Learning (ML) Offering School: School of Engineering & Technology (ET)						
Sr.no	**Name of Course**	**Teaching Scheme**			**Evaluation Scheme**	
		Sem	Credits	Hours	CIA	ESA
UETML101	ML Minor1: Artificial Intelligence	# II/ *IV	2	2	20	30
UETML102	ML Minor2: Machine Learning	# III/ *V	2	2	20	30
UETML103	ML Minor3: Natural Language Processing	# IV/*VI	2	2	20	30
UETML104	ML Minor4: Optimization Techniques	# V/*VII	2	2	20	30
UETML105	ML Minor5: Deep Learning For Computer Vision	# VI/*VIII	2	2	20	30

	Data Science (DS) Offering School: School of Engineering & Technology (ET)					
Sr.no	**Name of Course**	**Teaching Scheme**			**Evaluation Scheme**	
		Sem	Credits	Hours	CIA	ESA
UETDS101	DS Minor1: Applied Data Science With Python	# II/ *IV	2	2	20	30
UETDS102	DS Minor2: Data Visualization With Tableau	# III/ *V	2	2	20	30
UETDS103	DS Minor3: Business Analytics	# IV/*VI	2	2	20	30
UETDS104	DS Minor4: Data Analytics	# V/*VII	2	2	20	30
UETDS105	DS Minor5: Generative AI	# VI/*VIII	2	2	20	30

List of Minor Courses

Media Communications
Offering School: School of media and communications studies

Course Code	**Name of Course**	**Teaching Scheme**			**Evaluation Scheme**	
		Sem	Credits	Hours	CIA	ESA
UMSMM101	MM Minor1: Literary Study	# II/ *IV	2	2	20	30
UMSMM102	MM Minor2: Digital Media Production	# III/ *V	2	2	20	30
UMSMM103	MM Minor3: Photography	# IV/*VI	2	2	20	30
UMSMM104	MM Minor4: Performing Arts - Theater	# V/*VII	2	2	20	30
UMSMM105	MM Minor5: Film Studies	# VI/*VIII	2	2	20	30

Psychology (PSY)
Offering School: School of science

Course Code	**Name of Course**	**Teaching Scheme**			**Evaluation Scheme**	
		Sem	Credits	Hours	CIA	ESA
USCPSY101	PSY Minor1: Introductory Psychology	# II/ *IV	2	2	20	30
USCPSY102	PSY Minor2: Foundations of Social Psychology	# III/ *V	2	2	20	30
USCPSY103	PSY Minor3: Theories of Personality Development	# IV/*VI	2	2	20	30
USCPSY104	PSY Minor4: Industrial Psychology	# V/*VII	2	2	20	30
USCPSY105	PSY Minor5: Mindfulness and Mental Health	# VI/*VIII	2	2	20	30

Nutrition (NUT)
Offering School: School of science

Course Code	Name of Course	Teaching Scheme			Evaluation Scheme	
		Sem	Credits	Hours	CIA	ESA
USCNUT101	NUT Minor1: Human Nutrition	# II/ *IV	2	2	20	30
USCNUT102	NUT Minor2: Lifestyle Management	# III/ *V	2	2	20	30
USCNUT103	NUT Minor3: Introduction to Weight Management	# IV/*VI	2	2	20	30
USCNUT104	NUT Minor4: Food Quality and Management	# V/*VII	2	2	20	30
USCNUT105	NUT Minor5: Novel Foods and Application	# VI/*VIII	2	2	20	30

Design Thinking and Methodologies (DM)
Offering School: Pune Design School (SD)

Course Code	Name of Course	Teaching Scheme			Evaluation Scheme	
		Sem	Credits	Hours	CIA	ESA
USDDM101	DM Minor1: Design Thinking	# II/ *IV	2	2	20	30
USDDM102	DM Minor2: Brand Identity Design	# III/ *V	2	2	20	30
USDDM103	DM Minor3: Digital tools for 2D design	# IV/*VI	2	2	20	30
USDDM104	DM Minor4: Physical model making/ Prototyping	# V/*VII	2	2	20	30
USDDM105	DM Minor5: Digital Tools for 3D design	# VI/*VIII	2	2	20	30

Economics & Finance (FE)
Offering School: School of Management (SM)

Course Code	Name of Course	Teaching Scheme			Evaluation Scheme	
		Sem	Credits	Hours	CIA	ESA
USMFE101	FE Minor1: Micro-economics	# II/ *IV	2	2	20	30
USMFE102	FE Minor2: Fundamentals of Accounting	# III/ *V	2	2	20	30
USMFE103	FE Minor3: Principles of Finance	# IV/*VI	2	2	20	30
USMFE104	FE Minor4: Cost anfd Management Accounting	# V/*VII	2	2	20	30
USMFE105	FE Minor5: Macro economics	# VI/*VIII	2	2	20	30

Entrepreneurship and Innovations (EI)
Offering School: School of Management (SM)

Course Code	Name of Course	Teaching Scheme			Evaluation Scheme	
		Sem	Credits	Hours	CIA	ESA
USMEI101	EI Minor1: Entrepreneurship-New venture Development	# II/ *IV	2	2	20	30
USMEI102	EI Minor2: Rural Entrepreneurship	# III/ *V	2	2	20	30
USMEI103	EI Minor3: Design Thinking	# IV/*VI	2	2	20	30
USMEI104	EI Minor4: Institutional and Legal framework for Startups and small Businesses	# V/*VII	2	2	20	30

USMEI105	EI Minor5: Managing creativity and learning organizations	# VI/*VIII	2	2	20	30

Drugs & Healthcare (DH)
Offering School: School of Pharmacy (SP)

Course Code	Name of Course	Teaching Scheme			Evaluation Scheme	
		Sem	Credits	Hours	CIA	ESA
USPDH101	DH Minor1: Health and hygiene	# II/ *IV	2	2	20	30
USPDH102	DH Minor2: Know your drugs	# III/ *V	2	2	20	30
USPDH103	DH Minor3: Complementary and alternative medicine	# IV/*VI	2	2	20	30
USPDH104	DH Minor4: Drug Discovery	# V/*VII	2	2	20	30
USPDH105	DH Minor5: Forensic Science	# VI/*VIII	2	2	20	30

Software Application Design and Development (AD)
Offering School: School of Engineering and Technology (Computer Applications)

Course Code	Name of Course	Teaching Scheme			Evaluation Scheme	
		Sem	Credits	Hours	CIA	ESA
UETAD101	AD Minor1: System Analysis and Design	# II/ *IV	2	2	20	30
UETAD102	AD Minor2: User Experience and Design	# III/ *V	2	2	20	30
UETAD103	AD Minor3: Introduction to GitHub.	# IV/*VI	2	2	20	30
UETAD104	AD Minor4: Introduction to Gaming Applications.	# V/*VII	2	2	20	30
UETAD105	AD Minor5: Mobile Application Development	# VI/*VIII	2	2	20	30

Cyber Security (CS)
Offering School: School of Engineering and Technology (Computer Applications)

Course Code	Name of Course	Teaching Scheme			Evaluation Scheme	
		Sem	Credits	Hours	CIA	ESA
UETCS101	CS Minor1: Cyber Ethics, Cyber Law and Cyber Policy	# II/ *IV	2	2	20	30
UETCS102	CS Minor2: Introduction to Cryptography	# III/ *V	2	2	20	30
UETCS103	CS Minor3: Social Media Security.	# IV/*VI	2	2	20	30
UETCS104	CS Minor4: Introduction to Block Chain.	# V/*VII	2	2	20	30
UETCS105	CS Minor5: Data Security & Privacy.	# VI/*VIII	2	2	20	30

English Literature (E)
Offering School: School of Liberal Arts (SL)

Course Code	Name of Course	Teaching Scheme			Evaluation Scheme	
		Sem	Credits	Hours	CIA	ESA

USLAE101	E Minor1: English for Competitive Examinations-I	# II/ *IV	2	2	20	30
USLAE102	E Minor2: English for Competitive Examinations-II	# III/ *V	2	2	20	30
USLAE103	E Minor3: English for Competitive Examinations-III	# IV/*VI	2	2	20	30
USLAE104	E Minor4: English for Competitive Examinations-IV	# V/*VII	2	2	20	30
USLAE105	E Minor5: English for Competitive Examinations-V	# VI/*VIII	2	2	20	30

English (E)
Offering School: School of Liberal Arts (SL)

Course Code	Name of Course	Teaching Scheme			Evaluation Scheme	
		Sem	Credits	Hours	CIA	ESA
USLAM101	Learning English With Shakespeare-Romeo and Juliet (Minor-I)	# II/ *IV	2	2	40	30
USLAM102	Learning English With Shakespeare-Hamlet (Minor-II)	# III/ *V	2	2	40	30

*** : Courses offered for B Tech, B Design**
#: Courses offered for B Sc, BBA, Media, and Management & Liberal Arts

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Course Nomenclature

Course Title	Course Code	Name of Course
Web Development (WD)	UETWD101	WD Minor1: Introduction of HTML
	UETWD102	WD Minor2: Getting started with JavaScript
Robotics Process Automation (RP)	UETRP101	RP Minor1: Basics of Robotics Process Automation
	UETRP102	RP Minor2: Fundamentals of RPA Business Analysis
Artificial Intelligence & Machine Learning (AIML)	UETML101	ML Minor1: Artificial Intelligence
	UETML102	ML Minor2: Machine Learning
Data Science (DS)	UETDS101	DS Minor1: Applied Data Science With Python
	UETDS102	DS Minor2: Data Visualization With Tableau
Media Communications (MM)	UMSMM101	MM Minor1: Literary Study
	UMSMM102	MM Minor2: Digital Media Production
Psychology (PSY)	USCPSY101	PSY Minor1: Introductory Psychology
	USCPSY102	PSY Minor2: Foundations of Social Psychology
Nutrition (NUT)	USCNUT101	NUT Minor1: Human Nutrition
	USCNUT102	NUT Minor2: Lifestyle Management
Design Thinking Methodologies (DM)	USDDM101	DM Minor1: Design Thinking
	USDDM102	DM Minor2: Brand Identity Design
Economics and Finance (FE)	USMFE101	FE Minor1: Micro-economics
	USMFE102	FE Minor2: Fundamentals of Accounting
Entrepreneurship and Innovations (EI)	USMEI101	EI Minor1: Entrepreneurship-New venture Development
	USMEI102	EI Minor2: Rural Entrepreneurship
Drugs and Healthcare (DH)	USPDH101	DH Minor1: Health and hygiene
	USPDH102	DH Minor2: Know your drugs
Software Application Design and Development (AD)	UETAD101	AD Minor1: System Analysis and Design
	UETAD102	AD Minor2: User Experience and Design
Cyber Security (CS)	UETCS101	CS Minor1: Cyber Ethics, Cyber Law and Cyber Policy
	UETCS102	CS Minor2: Introduction to Cryptography
English Literature (EL)	USLAE101	E Minor1: English for Competitive Examinations-I
	USLAE102	E Minor2: English for Competitive Examinations-II
English (E)	USLAM101	E Minor 1: Learning English With Shakespeare-Romeo and Juliet
	USLAM102	E Minor2Learning English With Shakespeare-Hamlet (Minor-II)

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SEMESTER - I

COURSE STRUCTURE

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COURSE CURRICULUM

Name of the Program:	BSc CP			Semester : 1		Level: UG	
Course Name	Fundamentals of Psychology			Course Code/ Course Type		UBSCP101/ MAJM	
Course Pattern	2024			Version		1.0	
Teaching Scheme					Assessment Scheme		
Theory	Practical	Tutorial	Total Credits	Hours	CIA (Continuous Internal Assessment)	ESA (End Semester Assessment)	Practical/ Oral
3	-	-	3	3	40	60	-
Pre-Requisite: XII Science / XII Arts – with Psychology as Major / Minor							
Course Objectives (CO):				The objectives of Fundamentals of Psychology are: 1. To recall the foundational concepts of Psychology and its methods of study, including various study techniques. 2. To recognize and apply ethical principles in psychological research and understand the role of psychologists in society. 3. To analyze theories of emotions and their physiological basis. 4. To evaluate theories of personality, and understand their implications. 5. To apply concepts of intelligence, including IQ and to understand cognitive functioning.			
Course Learning Outcomes (CLO):				Students would be able to: 1. Identify the foundational concepts of Psychology and the methods used to study human behavior, including observation, interviews, and experimental techniques. 2. Explain the importance of ethical principles in psychological research and describe the role of psychologists in addressing societal issues. 3. Apply their knowledge of theories of emotions, to analyze and interpret emotional experiences. 4. Analyze data from various theories of personality, and to understand individual differences in behavior. 5. Analyze aggression causes and prevention, address adolescent stress and identity crises, and evaluate love, intimacy, and individual differences in close relationships.			

Contents/Syllabus:
(All the units carry equal weightage in Summative Assessment and equal engagement)

Descriptors/Topics	CLO	Hours
UNIT I		
Introduction to Psychology: Definition of Psychology, scope of psychology, Methods to study Human Psychology – observation, Interview, Case study, Experimental method, Ethics and Role of Psychologist, Facts and myths about Psychology.	**CLO 1**	**09**
UNIT II		
Emotions, feelings, and mood: Definition and types of Emotion, Basic difference in emotions, feelings, and mood, Brain chemicals and emotions, Theories - James Lange, Cannon Bard theory, Schechter Singer theory.	**CLO 2**	**09**
UNIT III		
Personality: Definition and types of Personality, Facts and Myths about personality, Characteristics of Personality, Theory of personality - Trait Theories, Social cognitive theories, Psychodynamic Theories.	**CLO 3**	**09**
UNIT IV		
Intelligence: Definition of intelligence, IQ, Factors affecting IQ, Giftedness VS abnormality, Theory of General Intelligence, Theory of Multiple Intelligence, Fluid Vs. Crystallized Intelligence.	**CLO 4**	**09**
UNIT V		
Interpersonal Processes: Adjustment and coping Aggression – meaning, cause and prevention, Issues of adolescents- stress, identity crises, adjustment to psychological and physiological changes, Interpersonal Processes in close relationship – Interdependence, Love, intimacy, and individual differences in relationship.	**CLO 5**	**09**
Total Hours		**45**

Learning resources

Textbooks:

1. Ciccarelli, S. K., & White, J. N. (2017). Psychology: An Exploration (4th ed.). Pearson Education.
2. Morgan, C. T., & King, R. A. (2017). Introduction to Psychology: McGraw-Hill.

Reference Books:

1. Sternberg, R.J., Sternberg, K., and Jeff, M. (2011). Cognitive Psychology. Wadsworth.
2. Farmer, T. A., & Matlin, M. W. (2019). Cognition. John Wiley & Sons.

Online Resources/E-Learning Resources:

1. https://www.youtube.com/watch?v=W4N-7AlzK7s&authuser=0
2. https://youtu.be/IB1FVbo8TSs?si=7-KOWGICorlAJK1
3. https://youtu.be/9xTz3QjcloI?si=MqQku802eFphwvmB
4. https://youtu.be/SNWW-pPmTsI?si=iqTanxfnJsUUNU2i

Name of the Program:	**BSc CP**			**Semester : 1**		**Level: UG**	
Course Name		Fundamentals of Psychology - Lab		**Course Code/ Course Type**		UBSCP102 / MAJM	
Course Pattern		**2024**		**Version**		1.0	
Teaching Scheme					**Assessment Scheme**		
Theory	**Practical**	**Tutorial**	**Total Credits**	**Hours**	**CIA (Continuous Internal Assessment)**	**ESA (End Semester Assessment)**	**Practical/ Oral**
-	1	-	1	2	25	-	25
Pre-Requisite: XII Science / XII Arts – with Psychology as Major / Minor							
Course Objectives (CO):				The objectives of Fundamentals of Psychology - Lab are: 1. Recall fundamental concepts of emotional and verbal intelligence, SWOT analysis, and stress coping. 2. Recognize methods for assessing emotional and verbal intelligence, SWOT analysis, and stress coping. 3. Apply knowledge in practical settings, proficiently administering and interpreting assessments. 4. Analyze observational data from assessments and technique sessions, identifying patterns. 5. Evaluate stress coping techniques' effectiveness, considering individual and situational factors.			
Course Learning Outcomes (CLO):				Students would be able to: 1. Identify fundamental concepts of emotional intelligence and their significance in human behavior. 2. Explain methods and instruments for assessing emotional intelligence, SWOT analysis, and stress-coping techniques. 3. Apply knowledge of emotional intelligence and stress-coping techniques in practical settings. 4. Analyze observational data from emotional intelligence assessments and stress-coping sessions. 5. Evaluate the effectiveness of stress-coping techniques and recommend interventions based on empirical evidence.			

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Contents/Syllabus:
(All the Practical's carry equal weightage in Summative Assessment and equal engagement)

Practical Plan

Assignment/Practical/Activity Number	Assignment/Practical/Activity Title	Week Number/Turn	Details	CLO	Hours
1	Practical 1: Emotional intelligence Questionnaire	Week 1/Turn 2	1.1 Understanding emotional intelligence	CLO1	2
		Week 2	1.2 Assessing emotional intelligence		2
		Week 3	1.3 Analysis of the observation		2
2.	Practical 2: Verbal Intelligence Test	Week 4	2.1 Understanding Verbal Intelligence	CLO 2	2
		Week 5	2.2 Assessing verbal intelligence		2
		Week 6	2.3 Analysis of the observation		2
3.	Practical 3: SWOT Analysis	Week 7	3.1 Understanding SWOT	CLO 3	2
		Week 8	3.2 performing SWOT Analysis		2
		Week 9	3.3 Interpretation		2
4.	Practical 4: Performance test - Bhatia	Week 10	4.1 Understanding Intelligence	CLO 4	2
		Week 11	4.2 Assessing intelligence.		2
		Week 12	4.3 Analysis of the observation		2
5.	Practical 5: stress coping techniques	Week 13	5.1 Understanding Stress	CLO 5	2
		Week 14	5.2 Identifying stressors – introspection and case study		2
		Week 15	5.3 performing stress coping techniques		2
			Total		30 Hours

Learning resources

Textbooks:

1. Ciccarelli, S. K., & White, J. N. (2017). Psychology: An Exploration (4th ed.). Pearson Education.
2. Nunn, J. (1998). Laboratory psychology: A beginner's guide. Hove: Psychology Press Ltd

Reference Books:

1. Galotti, K. M. (2017). Cognitive psychology in and out of the laboratory. Sage Publications.
2. Sternberg, R.J., Sternberg, K., and Jeff, M. (2011). Cognitive Psychology. Wadsworth.
3. Morgan, C. T., & King, R. A. (2017). Introduction to Psychology: McGraw-Hill
4.

Online Resources/E-Learning Resources

1. https://www.canyons.edu/_resources/documents/academics/onlineeducation/Psych126TextbookFinalV1_2.pdf
2. https://ia601307.us.archive.org/16/items/practicalpsychol00hadd/practicalpsychol00hadd.pdf
3. https://hanseysenck.com/wp-content/uploads/2019/12/1976_eysenck_wilson_-_textbook_of_human_psychology_lancaster_mtp_press.pdf
4. https://ocw.mit.edu/ans7870/9/9.00SC/MIT9_00SCF11_text.pdf

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Name of the Program:	**BSc CP**	**Semester : 1**	**Level: UG**

COURSE CURRICULUM

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Course Name		Basics of Human Anatomy		Course Code/ Course Type		UBSCP103/ MAJM	
Course Pattern		2024		Version		1.0	
Teaching Scheme					Assessment Scheme		
Theory	Practical	Tutorial	Total Credits	Hours	CIA (Continuous Internal Assessment)	ESA (End Semester Assessment)	Practical/ Oral
3	-	-	3	3	40	60	-
Pre-Requisite: XII Science / XII Arts – with Psychology as Major / Minor							
Course Objectives (CO):		The objectives of Fundamentals of Psychology are: 1. To recall fundamental concepts of human anatomy and cell structure. 2. To recognize the classification of tissues and organs. 3. To apply knowledge of cell division in understanding the human growth cycle. 4. To analyse theories explaining the physiological basis of emotions. 5. To evaluate the anatomy and function of the cardiovascular system.					
Course Learning Outcomes (CLO):		Students would be able to: 1. Identify key concepts in human anatomy and cell structure. 2. Explain the classification of tissues and organs in the human body. 3. Apply knowledge of cell division to comprehend the human growth cycle. 4. Analyse data related to theories explaining the physiological basis of emotions 5. Analyze the digestive and reproductive systems, including digestion, anatomy, and common diseases					

Course Contents/Syllabus:

(All the units carry equal weightage in Summative Assessment and equal engagement)

Descriptors/Topics	CLO	Hours
UNIT I		
Introduction to Human Anatomy and Cell Structure: Meaning and Definition of cell, tissues, organ, organ system, Classification of tissues, Cell division and its application in Human growth cycle	**CLO 1**	**09**
UNIT II		
Introduction to Hematology: Definition and types of Emotion, Basic difference in emotions, feelings, and mood, Brain chemicals and emotions, Theories - James Lange, Cannon Bard theory, Schechter Singer theory.	**CLO 2**	**09**
UNIT III		
Cardiovascular System: Study of heart and Blood vessels, Classification of Carbohydrates, Understanding anatomy of heart and circulation	**CLO 3**	**09**

UNIT IV		
Excretory System: Understanding the parts of Excretory system , Structure of Nephron, Major blood vessels involved in kidney function, Properties of URINE, Various diseases related to URINARY Tract	**CLO 4**	**09**
UNIT V		
Digestive system and Reproductive system: Definition of digestion, Parts of Digestive system, Various diseases and disorders of gastro intestinal tract, Parts of Reproductive system , Understanding male and female reproductive system	**CLO 5**	**09**
Total Hours		**45**

Learning resources

Textbooks:

3. Waugh, A., & Grant, A. (2010). Ross And Wilson Anatomy and Physiology In Health And Illness (11th ed.). Churchill Livingstone.
4. Netter, F. H. (2019). Atlas of Human Anatomy, Professional Edition (7th ed.).

Reference Books:

3. Waugh, A., & Grant, A. (2010). Ross & Wilson Anatomy and Physiology in Health and Illness (11th ed.). Churchill Livingstone.
4. Vikraman, N. (2020). Textbook of Human Anatomy & Physiology.

Online Resources:

1. https://youtu.be/F1jBN00zda8?si=BqR6LTTAOr1ELnq7
2. https://youtu.be/0xe1s65IH0w?si=gPXjR2BM6JgJyITp
3. https://youtu.be/Wu18mpI_62s?si=HhrrSSQQcCWb2Yb5
4. https://youtu.be/X3TAROotFfM?si=vV_aOByG5qbS3lch

COURSE CURRICULUM

Name of the Program:		BSc Clinical Psychology		Semester : 1		Level: UG	
Course Name		Introduction to Developmental Psychology		Course Code/ Course Type		UBSCP104/MAJM	
Course Pattern		2024		Version		1.0	
Teaching Scheme					Assessment Scheme		
Theory	Practical	Tutorial	Total Credits	Hours	CIA (Continuous Internal Assessment)	ESA (End Semester Assessment)	Practical/ Oral
3	-	1	4	4	40	60	-
Pre-Requisite: XII Science / XII Arts with Psychology as Major/Minor							
Course Objectives (CO):		The objectives of Introduction to Developmental Psychology are: 1. To recall key theories and concepts in developmental psychology, including milestones in physical, cognitive, and socio-emotional development across the lifespan. 2. To recognize the influence of genetic, environmental, and socio-cultural factors on individual development, and to identify how these factors interact in shaping behavior and personality. 3. To apply developmental psychology principles to real-life scenarios, demonstrating an understanding of how theoretical concepts manifest in everyday experiences and interactions. 4. To analyze research findings and methodologies in developmental psychology, critically evaluating empirical evidence to understand the complexities of human development and behavior. 5. To apply knowledge of life span development.					
Course Learning Outcomes (CLO):		Students would be able to: 1. Identify the various stages of development and understand physical, social, and cognitive development. 2. Explain development through the psychodynamic, Humanistic, Behavioristic, and Cognitive Approaches. 3. Apply knowledge of Prenatal, Perinatal, Antenatal, and Postnatal development 4. Analyze perceptual development, language development, Moral and Psychosocial development 5. Apply knowledge of life span development ranging from Early childhood to Late adulthood.					

Course Contents/Syllabus:
(All the units carry equal weightage in Summative Assessment and equal engagement)

Descriptors/Topics	CLO	Hours
UNIT I		
Life Span Development: Issues in Human Development,Stages of Development,Concept of Life Span Development,Characteristic of Life Span Development,Significant Facts about Development,Theories of Child Development	**CLO1**	**9**
UNIT II		
Theories of Human Development: Psychodynamic Theories, Humanistic Theories,Behaviouristic Theories,Cognitive Theories	**CLO2**	**9**
UNIT III		
Prenatal. Perinatal, Antenatal & Postnatal Development: Prenatal Development. Issues in Development,Principles of Development,Prenatal Period,Postnatal Period	**CLO3**	**9**
UNIT IV		
Perceptual, Language, Physical, Motor & Psychosocial and moral development: Cognitive Development Language,Development,Physical Development & Motor Development,Psychosocial and moral development	**CLO4**	**9**
UNIT V		
Development across the lifespan: Early Childhood,Middle Childhood, Adolescent,Young Adulthood,Adulthood,Middle Adulthood, Late adulthood	**CLO5**	**9**
Total Hours		**45**

Learning resources

Textbooks:

1.Feldman, R. S. (2006). *Development across the life span* (4th ed.). Pearson Education New Zealand.

Reference Books:

1, *Elizabeth B. (Elizabeth Bergner), 1898-1988. (1980). Developmental psychology : a life-span approach. New York :McGraw-Hill,*

Online Resources/E-Learning Resources

1. http://www.devpsy.org/
2. https://courses.lumenlearning.com/suny-hccc-ss-152-1/

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Name of the Program:		BSc Clinical Psychology		Semester : 1		Level: UG	
Course Name		Introduction to Social Psychology		Course Code/ Course Type		UBSCP105/MAJM	
Course Pattern		2024		Version		1.0	
Teaching Scheme					Assessment Scheme		
Theory	Practical	Tutorial	Total Credits	Hours	CIA (Continuous Internal Assessment)	ESA (End Semester Assessment)	Practical/ Oral
2	-	1	3	3	40	60	-
Pre-Requisite: XII Science / XII Arts with Psychology as Major/Minor							
Course Objectives (CO):				The objectives of Introduction to Social Psychology are: 1. To recall key theories and concepts in social psychology, such as social influence, social cognition, and social identity. 2. To recognize the various factors that influence individual behavior within social contexts, including cultural norms, social roles, and situational pressures. 3. To apply social psychological principles to real-world scenarios, such as understanding group dynamics in decision-making or analyzing the impact of social media on behavior. 4. To analyze research findings and methodologies used in social psychology, including experimental designs, surveys, and observational studies. 5. To apply foundational principles of social psychology.		
Course Learning Outcomes (CLO):				Students would be able to: 1. Identify the ABCs of Social Psychology. 2. Explain the various factors that influence individual behavior within social contexts, elucidating the role of cultural norms, social roles, and situational pressures. 3. Apply knowledge of interpersonal behavior such as conformity and compliance. 4. Analyze group dynamics and the impact of groups on individuals. 5. Apply key theories of Social Psychology to Consumer behavior, Health, Law, and Environment.		

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Name of the	BSc Clinical	Semester : 1	Level: UG

Course Contents/Syllabus:
(All the units carry equal weightage in Summative Assessment and equal engagement)

Descriptors/Topics	CLO	Hours
UNIT I		
Fundamentals of Social Psychology: Meaning and Definition of Social Psychology, Significance of Social Psychology, ABC'S of Social Psychology , Social Neuroscience,Research Methods in Social Psychology: Systematic Observation, Correlational, Experimental Method, Meta-Analysis	**CLO 1**	**9**
UNIT II		
Understanding and evaluating the social world: Social Cognition-Heuristics , Schemas, Errors in Social Cognition; Social Perception- Non verbal Communication, Attributions ,Impression Formation and Management, Attitude- Behavior Link (Stereotypes and Discrimination)	**CLO 2**	**9**
UNIT III		
Interpersonal Behavior: Interpersonal Attraction, Social Influence: Conformity and Compliance, Pro-Social Behavior	**CLO3**	**9**
UNIT IV		
Groups and Individuals: Why do we join groups? Effects of the presence of others, Co-operation and Conflicts in groups	**CLO4**	**9**
UNIT V		
Applications of Social Psychology: Applying Social Psychology to Consumer Behaviour, Health, Law, Environment	**CLO5**	**9**
Total Hours		**45**

Learning resources

Textbooks:

1.Baron, R. A., & Branscombe, N. R. (2017). *Social Psychology* (14th ed.). Pearson Education India.
2.Baumeister, R. F., & Bushman, B. J. (2008). *Social psychology and human nature* (Annotated instructor's ed.). Thomson Wadsworth.

Reference Books:

1.Baron, R. A., & Branscombe, N. R. (2009). *Social Psychology (Mumbai University)* (12th ed., with CD). Pearson Education India.

Online Resources/E-Learning Resources

1. https://youtu.be/TYIh4MkcfJA?si=ofxnmFQxODfXuLhp
2. https://youtu.be/cw3e_XFIeQI?si=kmiGR1H4B61zVpa3
3. https://youtu.be/9X68dm92HVI
4. https://www.socialpsychology.org/teach/videos/sp-online.html

Program:		Psychology					
Course Name		Psychology and Social Issues		Course Code/ Course Type		UBSCP106 /MAJM	
Course Pattern		2024		Version		1.0	
Teaching Scheme					Assessment Scheme		
Theory	Practical	Tutorial	Total Credits	Hours	CIA (Continuous Internal Assessment)	ESA (End Semester Assessment)	Practical/ Oral
3	-	-	3	3	40	60	-
Pre-Requisite: XII Science/ XII Arts with Psychology as Major/Minor							
Course Objectives (CO):				The objectives of Psychology and Social Issues are: 1. To recall the characteristics of various social issues. 2. To recognize the impact of social issues on individuals and communities, particularly in the context of India. 3. To apply psychological theories and concepts to understand the root causes and perpetuation of social issues such as dowry, child marriage, and gender-based violence. 4. To analyze the effectiveness of interventions aimed at addressing social issues. 5. To evaluate the design and implementation of interventions targeting social issues, with a focus on their potential impact and ethical considerations.		
Course Learning Outcomes (CLO):				Students would be able to: 1. Identify key characteristics and manifestations of various social issues. 2. Explain the psychological theories and concepts underlying the perpetuation and impact of Violence against Women. 3. Apply knowledge of psychological principles to analyze the root causes and consequences of Poverty, Unemployment, Brain Drain, and Drug Abuse. 4. Explain the causes and impact of casteism, communalism, and youth agitation. 5. Analyze data and empirical evidence related to the effectiveness of interventions targeting social issues, considering cultural context, socioeconomic factors, and ethical considerations.		

Course Contents/Syllabus:

(All the units carry equal weightage in Summative Assessment and equal engagement)

Descriptors/Topics	CLO	Hours
UNIT I		
Introduction: Psychology and its applications in various contexts , Influence of society and culture on individual development , Bronfenbrenner's Bioecological model of development	**CLO1**	**9**
UNIT II		
Social Issues in India: Violence against Women: Overview of Causes and Impact of the following social issues: Gender-Based Violence – Definition , types of GBV, impact of GBV on woman, society ,Dowry- definition, causes and impact on society , Child marriage- causes and impact; Laws in India to prevent GBV, dowry and child marraige	**CLO2**	**9**
UNIT III		
Social Issues in India: Causes and Impact of the following social issues - Poverty- cause of Poverty in India, Impact of Poverty on society and economic development, Govt. Schemes and provisions to counter Poverty; Unemployment- types of unemployment, causes and impact on society and development Criminal behavior, Brain Drain- causes and impact, Drug Abuse- nature and impact of abusable drugs, extent of drug abuse in India, Theories of causation, Drug control and prevention	**CLO3**	**9**
UNIT IV		
Social Issues in India: Causes and Impact of the casteism- backward class, tribes and classes, the reservation policy, communal violence- concept of communalism, theories of communal violence , youth unrest and agitation- types of youth agitation, causes of Agitation	**CL04**	**9**
UNIT V		
Interventions : What are the Interventions ,Types of Interventions,Design and Implementation ,Impact analysis / Evaluation and its Types	**CLO5**	**9**
Total Hours		**45**

Learning resources

Textbooks:

1. Ahuja, R. (1997). *Social Problems in India* (2nd ed., revised). Rawat Publications.
2. Ghosh, B. (1988). *Contemporary Social Problems of India*. Himalaya Publishing House.

Reference Books:

1.Baumeister, R. F., & Bushman, B. J. (2013). *Social Psychology and Human Nature* (3rd ed., illustrated). Wadsworth.

Online Resources/E-Learning Resources

1. https://youtu.be/sT0fnVjYCw4?si=FmN09wImJ4JVUtEk
2. https://youtu.be/ZmPDKc7nvPk?si=_ToItNmay27dITOf
3. https://youtu.be/Z6sOmuXgq-c?si=V2TA4gLPGYxX2_XH
4. https://youtu.be/A3H4M3PcV8M?si=C7va7durKttS4u7E

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Name of the Program:	BSc Clinical Psychology	Semester : 1	Level: UG
Course Name	Food Psychology	Course Code/ Course Type	UBSCP 107 /OE
Course Pattern	2024	Version	1.0

Teaching Scheme					Assessment Scheme		
Theory	Practical	Tutorial	Total Credits	Hours	CIA (Continuous Internal Assessment)	ESA (End Semester Assessment)	Practical/ Oral
2	-	-	2	2	50	-	-

Pre-Requisite: XII Science / XII Arts with Psychology as Major/Minor

Course Objectives (CO):	The objectives of Food Psychology course are: 1. To understand the psychology of eating behavior. 2.Analyzing perception towards taste and food preferences. 3.Understanding various eating disorders and food behavioral issues. 4.Exploring role of Psychology in mindful eating behavior 5. Analyzing food marketing and consumer behavior.
Course Learning Outcomes (CLO):	Students would be able to understand and apply: 1. The knowledge of food preferences with psychology 2. Interconnection between psychology and eating behavior. 3. Various hormones that influence eating behavior. 4. Assess cognitive and behavioral aspects of food choice. 5. Analyze current food marketing trends and consumer behavior

Descriptors/Topics	CLO	Hours
UNIT I		
Introduction to Food Psychology: Meaning and Definition of Food Psychology,Relationship between food and Human behavior,Understanding emotions and thoughts.	CLO1	6
UNIT II		
Food Preferences and Taste Perception : Understanding Sensory attributes, Role of Culture and Past experiences in food preferences, Understanding the types of taste buds And their working	CLO2	6
UNIT III		
Body Image and Eating disorders : Types of body Type,Understanding Body Imaging and relation between food consumption,Introduction on Various types of eating disorders	CLO3	6
UNIT IV		
Food Marketing and Consumer Behavior: Understanding the consumer behavior	CLO4	6

and due to various marketing strategies. Nutrition labelling		
UNIT V		
Intervention Strategies:Developing successful intervention to improve Emotional eating and Mental Health.	**CLO5**	**6**
Total Hours		**30**

Learning resources

Textbooks:

1.Lyman, B. (2012). *A Psychology of Food: More Than a Matter of Taste*. Springer Netherlands

Reference Books:

1.Shepherd, R., & Raats, M. (2006). *The Psychology of Food Choice*. CABI.
2.Cargill, K. (2015). *The Psychology of Overeating: Food and the Culture of Consumerism* .Bloomsbury Academic.

Online Resources/E-Learning Resources

1.https://youtu.be/8lkhpkcfMjI?si=M8seWw2FcP25PtJe
2.https://youtu.be/Wth5CSX7_hQ?si=JglQx_fEhTiGyKSv

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Name of the Program:	BSc Nutrition and Dietetics				Semester		2
Course Name	Understanding Fitness				Course Code		UBSND 108 /OE
Course Pattern	2024				Version		1.0
Teaching Scheme					Assessment Scheme		
Theory	Practical	Tutorial	Total Credits	Hrs	CIA (Continuous Internal Assessment)	ESA (End Semester Assessment)	Practical/Oral
02	0	00	02	02	50	-	-
Pre-Requisite: None							
Course Objectives (CO):	The objectives of **Understanding Fitness** are: 1. To perform various exercises like gym workouts, aerobic, anaerobic exercises and flexibility to enhance their physical fitness status. 2. To learn the different techniques of measuring body composition. 3. To apply anthropometry like BMI, Skinfold measurements and WHR and interpret the results in terms of its health implications. 4. To understand the benefits of exercise & increased physical activity on health through skilled based experiential learning through workshops on Aerobics, Zumba and Yoga. 5. To understand the basics of nutrition and balanced diet for health and fitness.						
Course Learning Outcomes (CLO):	Students would be able to: 1. To identify and importance of Understanding Fitness. 2. To recognize all the parts of musculoskeletal system involved in exercise physiology. 3. To develop skills in setting realistic and achievable fitness goals, creating action plans, and maintaining motivation and adherence to exercise routines. 4. To learn how to design safe and effective exercise programs tailored to different fitness levels, goals, and populations, considering principles such as frequency, intensity, duration, and type of activity. 5. Analyze and comprehend the role of various nutrients in performance and recovery.						

Course Contents/Syllabus:
(All the units carry equal weightage in Summative Assessment and equal engagement)

Descriptors/Topics	CLO	Hours
UNIT I		
Introduction To Health and Physical Fitness - Definitions of health and Physical fitness. - Benefits of increased physical activity – improved health, improved sense of wellbeing, improved appearance, enhanced social life, increased stamina	**CLO 1**	**6**
UNIT II		
Human Muscle Anatomy -Basic structure of a muscle with the help of a diagram. - Functions and locations of muscles in the body - muscle groups	**CLO 2**	**6**

(only names) –Major skeletal muscles		
UNIT III		
Basics of Exercise Regime - FITT formula – Frequency, Intensity, Time & Type of exercises for fitness. - Warm up exercises - Cool down exercises	**CLO 3**	**6**
UNIT IV		
Types of Exercises - Benefits of regular and adequate exercise - Types of exercises and health benefits with suitable examples. Aerobic exercises Anaerobic exercises Flexibility exercises	**CLO 4**	**6**
UNIT V	**CLO 5**	**6**
Fitness and Nutrition: Introduction to nutrients, Role of Supplements, Hydration Therapy		
Total Hours		**30 hours**

Learning resources

Textbooks:

- Tanushree Podder :Fit & Fine In Body And Mind , Pustak Mahal, Dehli, India, 2001
- Brian J. Sharkey, PhD, Steven E. Gaskill, PhD, University of Montana : Fitness And Health,7th Edition, Human Kinetics,USA, 2013Page 5 of 6

References:

- Alton L. Thgerson & Steven M.Thygerson : Fit To Be Well – Essential Concepts, SecondEdition, Jones And Barlett Publishers, Canada, 2009
- Melvin H. Williams, Old Dominion University : Nutrition For Health, Fitness & Sport, SixthEdition, Mcgraw-Hill, Boston,2002
- Padmakshan Padmanabhan: Handbook of Health and Fitness, Indus source books, Mumbai,India, 2014

Online Resources

- Physical activity and Health: https://www.cdc.gov/nccdphp/sgr/pdf/execsumm.pdf
- Effect of Exercise on Individual's Health : https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1470658/
- Exercises and Metabolic Syndrome: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3737927/

Name of the Program:	BSc Clinical Psychology	Semester: 1	Level: UG
Course Name	Basics of Computer Applications	Course Code/ Course Type	UBSCP 108/ SEC
Course Pattern	2024	Version	1.0

Teaching Scheme **Assessment Scheme**

Theory	Practical	Tutorial	Total Credits	Hours	CIA (Continuous Internal Assessment)	ESA (End Semester Assessment)	Practical/ Oral
	1	-	1	2	25	-	25

Pre-Requisite: None

Course Objectives (CO):	The objectives of Basics of Computer Applications are: 1. To recall the major components of a computer system, including CPU, memory, storage devices, and input/output devices. 2. To recognize the various functions of the Computer 3. To understand the functions of Microsoft excel 4. To create effective Microsoft Powerpoint presentations 5. To apply knowledge of Microsoft Word.
Course Learning Outcomes (CLO):	Students would be able to: 1. Identify the major components of a computer system, including CPU, memory, storage devices, and input/output devices. 2. Explain the various functions of the computer system, including processing data, storing information, and facilitating communication. 3. Create Microsoft PowerPoint and learn the art of effective presentations 4. Apply Microsoft Excel to create and manipulate spreadsheets. 5. Apply knowledge of Microsoft Word for document creation and formatting

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Practical Plan

Assignment/Practical/Activity Number	Assignment/Practical/Activity Title	Week Number/Turn	Details	CLO	Hours
1	Practical 1:Identify the peripherals of a computer, components in a CPU and its functions.	Week 1	1.3 Draw the block diagram of the CPU along with the configuration of each peripheral	CLO1	6
2.	Practical 2:- Create project certificate using Microsoft Word	Week 2	1.4 Features to be covered:- Formatting Fonts, Drop Cap, Applying Text effects, Using Character Spacing, Borders and Colors, Inserting Header and Footer, Using Date	CLO2	6
3.	Practical 3:- Creating project abstract	Week 3	Features to be covered:-Formatting Styles, Inserting table, Bullets and Numbering, Changing Text Direction, Cell alignment, Footnote, Hyperlink, Symbols, Spell Check, Track Changes	CLO3	6
4.	Practical 4: Using Excel to create a scheduler	Week 4	Accessing, overview of toolbars, saving spread sheet files, Using help and resources.Gridlines, Format Cells, Summation, auto fill, Formatting Text	CLO4	6
5.	Practical 5: Creating Power Point	Week 5	Student should work on basic power point utilities PPT Orientation, Slide Layouts, Inserting Text, Formatting Text, Bullets and Numbering, AutoShapes, Lines and Arrows ,Hyperlinks, Inserting Images, Tables and charts .	CLO5	6
	TOTAL HOURS				30

Learning resources

Textbooks:

1.Wallace Wang. 2016. Absolute Beginners Guide to Computing (1st. ed.). Apress, USA

Reference Books:

1.Bernstein, J. (2018). *Computers Made Easy: From Dummy to Geek* (Book 1 of Computers Made Easy Series). Independently Published.

Online Resources/E-Learning Resources

1. https://youtu.be/iggvA8-Or1w?si=RnxZMuNJWzADSm57
2. https://youtu.be/HB4I2CgkcCo?si=H7tVvO0puWaV7hOa
3. https://youtu.be/16fZZXexZuE?si=QauuL9g1VYnbbFTb

Name of the Program:	B.Tech/B.B.A/B.C.A/B.Sc/B.Pham	Semester : 1/2	Level: UG
Course Name	UHV-I: Professional Ethics	Course Code/ Course Type	ACUHV101/AC
Course Pattern	2024	Version	1.0

Teaching Scheme				Assessment Scheme			
Theory	Practical	Tutorial	Total Credits	Hours	CIA (Continuous Internal Assessment)	ESA (End Semester Assessment)	Practical/ Oral
2	0	0	0	2	50	-	-

Pre-Requisite: UHV-I

Course Objectives (CO):	The objectives of Universal Human Value- Professional Ethics are: 1. To make the students understand the importance of ethical behavior 2. To expose the students to the ethical practices to be followed in profession 3. To sensitize the students to become responsible persons who will uphold ethics in profession when they pursue their career 4. To make students understand Psychological and Philosophical approaches 5. To make students understand social responsibility and corporate Sustainability
Course Learning Outcomes (CLO):	Students would be able to: 1. Equip themselves with an understanding of moral, professional and personal values. 2. Understand the need of ethics in shaping their profession The learners will hone their decision-making skills. 3. Refine their business ethics based on psychological and philosophical perspective. 4. Assess the need for a balance between ecology, and economy. 5. Equip themselves with a better understanding of themselves and the society they live in and the responsibilities they shoulder in creating a sustainable world.

Contents/Syllabus:
(All the Practical's carry equal weightage in Summative Assessment and equal engagement)

Descriptors/Topics	CLO	Hours
UNIT I		
Individual and Professional Ethics: Introduction to Professional Ethics, Morals, Values and Ethics – Personal and Professional- Sensé of Professional Ethics – Code of Ethics by NSPE-Making decisions with ethical dimensions–definition–roadmap to ethical decision making–common standards– internal obstacles – bias – empathy	**CLO 1**	**6**
UNIT II		
Business Ethics: Philosophical approaches to Business Ethics – ethical reasoning – ethical issues in business - Social Responsibility of Business-conflict of interest–cultural relativism-Ethical Leadership-Resisting un-ethical authority and domination-Global Business Ethics	**CLO 2**	**6**
UNIT III		
Psychological Approaches: Ethical Theories-Psychological and Philosophical Approaches-Myths about Morality-conflict of interest in psychological perspective - Courage-Integrity – ethical dilemma – Emotional Intelligence (Mahabharata- Iskcon Publications)	**CLO 3**	**6**
UNIT IV		
Workplace Ethics: Ethics in changing domains of Research–academic integrity–intellectual honesty-Role of Engineers and Managers-Ethical issues in Diverse workplace – competition – free will- Confidentiality – employee rights – Intellectual property rights – discrimination	**CLO 4**	**6**
UNIT V		
Safety, Responsibilities and Rights: Ecology, and Economy-Risk benefit analysis and reducing risk SDGs–Corporate social responsibility and Corporate Sustainability - CSR in India - Sustainability Case Studies	**CLO 5**	**6**
Total Hours		**30**

Learning resources

Textbooks:

1. Subramanian. R. *Professional Ethics*, Oxford Publication,2013.

2. Nagarasan. R. S. *Professional Ethics and Human Values*. New Age International Publications, 2006.

Reference Book:

1. Mike W Martin and Roland Schinzinger, *Ethics in Engineering*,4th edition, Tata McGraw Hill Publishing Company Pvt Ltd, New Delhi,2014

Online Resources/E-Learning Resources

1. https://www.nspe.org/resources/ethics/code-ethics

2. https://www.toolshero.com/tag/ethical-decision-making/
3. https://pagecentertraining.psu.edu/public-relations-ethics/introduction-to-public-relations-ethics/lesson-1/ethical-theories/
4. https://peer.asee.org/case-studies-in-engineering-ethics.pdf

CIA Guidelines

Online Quiz (Based on MCQ)- 20 marks

Activity (with short Report Submission) - 20 Marks

Academic Sincerity - 10 marks

Few of the suggested activities are Assignments, Debates, Poster presentations, Model making, Group presentation, Field visits and Group Discussions.

Few of suggested topics related to **UHV1- Professional Ethics** are:

Debate Topics

- Ethical Approach versus Realistic Approach
- Individual and Social Approach
- Dilemma between heart and Mind

Activity

- ❖ Analyze the wastage (Electricity or any other) at work place? How you managed.

Assignment

- ➢ Analyze the code of ethics at work place
- ➢ If you fulfil the duties, rights will automatically fall in place. Justify the statement

References:

https://www.aicte-india.org/sites/default/files/Model_Curriculum/Minor%20Degree%20in%20Universal%20Human%20Values%20(UHV).pdf

https://uhv.org.in/
https://vvce.ac.in/wp-content/uploads/2021/04/Realising-Aspirations-of-NEP2020-UHV.pdf

Name of the Program:	B.ScClinical Psychology	Semester : I	Level: UG
Course Name	MODERN GRAMMAR AND USAGE	Course Code/ Course Type	USLAE107/AEC
Course Pattern	2024	Version	1.0

Teaching Scheme					Assessment Scheme		
Theory	Practical	Tutorial	Total Credits	Hours	CIA (Continuous Internal Assessment)	ESA (End Semester Assessment)	Practical/Oral
2	-	-	-	30	50	-	-

Pre-Requisite:

Course Objectives (CO):	The objectives of (MODERN GRAMMAR AND USAGE) are: 1. To impart basic knowledge of modern grammar. 2. To comprehend Syntax of the English Language 3. To familiarize with issues in Modern English Grammar 4. To comprehend common errors in English 5. To focus on motivating students to express themselves in correct English.

Descriptors/Topics	CLO	Hours
UNIT 1		
Basics: Parts of Speech-Nouns, Articles, Pronouns, Adjectives, Adverbs, prepositions, Conjunctions, interjections. Forms of Be, Tenses, Reported speech, and their usage	**CLO1**	**06**
UNIT 2		
Syntax: Sentence, phrase, clause structures, coordination and subordination	**CLO2**	**06**
UNIT 3		
Usage Issues in Modern English Grammar: Punctuation, verb forms, Subject-verb agreement, Pronoun-Antecedent agreement, Auxiliaries, Adjective-Adverb Confusions	**CLO3**	**06**
UNIT 4		
Common Errors in English: Dangling construction, Parallel construction, American vs. British, Errors in common expressions, Errors by Non-Native students	**CLO4**	**06**
UNIT 5		
Style and composition: Emphasis, Clarity, Concision and Consistency, Forms of writing	**CLO5**	**06**
Total Hours		**30**

Learning Resources:

Textbooks:

1. Green, David.. 2014. Contemporary English Grammar—Structures and Composition. Hyderabad: Macmillan
2. Narayanaswamy, K. R. 2003. Success with Grammar and Composition. Hyderabad: Orient Longman

Reference Books:

1. Bas Aarts. 2011.Oxford Modern English Grammar. Oxford University Press, Oxford.

Online Resources/E-Learning Resources

1. https://en.wikipedia.org/wiki/Modern_English
2. https://www.britannica.com/topic/English-language/Characteristics-of-Modern-English

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SEMESTER - II

COURSE STRUCTURE

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Name of the Program:	BSc CP	Semester : 2	Level: UG
Course Name	Understanding Human Psychology	Course Code/ Course Type	UBSCP109 / MAJM
Course Pattern	2024	Version	1.0

Teaching Scheme					Assessment Scheme		
Theory	Practical	Tutorial	Total Credits	Hours	CIA (Continuous Internal Assessment)	ESA (End Semester Assessment)	Practical/ Oral
3	-	1	4	4	40	60	-

Pre-Requisite: XII Science / XII Arts – with Psychology as Major / Minor

Course Objectives (CO):	The objectives of Understanding Human Psychology are: 1. To recall the fundamental concepts, definitions, and processes associated with various processes. 2. To recognize the various theories of learning, memory, consciousness, and motivation, 3. To apply knowledge of learning, memory, forgetting, consciousness, and motivation to analyze and interpret real-life situations and examples. 4. To analyze factors affecting learning, memory, forgetting, consciousness 5. To evaluate the significance and implications of theories and concepts related psychological processes in understanding human behavior
Course Learning Outcomes (CLO):	Students would be able to: 1. Identify the fundamental concepts and theories related to learning, memory, forgetting, consciousness, and motivation. 2. Explain the processes, theories, and factors influencing learning, memory, forgetting, consciousness, and motivation. 3. Apply their knowledge of learning, memory, forgetting, consciousness, and motivation to analyse and interpret various real-world situations and phenomena. 4. Analyse data related to learning, memory, forgetting, consciousness, and motivation, drawing conclusions and implications from their analysis. 5. Analyze motivation, needs, drive theories, types of motives, conflicts, and frustration

Contents/Syllabus:
(All the units carry equal weightage in Summative Assessment and equal engagement)

Descriptors/Topics	CLO	Hours
UNIT I		
Fundamentals of Learning: Definition, meaning and process of learning, Theories of learning – (trial and error, insight, observational classical conditioning, and operant conditioning), Reinforcement and types, Factors affecting learning.	**CLO 1**	**09**
UNIT II		
Memory: Memory – definition, process of memory, Types of memory , Biological basis of memory , Theories (Working memory, Tuvling model of memory), Factors affecting memory	**CLO 2**	**09**
UNIT III		
Forgetting: Forgetting – Definition Reasons, Forgetting Curve ,Factors affecting forgetting, Theory of retrieval, Theory of interference, Theory of trace decay	**CLO 3**	**09**
UNIT IV		
Consciousness: Meaning , Level of consciousness, altered state of consciousness, Sleep – Stages of sleep, stage of dreaming and its importance, Theories – Adaptive , Restorative, Sleep Disorders – Introduction	**CLO 4**	**09**
UNIT V		
Motivation: Definition and meaning of Motivation, Needs and drive, Theories – Drive and Incentive, Motivation cycle, Types of motive ,Conflicts of motive, Frustration	**CLO 5**	**09**
Total Hours		**45**

Learning resources

Textbooks:

1. Ciccarelli, S. K., & White, J. N. (2017). Psychology: An Exploration (4th ed.). Pearson Education.
2. Morgan, C. T., & King, R. A. (2017). Introduction to Psychology: McGraw-Hill.

Reference Books:

1. Sternberg, R.J., Sternberg, K., and Jeff, M. (2011). Cognitive Psychology. Wadsworth.
2. Farmer, T. A., & Matlin, M. W. (2019). Cognition. John Wiley & Sons.

Online Resources/E-Learning Resources:

1. https://youtu.be/XHIhkM1cAv4?feature=shared
2. https://youtu.be/imkbuKomPXI?feature=shared
3. https://youtu.be/PFQyM7rdPsk?si=EoVtxQjNzcjnaLKa
4. https://youtu.be/woa2Qa8i80U?si=GzFdNs6otjWEzAuE
5. https://www.structural-learning.com/post/theories-of-motivation

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COURSE CURRICULUM

Name of the Program:		**BSc Clinical Psychology**		**Semester : 2**		**Level: UG**	
Course Name		**Health Psychology**		**Course Code/ Course Type**		UBSCP110/MAJM	
Course Pattern		**2024**		**Version**		1.0	
Teaching Scheme					**Assessment Scheme**		
Theory	**Practical**	**Tutorial**	**Total Credits**	**Hours**	**CIA (Continuous Internal Assessment)**	**ESA (End Semester Assessment)**	**Practical/ Oral**
3	-	-	3	3	40	60	-
Pre-Requisite:		XII Science / XII Arts with Psychology as Major/Minor					
Course Objectives (CO):				The objectives of Health Psychology course are: 1. To recall and recognize the impact of biological , psychological, social and cultural determinants on health outcomes. 2. To Analyze the influence of health beliefs and behaviors on public health issues. 3. To Apply psychological principles to promote health-enhancing behaviors. 4. To synthesize knowledge from multiple domains to address complex health issues. 5. To apply various techniques for managing health issues.		
Course Learning Outcomes (CLO):				Students would be able to: 1. Indentify the impact of biological, psychological, social, and cultural determinants on health outcomes. 2. Explain the influence of health beliefs and behaviors on public health issues, including their role in disease prevention and health promotion. 3. Apply knowledge of psychological aspects that contribute to stress , and apply stress management and coping techniques. 4. Analyze risk factors that contribute to metabolic syndromes, its assessment and management 5. Analyze the effectiveness of CAMs, Patient-Provider Communication and health care services.		

Contents/Syllabus:
(All the units carry equal weightage in Summative Assessment and equal engagement)

Descriptors/Topics	CLO	Hours
UNIT I		
Introduction to Health Psychology: Definition of Health Psychology; Mind – Body Relationship- A brief History; Biopsychosocial Model; Emergence of Health Psychology;Goals of Health Psychology; Overview of the systems of the body.	**CLO 1**	**9**
UNIT II		
Health Behavior and Health Promotion: Theories of Health Behaviors; Motivational Models; Behavioral Enactment Models; Multi-stage models; Health Promotion – overview; Barriers to Modifying Poor Health Behaviors; Levels of Preventive Health Behavior;Health Promoting & Compromising Behaviors	**CLO 2**	**9**
UNIT III		
Stress : Definition; Physiology of stress; Theories of Stress; Sources of chronic stress;Moderators of Stress- Personality;Coping with stress; Stress Management & its Techniques	**CLO3**	**9**
UNIT IV		
Management of Chronic Diseases: Metabolic Syndromes- Definition of Metabolic Syndromes, Risk factors for Metabolic Syndromes, Assessment of Metabolic syndromes,HIV AIDS, Cancer	**CLO4**	**9**
UNIT V		
Patient, Provider and Treatments: Health Care Services ,Patient-Provider Communication, Increasing Adherence to Treatment ,Complementary and Alternative Medicines	**CLO5**	**9**
Total Hours		45

Learning resources

Textbooks:

1. . Taylor, S. E. (2010). Health psychology.
2. Ghosh, M. (2014). *Health Psychology: Concepts in Health and Well-being*. Pearson Education India

Reference Books:

1. Murphy, R. E. (Ed.). (2010). *Health Psychology* (Psychology of Emotions, Motivations, and Actions Series, Public Health in the 21st Century Series, illustrated). Nova Science Publishers.

Online Resources/E-Learning Resources

1.A Critique of the Idea of Individual Responsibility: Sugar -- the Elephant in the Kitchen: Robert Lustig at TEDxBermuda 2013https://youtu.be/gmC4Rm5cpOI?si=rhDbpG7KkS2HXQCE

2.**InBrief: The Science of Neglect**https://youtu.be/bF3j5UVCSCA?si=7GIzoTJpQmbhpyGf

3.Reversing Coronary Heart Disease**https://www.youtube.com/watch?v=rhUin0t1SdY**

4.HIV Stigma - **https://www.youtube.com/watch?v=UV5uv0589Ec**

5.Do you agree with Euthanasia? -https://www.youtube.com/watch?v=6RKTuDYp6M8

Name of the Program:		BSc Clinical Psychology		Semester : 2		Level: UG	
Course Name		Health Psychology- Lab		Course Code/ Course Type		UBSCP111/MAJM	
Course Pattern		2024		Version		1.0	
Teaching Scheme					Assessment Scheme		
Theory	Practical	Tutorial	Total Credits	Hours	CIA (Continuous Internal Assessment)	ESA (End Semester Assessment)	Practical/ Oral
-	1	-	1	2	25	-	25
Pre-Requisite:		XII Science / XII Arts with Psychology as Major/ Minor					
Course Objectives (CO):				The objectives of Health Psychology – Lab are: 1. To recall and recognize the impact of biological , psychological, social and cultural determinants on health outcomes. 2. To understand various research methods in health psychology 3. To Apply psychological principles to promote health-enhancing behaviors. 4. To analyze the effectiveness of various management of health issues. 5. To synthesize knowledge from multiple domains to address complex health issues.			
Course Learning Outcomes (CLO):				Students would be able to:			

	1. Identify psychological factors influencing a patient's health condition. 2. Conduct minor research projects 3. Apply psychological principles to organize health promotion campaigns. 4. Analyze the effectiveness of various alternative management and medicines. 5. Assess stress and understand its coping techniques.

Course Contents/Syllabus:
(All the Practical's carry equal weightage in Summative Assessment and equal engagement)

Practical Plan

Assignment/Practical/Activity Number	Assignment/Practical/Activity Title	Week Number/Turn	Details	CLO	Hours
1	Practical 1: To analyze the psychological factors influencing a patient's health condition.	Week 1/Turn 2	1.1 Understanding the biopsychosocial model and its applications	CLO1	2
		Week 2	1.2 Analysing the factors affecting patient's health		2
		Week 3	1.3 Writing case history.		2
2.	Practical 2:To administer a health psychology survey.	Week 4	2.1Introduction to Life Satisfaction Scale	CLO 2	2
		Week 5	2.2 Administration of Scale		2
		Week 6	2.3 Interpretation of Scale		2
3.	Practical 3:To organize a health promotion campaign	Week 7	3.1 Selection of theme, components for health promotion campaign	CLO3	2
		Week8	3.2 Planning strategies, communication channels for health promotion		2
		Week 9	3.3 Organizing campaign and taking feedback		2
4.	Practical 4:To analyze the effectiveness of Complementaray and Alternative Medicines	Week 10	4.1. Introduction to various CAM	CLO4	2
		Week 11	4.2 Selection of one CAM, and literature review on the same		2
		Week 12	4.3 Presentation of empirical evidence		2
5.	Practical 5:Objective: To evaluate stress and apply stress management techniques in a practical setting.	Week13	5.1 Understanding assessment of stress	CL05	2
		Week 14	5.2Planning stress reduction strategies to be incorporated in the workshop		2
		Week 15	5.3Delivering stress management workshop and assessing participant's feedback.		2
			Total		30 hours

Learning resources

Textbooks:

1. . Taylor, S. E. (2010). Health psychology.
2.Ghosh, M. (2014). *Health Psychology: Concepts in Health and Well-being*. Pearson Education India

Name of the Program:	BSc CP	Semester : 2	Level: UG

Reference Books:

1. Murphy, R. E. (Ed.). (2010). *Health Psychology* (Psychology of Emotions, Motivations, and Actions Series, Public Health in the 21st Century Series, illustrated). Nova Science Publishers.

Online Resources/E-Learning Resources

1. **2014 Physical Activity Forum – Get Up, Stand Up**: **http://youtu.be/lJG4T5LpDzM**

2.Robert Sapolsky: The Psychology of Stress
https://www.youtube.com/watch?v=bEcdGK4DQSg

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Course Name	Cognitive Psychology			Course Code/ Course Type	UBSCP112 MAJM		
Course Pattern	2024			Version	1.0		
Teaching Scheme					Assessment Scheme		
Theory	Practical	Tutorial	Total Credits	Hours	CIA (Continuous Internal Assessment)	ESA (End Semester Assessment)	Practical/ Oral
3	-	-	3	3	40	60	-
Pre-Requisite: XII Science / XII Arts – with Psychology as Major / Minor							

Course Objectives (CO):	The objectives of Cognitive Psychology are: 1. To recall fundamental theories and concepts across various domains of cognitive psychology. 2. To recognize different research methods and paradigms employed in cognitive psychology. 3. To apply knowledge of cognitive processes such as perception, attention, memory, learning, and motivation in understanding human behavior. 4. To analyze the interplay between cognitive processes and their impact on decision-making, problem-solving, and information processing. 5. To evaluate the current trends and advancements in cognitive psychology research, including the integration of neuroscience and artificial intelligence.
Course Learning Outcomes (CLO):	Students would be able to: 1. Identify fundamental theories and concepts in cognitive psychology across various domains. 2. Explain different research methods and paradigms used in cognitive psychology. 3. Apply knowledge of cognitive processes such as perception, attention, memory, learning, and motivation to analyze and interpret human behavior. 4. Analyze data collected from cognitive psychology experiments or studies to draw meaningful conclusions about cognitive phenomena and processes. 5. Analyze motivation concepts, theories, and applications, including instincts, needs, drives, incentives, and self-regulation

Descriptors/Topics	CLO	Hours
UNIT I		
Introduction to Cognitive Psychology: Emergence and current status, research methods, Domains of cognitive psychology: Neuroscience, Perception, Pattern Recognition, Attention, Consciousness, And Memory. Thinking and Concept Formation, Human intelligence and Artificial Intelligence.	**CLO 1**	**09**
UNIT II		
Linkages of Learning and Memory: Fundamental theories of Learning (Thorndike, Guthrie, Hull), Instrumental learning (Phenomena, Paradigms	**CLO 2**	**09**

and theoretical issues), Verbal learning and Discrimination learning, Fundamental theories of Memory and forgetting Recent trends in learning: Neurophysiology of learning, retention and memory		
UNIT III		
Perception I: Attention and Perception: Attention: process of attention (signal detection, vigilance, search), Models of attention (selective and divided theories).	**CLO 3**	**09**
UNIT IV		
Perception II: Approaches (Gestalt and physiological), Perceptual Organization (Gestalt, Figure and Ground), Form, depth, Movement, Law of Organization, Perceptual Constancy (Size, Shape, and Colour; Illusions), pattern recognition, factors of perception (motivation, learning, culture, ecological),	**CLO 4**	**09**
UNIT V		
Motivation (Concepts, theories and Application): Concept - instincts, needs, drives, arousal, incentives; Theories of motivation (Drive, Incentive, opponent process, optimal, S-R Cognitive); Application of motives (needs, social - achievement, power, aggression, exploratory, sensation seeking, affiliation, power seeking); and Self-regulation and flow.	**CLO 5**	**09**
Total Hours		**45**

Learning resources

Textbooks:

1. Sternberg, R.J., Sternberg, K., and Jeff, M. (2011). Cognitive Psychology. Wadsworth.
2. Galotti, K. M. (2017). Cognitive psychology in and out of the laboratory. Sage Publications.

Reference Books:

1. Kaplan, S. & Kaplan, R. (1982). Cognition and environment. N.Y.: Praeger Publishers

Online Resources/E-Learning Resources

1. https://mis.kp.ac.rw/admin/admin_panel/kp_lms/files/digital/Core%20Books/Nursing/Cognitive%20Psychology.pdf
2. https://www.canyons.edu/_resources/documents/academics/onlineeducation/Psych126TextbookFinalV1_2.pdf

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Name of the Program:	BSc CP	Semester : 1	Level: UG
Course Name	Cognitive Psychology - Lab	Course Code/ Course Type	UBSCP113 / MAJM
Course Pattern	2024	Version	1.0

Teaching Scheme **Assessment Scheme**

Theory	Practical	Tutorial	Total Credits	Hours	CIA (Continuous Internal Assessment)	ESA (End Semester Assessment)	Practical/ Oral
-	1	-	1	2	25	-	25

Pre-Requisite: XII Science / XII Arts – with Psychology as Major / Minor

Course Objectives (CO):	The objectives of Cognitive Psychology - Lab are: 1. To recall fundamental principles underlying cognitive assessment techniques. 2. To recognize the components and procedures involved in cognitive assessment tests. 3. To apply cognitive assessment techniques in administering various tests. 4. To analyze observations and data gathered from cognitive assessment tests. 5. To evaluate the effectiveness of cognitive assessment techniques in understanding cognitive abilities.
Course Learning Outcomes (CLO):	Students would be able to: 1. Able to identify fundamental principles underlying cognitive assessment techniques. 2. Explain the components and procedures involved in cognitive assessment tests. 3. Apply knowledge of cognitive assessment techniques in administering various tests. 4. Analyze data and observations gathered from cognitive assessment tests. 5. Demonstrate proficiency in experimental design by identifying variables, designing experiments, and interpreting results

Course Contents/Syllabus:
(All the Practical's carry equal weightage in Summative Assessment and equal engagement)

Practical Plan

Assignment/Practical/Activity Number	Assignment/Practical/ Activity Title	Week Number/Turn	Details	CLO	Hours

1	Practical 1: Decoding Rebus	Week 1/Turn 2	1.3 Understanding Decoding Rebus	CLO1	2
		Week 2	1.2 Performing -Decoding Rebus		2
		Week 3	1.3 Analysis of the observation		2
2.	Practical 2: Koh's Block Design Test	Week 4	2.1 Understanding Intelligence	CLO 2	2
		Week 5	2.2 Performing - Koh's Block Design Test		2
		Week 6	2.3 Analysis of the observation		2
3.	Practical 3: Digit Span test	Week 7	3.1 Understanding Digit Span	CLO 3	2
		Week 8	3.2 performing Digit Span		2
		Week 9	3.3 Interpretation of the results		2
4.	Practical 4: Bow and heart puzzle	Week 10	4.1 Understanding Critical Thinking	CLO 4	2
		Week 11	4.2 Performing Bow and heart puzzle		2
		Week 12	4.3 Interpretation of the results		2
5.	Practical 5: Designing an Experiment	Week 13	5.1 Identifying Variables	CLO 5	2
		Week 14	5.2 Designing an Experiment		2
		Week 15	5.3 Interpretation of the results		2
			Total		30 hours

Learning resources

Textbooks:

1. Ciccarelli, S. K., & White, J. N. (2017). Psychology: An Exploration (4th ed.). Pearson Education.
2. Nunn, J. (1998). Laboratory psychology: A beginner's guide. Hove: Psychology Press Ltd

Reference Books:

1. Galotti, K. M. (2017). Cognitive psychology in and out of the laboratory. Sage Publications.
2. Sternberg, R.J., Sternberg, K., and Jeff, M. (2011). Cognitive Psychology. Wadsworth.
3. Morgan, C. T., & King, R. A. (2017). Introduction to Psychology: McGraw-Hill
4. Mohsin, S. M. (2016). Experiments in psychology. Motilal Banarsidass

Online Resources/E-Learning Resources:

Name of the Program:	BSc Clinical Psychology	Semester : 2	Level: UG

1. https://www.canyons.edu/_resources/documents/academics/onlineeducation/Psych126TextbookFinalV1_2.pdf
2. https://ia601307.us.archive.org/16/items/practicalpsychol00hadd/practicalpsychol00hadd.pdf
3. https://hanseysenck.com/wp-content/uploads/2019/12/1976_eysenck_wilson_-_textbook_of_human_psychology_lancaster_mtp_press.pdf
4. https://ocw.mit.edu/ans7870/9/9.00SC/MIT9_00SCF11_text.pdf

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Course

Course Name		**Introduction to Individual Differences in Psychology**		**Course Code/ Course Type**		UBSCP 114/MAJM	
Course Pattern		**2024**		**Version**		1.0	
Teaching Scheme					**Assessment Scheme**		
Theory	**Practical**	**Tutorial**	**Total Credits**	**Hours**	**CIA (Continuous Internal Assessment)**	**ESA (End Semester Assessment)**	**Practical/ Oral**
3	-	-	3	3	40	60	
Pre-Requisite:							

Course Objectives (CO):	The objectives of Introduction to Individual Differences in Psychology are: 1. To recall the foundational concepts of personality and its significance in psychology, including key definitions and historical perspectives. 2. To recognize the various factors influencing personality development, such as genetics, environment, and culture, and their interplay in shaping individual differences. 3. To apply different approaches and theories in studying personality, including psychodynamic, trait, humanistic, cognitive, and social-cognitive perspectives, to analyze real-life case studies. 4. To analyze the role of genetics, environmental factors, and situational influences in shaping individual differences in personality, through critical examination of empirical research and data. 5. To evaluate the strengths and limitations of different theories of intelligence, including psychometric, cognitive, and cultural perspectives, and their implications for understanding human cognition and behavior.
Course Learning Outcomes (CLO):	Students would be able to: 1. Identify key concepts and theories related to personality, including its definition, determinants, and major theoretical perspectives. 2. Explain the development of personality through the psychoanalytic and neo-psychoanalytic approach. 3. Apply knowledge of, trait, humanistic, cognitive, , to analyze and interpret real-world examples. 4. Analyze, behavioral and social learning approach and influences in the development of personality 5. Analyze the nature of intelligence and approaches tp undertand intelligence.

Contents/Syllabus:
(All the units carry equal weightage in Summative Assessment and equal engagement)

Descriptors/Topics	CLO	Hours
UNIT I		
Introduction: Nature of Individual Differences, Measurement of Individual Differences, Applications, Nature of Personality, defining personality, Approaches to studying personality: idiographic vs. nomothetic,	**CLO 1**	**9**
UNIT II		
Psychoanalytic approaches: Psychoanalytic theory , Neo Psychoanalysts- Karen Horney, Carl Jung, Alfred Adler, Erik Erikson, Henry Murray	**CLO**	**9**
UNIT III		
Trait approach, Humanistic approach, cognitive theories: Gordon Allport , Raymond Cattell, Hans Eyesenck, McRae and Costa ; Abraham Maslow , Carl Rogers ; George Kelly – Personal Construct Theory	**CLO3**	**9**
UNIT IV		
Behavioral theories, social-learning theories; Advances in Personality theories : BF Skinner , Albert Bandura, Mark Zuckerman, Martin E Seligman	**CLO4**	**9**
UNIT V		
Intelligence: Nature of Intelligence, Defining Intelligence, History of Intelligence ,Spearman's 2 factor theory, Thurstone's 7 primary abilities theory, Cattel's theory, Guilford's theory, Ceci's Bioecological theory of intelligence	**CLO5**	**9**
Total Hours		**45**

Learning resources

Textbooks:

1.Maltby, J., Day, L., & Macaskill, A. (2017). *Personality, individual differences and intelligence* (Fourth Edition). Pearson.

Reference Books:

1.Schultz, D. P., & Schultz, S. E. (2017). *Theories of personality* (Eleventh edition). Cengage.

Online Resources/E-Learning Resources

1. Carl Jung Personality types: https://www.humanmetrics.com/personality/test
2. Carl Jung Archetypes:
3. https://youtu.be/wywUQc-4Opk
4. Erik Erikson's Stages of Personality Development :
5. https://youtu.be/9QXqJYwdU44
6. https://youtu.be/G8FU18NkVK4

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Name of the Program:	BSc Nutrition and Dietetics	Semester	2
Course Name	Tools for Nutritional Assessment	Course Code	UBSND 117/OE
Course Pattern	2024	Version	01
Teaching Scheme		Assessment Scheme	

COURSE CURRICULUM

Theory	Practical	Tutorial	Total Credits	Hrs	CIA (Continuous Internal Assessment)	ESA (End Semester Assessment)	Practical/Oral
02	00	00	02	02	40	60	

Pre-Requisite: XII th Science

Course Objectives (CO):	The objective of Tools for Nutritional Assessment are: 1. To recall the key components of dietary assessment tools, including food diaries, 24-hour recalls, and food frequency questionnaires. 2. To recognize the names and purposes of common nutritional assessment tools. 3. To apply knowledge of nutritional assessment tools to select the most appropriate method based on the context, population, and research objectives.. 4. To analyze data collected through nutritional assessment tools, identifying patterns or trends in dietary habits, nutrient intake, or anthropometric measurements 5. To evaluate the reliability and validity of nutritional assessment tools used in research studies or clinical settings.
Course Learning Outcomes (CLO):	Students would be able to: 1. Students will be able to identify and name common nutritional assessment tools, such as food diaries, 24-hour recalls, anthropometric measurements, and biochemical assessments. 2. Explain the relationship between specific nutrients, dietary choices, and the prevention or management of diseases. 3. Apply knowledge of nutritional assessment tools to select the most appropriate method for specific scenarios.. 4. Analyze data collected through nutritional assessment tools to identify patterns and trends.. 5. Evaluate the reliability and validity of nutritional assessment tools..

Course Contents/Syllabus:
(All the Practical's carry equal weightage in Summative Assessment and equal engagement)

Descriptors/Topics	CLO	Hours
UNIT I		
Introduction to Nutritional Assessment: Definition of Nutritional Assessment and Its importance, Types of Nutritional Assessment Tools, Application of Nutritional Assessment in Case Study Portfolio.	**CLO 1**	**06**

UNIT II		
Dietary Assessment Tools: Food diaries and records, 24-hour dietary recalls, Food frequency questionnaires, Dietary assessment in special populations	**CLO 2**	**06**
UNIT III		
Anthropometric Measurements: Height, weight, and BMI measurements, Waist-to-hip ratio, Skinfold thickness measurements, Body Composition Analysis	**CLO 3**	**06**
UNIT IV		
Biochemical Assessment: Blood tests for nutrient status (e.g., iron, B 12,vitamin D) Interpretation of blood lipid profiles, Hormone Panel Test -Thyroid, Cortisol, Estrogen, Testosterone, Progesterone, Prolactin	**CLO 4**	**06**
UNIT V		
Clinical Assessment:Physical examination for nutritional status, Assessing signs and symptoms of malnutrition, Screening tools for nutritional risk, Interpretation of clinical assessment findings	**CLO5**	**06**
Total Hours		**30**

Learning resources

Textbooks:

1. Principles of Nutritional AssessmentRosalind S. GibsonOxford University Press, 2005 - Health & Fitness - 908 pages
2. Williams' Basic Nutrition & Diet Therapy, 16th EditionAuthor : Staci Nix McIntosh

Reference Books:

1. Jellife DN, Assessment of Nutritional Status of the community.
2. Ritchie JA, Teaching Nutrition FAO, 1979.
3. Rajalakshmi R, Applied Nutrition, Oxford and JBH Publishers, 1981.
4. Devadas RF, Nutrition in Tamil Nadu, Sanfam Publishers, Madras, 1972.
5. Mc.Laren S, Nutrition and the community, John Wiley & Sons, 1982.
6. Reddy AA, Extension Education, Srilakshmi Press, Baptla, 1971.
7. Dahama OP and Bhatnagar OP Eucation and Communication for development.Oxford IBH Publishing Co.,1980.
8. Savile AH, Extension in rural communities, Oxford University Press, 1965.

Online resources/E resources:

1. https://www.cambridge.org/core/services/aop-cambridge-core/content/view/F0732A94E710DBF0AAB2AB2B7D5080E7/S0029665182000597a.pdf/biochemical_methods_in_nutritional_assessment.pdf (2024)
2. https://www.yumpu.com/en/document/view/65500126/nutrition-through-the-life-cycle-4th-edition-4th-ed

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Name of the Program:		BSc Clinical Psychology		Semester : 2		Level: UG	
Course Name		Sales, Negotiations and Conflict Management		Course Code/ Course Type		UBSCP116/SEC	
Course Pattern		2024		Version		1.0	
Teaching Scheme					Assessment Scheme		
Theory	Practical	Tutorial	Total Credits	Hours	CIA (Continuous Internal Assessment)	ESA (End Semester Assessment)	Practical/ Oral
2	0	0	2	2	40	60	NA
Pre-Requisite: 12th Std							
Course Objectives (CO):				The objectives of Sales, Negotiations and Conflict Management are: 1. To recall fundamental principles and techniques in sales, negotiations, and conflict management. 2. To recognize the significance of effective sales strategies, negotiation tactics, and conflict resolution methods. 3. To apply theoretical concepts to real-world sales scenarios, negotiation situations, and conflict resolution challenges. 4. To analyze sales data, negotiation outcomes, and conflict dynamics to identify patterns and insights. 5. To evaluate the effectiveness of sales approaches, negotiation strategies, and conflict resolution techniques.			
Course Learning Outcomes (CLO):				Students would be able to: 1. Students will be able to identify foundational principles of sales management and essential selling skills. 2. Explain sales strategic planning, forecasting, and diverse selling situations. 3. Apply negotiation concepts and techniques effectively in sales contexts. 4. Analyze conflict types, causes, and resolution approaches in sales environments. 5. Evaluate conflict resolution strategies, including communication and negotiation techniques.			

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Course Contents/Syllabus :

(All the units carry equal weightage in Summative Assessment and equal engagement)

Descriptors/Topics	CLO	Hours
UNIT I		
Essential Principles of Sales: Understanding Sales Management. Evolution, Nature, Role and Importance of Sales Management. Emerging Trends in Sales Management. Understanding relationship between Sales Management, Personal Selling and Salesmanship. Selling Vs Marketing. Concept of a Sales Job. Qualification needed and Roles played by Sales executive and managers. Understanding selling skills.	**CLO 1**	**6**
UNIT II		
Sales in Practice: Strategic Planning, basics of Sales Objectives, Sales Strategies and Tactics. Characteristics of an effective sales plan. Meaning, Usage and types of Sales Forecasts. Sales Forecasting approach, methods and measures for improvement. The selling process. Theories of Selling. Meaning, Process, Method and rationale behind preparing sales budget. Estimating Budget expenses. Defining buyer-seller Dyads. Understanding Models of Salesperson Buyer Dyadic relationship. Diversity of Personal-Selling Situations.	**CLO 2**	**6**
UNIT III		
Negotiation and Closure: Introduction, importance, nature and types of negotiation. Negotiation as a Game. Understanding BATNA (Best alternative to a negotiated agreement), ZOPA (zone of possible agreement) ZOCA (Zone of Comfortable agreement), PZone (Profit Zone), WOoNA (Worst Outcome of Negotiated Agreement), AoDR (Axis of Disput Resolution), ED (Exit Domain) and PoNoR (Point of No Return) in Negotiation. Methods and Approaches in Negotiation (Win-Win, Win-Loose and Loose-Loose). Process: Sequence – Phase – Frequency. Managing Process and Tricks of Countering. Barriers to Agreement. Ending the Agreement. Common Mistakes in Actions.	**CLO 3**	**6**
UNIT IV		
Navigating Conflict Management: Definition, Types, Nature and Cause of Conflict. Recognizing the Importance of Effectively Managing Conflict in Sales Environments. Competitive and Collaborative Approach to Conflict Resolution. Compromising and Accommodating as a Conflict Management Style. Avoidance in Conflict Resolution.	**CLO 4**	**6**
UNIT V		
Strategies for Conflict Resolution: Proactive Measures to Address Issues. The Role of Effective Communication and Finding Common Ground in Conflict Situations. Applying Negotiation Techniques. Mediation and Arbitration.	**CLO 5**	**6**
Total Hours		**30**

Learning resources

Textbooks:

1.ABC's Of Relationship Selling Through Service, By Charles M. Futrell, Raj Agnihotri, Mike Krush, PhD, Nicole Rourke, McGraw-Hill, 8th Edition

2.Sales Management: Analysis and Decision Making, by Thomas N. Ingram, Raymond W. LaForge, Ramon A. Avila, Routledge, 10th Ed, 2019

3. The Art of Negotiation in the Business World, by Charles B. Craver, Carolina Academic Press, 2nd Edition

Reference Books:

1.Secrets Of Closing The Sale, by Zig Zigler, Embassy Books (1 January 2016)

2.The Art of Negotiation: How to get what you want (every time), by Tim Castle, Known Publishing, 1 March 2018

3.CONFLICT MANAGEMENT & ORGANISATIONAL EFFICIENCY, by Dr. Sanjeet Kumar, Bluerose Publishers Pvt. Ltd, First Edition, 19 April 2022

Online Resources/E-Learning Resources

1. How to Influence the Consumer Behavior to Drive Sales by Jonah Berger, by Institution: WOBI (edX)
2.Successful Negotiation: Essential Strategies and Skills, University of Michigan (edX)
3. Conflict Management: Mediation, LouvainX (edX)

Name of the Program:		**BSc. CP**		**Semester : 2**		**Level: UG**	
Course Name		**SPOKEN ENGLISH**		**Course Code/ Course Type**		USLAE113/AEC	
Course Pattern		**2024**		**Version**		1.0	
Teaching Scheme					**Assessment Scheme**		
Theory	**Practical**	**Tutorial**	**Total Credits**	**Hours**	**CIA (Continuous Internal Assessment)**	**ESA (End Semester Assessment)**	**Practical/ Oral**
2	-	-	-	30	50	-	-
Pre-Requisite:							
Course Objectives (CO):		The objectives of (SPOKEN ENGLISH) are: 1. To create an ambience for students to speak English fluently and fearlessly 2. To familiarize students with different speech acts 3. To comprehend English in real life situations 4. To enhance English fluency of the students 5. To increase their potentials to succeed in their professional and personal life.					
Course Learning Outcomes (CLO):		By the end of the course, students will be able to— 1. Listen to English discourses with higher comprehension capacity, 2. Speak English in their life situations 3. Use English for practical purpose 4. Express themselves fluently in any unknown circumstances, and 5. Defend communicative competence.					

Course Contents/Syllabus:

(All the units carry equal weightage in Summative Assessment and equal engagement)

Descriptors/Topics	**CLO**	**Hours**
UNIT I		
English Everywhere: Non- Conventional Pedagogical tools - Mobile, Television, News, Theatre, Famous Speeches, Friends etc.	**CLO1**	**06**
UNIT II		
Speech Acts: Greetings, introducing oneself, invitation, making request, expressing gratitude, complimenting and congratulating, expressing sympathy, apologizing, asking for information, seeking permission, complaining and expressing regret, idioms and phrases	**CLO2**	**06**
UNIT III		

English in real life situations: At the College office, Library, Department, Bank, Railway station, Post office, Police station, Travel agency, Interview	**CLO3**	**06**
UNIT IV		
Fluency Development: Vocabulary enhancement, Conversation skills, Role play, Commentary etc.	**CLO4**	**06**
UNIT V		
Speaking skills: Presentation skills, Public Speaking skills, GD skills, Interview skills, independent practice: Listening to BBC, CNN and paying attention to idiomatic usage of the language and different accent for speech acts that are used, Watch and appreciate English movies.	**CLO5**	**06**
Total Hours		**30**

Learning resources

Textbooks:

1. Collins, Stevens. Practical Everyday English: A Self-study Method of Spoken English for Upper Intermediate and Advanced Students. Montserrat Publishing; 5th Revised edition 2008
2. Mohan, Krishna and N.P. Singh. Speaking English Effectively. Delhi: Macmillan, 1995.

Reference Books:

1. SasiKumar. V and P.V. Dharmija. 1993. Spoken English: A Self-Learning Guide Conversation Practice. 34threprint. Tata McGraw – Hill. New Delhi.
2. Swets, Paul. W. 1983. The Art of Talking So That People Will Listen: Getting Through to Family, Friends and Business Associates. Prentice Hall Press. New York.

Online Resources/E-Learning Resources

1.https://learnenglish.britishcouncil.org/skills/speaking

2.https://learnenglish.britishcouncil.org/business-english

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COURSE CURRICULUM

Name of the Program:		**BSc. CP**		**Semester : 2**		**Level: UG**	
Course Name		**IKS: Indian Family System: The Concept, Practices and Current Relevance**		**Course Code/ Course Type**		ACIKS101, IKS	
Course Pattern		**2024**		**Version**		1.1	
Teaching Scheme					**Assessment Scheme**		
Theory	**Practical**	**Tutorial**	**Total Credits**	**Hours**	**CIA (Continuous Internal Assessment)**	**ESA (End Semester Assessment)**	**Practical/Oral**
1	-	-	-	15	50	--	-
Pre-Requisite:							
Course Objectives (CO):				The objectives of (**IKS: Indian Family System: The Concept, Practices and Current Relevance**) are: 1. To know the historical development of the Indian family system. 2. Familiarize diverse family structures prevalent in India, including joint families, nuclear families, and extended families, while exploring their characteristics, advantages, and challenges. 3. Explore the impact of cultural factors such as religion, traditions, rituals, and customs on the Indian family system. 4. Know effects of urbanization, globalization, education, and economic shifts on the Indian family system. 5. Identify the challenges faced by Indian families in the modern era.		
Course Learning Outcomes (CLO):				Students would be able to: 1. Understand the Indian family system and its core values. 2. Examine the significance of family rituals, traditions, and celebrations in Indian culture. 3. Evaluate the roles and responsibilities of individuals within different family structures. 4. Critically assess contemporary issues and predict future trends impacting Indian families. 5. Evaluate the family's role in shaping social cohesion and preserving cultural heritage.		

Course Contents/Syllabus:
(All the units carry equal weightage in Summative Assessment and equal engagement)

Descriptors/Topics	CLO	Hours
UNIT I		
Introduction to the Indian Family System Understanding the importance of the family system. FamilyStructure,Functions,andRelationships Core values and principles Types of Families in India	**CLO 1**	**3**
UNIT II		
Practices within the Indian Family System Family Development Role of family members: parents, children, grandparents, and other relatives. Marriage and its significance in Indian families: Arranged marriages vs. love marriages. Gender roles and expectations within the family. Rituals, traditions, and ceremonies that reinforce family bonds. Inheritance patterns and property distribution.	**CLO 2**	**3**
UNIT III		
In-depth exploration of the joint family system: its origin, structure, and functioning. **Generational Shifts and Evolving Roles-** Focusing on changing roles, responsibilities, and expectations of family members. **Interpersonal Relationships and Communication:** The intricacies of communication patterns within the Indian joint family, including conflict resolution, decision-making processes, and the impact of effective communication on maintaining family cohesion. **Gender Dynamics and Women's Empowerment:** The role of gender within the Indian joint family system, discussing shifts in women's empowerment, changing perceptions of gender roles, and the challenges and opportunities for women in such families.	**CLO3**	**3**
UNIT IV		
Changing Family Patterns in Contemporary India The emergence of nuclear families: reasons and implications. Dual-career families and the evolving role of women. The concept of individualism and its effect on family dynamics. Technological advancements and their impact on family communication and interactions. Challenges faced by modern Indian families: mental health, work-life balance, generational gaps.	**CLO4**	**3**
UNIT V		
Current Relevance and Future Prospects Analyzing the relevance of the Indian family system in the context of societal changes. Comparing the Indian family system with family systems in other cultures. The role of education, media, and popular culture in shaping perceptions of family. Strategies for maintaining strong family bonds in the face of evolving societal norms.	**CLO5**	**3**

Exploring potential adaptations and innovations to preserve the positive aspects of the Indian family system		
Total Hours		**30**
Assessment 1 **Case Study: (15 Marks Each)** 1. Develop role-play scenarios depicting typical family interactions in Indian households. Address issues like parent-child relationships, generational conflicts, or sibling dynamics. 2. Investigate how modernization and globalization are impacting traditional Indian family systems. Discuss evolving roles of women, changing views on marriage, and intergenerational shifts.		
Assessment 2 **Quiz (20 Marks)**		

Learning resources

Text Reading:

- Patel, Tulsi. (Ed). (2005). The Family in India: Structure and Practice. New Delhi: Sage Publications.
- Uberoi, Patricia. (Ed). (1993). Family, Kinship and Marriage in India. Delhi: OUP.
- Kolenda, Pauline. (2011). Caste, Marriage and Inequality. New Delhi: Rawat Publications.

References:

- Goode, W.J. (1984). The Family. New Delhi: Prentice Hal

Online Resources/E-Learning Resources

https://cdn.visionias.in/value_added_material/9bac5-changing-dynamics-of-family-structure-in-india.pdf (2024)

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COURSE CURRICULUM

Name of the Program:		BSc. Nutrition & Dietetics		Semester :II		Level: UG	
Course Name		Human Nutrition		Course Code/ Course Type		USCNUT101/Minor	
Course Pattern		2024		Version		1.0	
Teaching Scheme					Assessment Scheme		
Theory	Practical	Tutorial	Total Credits	Hours	CIA (Continuous Internal Assessment)	ESA (End Semester Assessment)	Practical/Oral
2	-	-	2	2	20	30	-
Pre-Requisite:		Nil					

Course Objectives (CO):	The objectives of Human Nutrition: 1. To enable students to educate others about holistic Nutrition, life style ,wellness and healthy living 2. To demonstrate an understanding of energy metabolism, including how the body utilizes energy from food and how energy balance affects body weight and composition. 3. To design and critique evidence based nutrition intervention for prevention and control of chronic diseases. 4. To demonstrate an understanding of the major nutrients required by the human body, including carbohydrates, proteins, fats, vitamins, and minerals. 5. To be familiar with common food sources of macronutrients and micronutrients, as well as the nutritional composition of different foods.
Course Learning Outcomes (CLO):	Students would be able to: 1. Summarize and critically discuss and understand both fundamental and applied aspects of nutrition. 2. Able to explain functions of specific nutrients in maintaining health 3. Identifying nutrient specific force and apply the principles from the various factors of foods. 4. Gain in basic knowledge of the different nutrients and their role in maintaining health of the community 5. Develop skills in qualitative analysis and quantitative estimation of nutrients

Course Contents/Syllabus:

(All the units carry equal weightage in Summative Assessment and equal engagement)

Topic	CLO	Hours
UNIT I		
Introduction to nutrition - Food as source of nutrients, functions of food, definition of nutrition, nutrients & energy, adequate, optimum & good nutrition, malnutrition. RDA- Definition, factors affecting RDA and methods used for deriving RDA. Water - as a nutrient, function, sources, requirement, water balance & effect of deficiency.	CLO1	6
UNIT II		
Energy- Definition, units of measurement, direct and indirect calorimetry; Determination of energy value of food, Total Energy requirement, Factors affecting physical activity, Factors affecting Basal Metabolic Rate, factors affecting Thermic effect of food . Nutrition - Fitness, Athletics & Sports. 3. Food guide - Basic five food groups How to use food guide (according to R.D.A.) 9. Proteins - composition, sources, essential & non-essential amino acids, functions, Protein deficiency.	CLO2	6
UNIT III		
4. Interrelationship between nutrition & health : - Visible symptoms of goods health 5. Use of food in body - Digestion, Absorption, transport & utilization.	CLO3	06
UNIT IV		
6. Role of fibres in human nutrition. 7. Carbohydrates : Functions, classification, food sources, storage in body. 8. Fats & oils : composition, saturated and unsaturated fatty acids, classification, food sources, function of fats. 9. Proteins - composition, sources, essential & non-essential amino acids, functions, Protein deficiency	CLO4	06
UNIT V		
Minerals - macro & micronutrients. - functions, sources. Bioavailability and deficiency of Calcium, Iron, Iodine, Sodium & Potassium (in very brief) 12. Vitamins (water & fat soluble) - definition, classification & functions. 13. Effect of cooking & heat processing on the nutritive value of foods.	CLO5	06
Total		30

Learning Resource

Text Reading:

1. Sumathi R. Mudambi, Rajagopal, M.V., Fundametals of Foods and Nutrition, New Age International (P) Ltd, Publishers, Third edition, 1997.
2. Srilakshmi B.,Nutrition Science, New Age International (P) Ltd, Publishers, Fifth ,multi colour edition,2016.
3. Sue Rodwell Williams, Nutrition and Diet Therapy, C.V. Melskey Co., 6th edition, 2000. 5. Mahtab. S.Bamji, Kamala Krishnaswamy and G.N.V Brahmam, Text Book of Human Nutrition, Oxford and IBH Publishing Company, Third Edition.2009.

References:

1. Mangala Kango, Normal Nutrition, Curing diseases through diet, CBS Publications, First edition, 2005.
2. Insel, P, et al. Discovering Nutrition: Jones & Bartlett Learning. 4th, 5th, or 6th editions are acceptable

Online resource/ E-learning resource

1. https://www.igmpi.ac.in/post-graduate-diploma-in-nutrition-and-dietetics
2. html.html?gad_source=1&gclid=CjwKCAjww_iwBhApEiwAuG6ccOYdAruxzBzdvHs1kPURsErZ6_xaeJ1L6MRa7YEgc5uLcA4xZ46ihoCRzMQAvD_BwE

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COURSE CURRICULUM

Name of the Program:	**B.Sc Clinical Psychology**			**Semester: II**		**Level:** UG	
Course Name		Entrepreneurship-New Venture Management		**Course Code/ Course Type**		USMEI101/MINOR	
Course Pattern		2024		**Version**		1.0	
Teaching Scheme					**Assessment Scheme**		
Theory	**Practical**	**Tutorial**	**Total Credits**	**Hours**	**CIA (Continuous Internal Assessment)**	**ESA (End Semester Assessment)**	**Practical/ Oral**
2	-	-	2	2	20	30	-
Pre-Requisite: None							
Course Objectives (CO):				The objectives of the course are: 1. To recall the concept of entrepreneurship 2. To recognize methods of idea generation and explore opportunities 3. To apply success & failure stories of ventures to one's self enterprise 4. To analyze new venture concepts in terms of complexity of new venture initiation 5. To evaluate one's personal strength & write a comprehensive, solid, executable new venture business plan			
Course Learning Outcomes (CLO):				Students would be able to: 1. To identify key entrepreneurship concepts, theories and principles, including knowledge of different types of entrepreneurs 2. To explain the product related opportunities and do feasibility checks 3. Apply knowledge of the various perspectives of entrepreneurship that reflect sustainable value for business and society through launches 4. Analyze the strategies of an existing business venture and leverage role of support organizations and small businesses 5. To evaluate industry relevant success stories and technology developments.			

Course Contents/Syllabus:
(All the units carry equal weightage in Summative Assessment and equal engagement)

Descriptors/Topics	CLO	Hours
UNIT I		
Entrepreneurship Defined: Concept and Definitions, Entrepreneurial Competencies, Factor Affecting Entrepreneurial Growth, Traits/Qualities of an Entrepreneurs, Steps of entrepreneurial process	**CLO 1**	**6**
UNIT II		
Products & Opportunities: Opportunity / Identification and Product Selection, Product Selection, Conducting Feasibility Studies, Entry strategies, Intellectual Property	**CLO 2**	**6**
UNIT III		
Small Enterprises and Enterprise Launching Formalities: Definition of Small Scale; Rationale; Objective; Scope; Role of SME in Economic Development of India; SME; Registration; NOC from Pollution Board; Machinery and Equipment Selection; **Project Report Preparation:** Specimen of Project Report; Project Planning and Scheduling using Networking Techniques of PERT / CPM; Methods of Project Appraisal - economic viability and market feasibility, requirements of financial institutions, projected financial statement preparation.	**CLO 3**	**6**
UNIT IV		
Role of Support Institutions and management of Small Business: Director of Industries; DIC; SIDO; SIDBI; Small Industries Development Corporation (SIDC);SISI; NSIC; NISBUED; State Financial Corporation SFC; Information : assistance from different organizations in setting up a new venture, technology parks, industrial corporations, directorate of industries / cottage and small scale industries, SISI, Khadi & Village Industries Corporation / Board; DGS & DNSIC, export & import, how to apply for assistance – procedure, forms, procedures for obtaining contract from Railways, Defence, P & T etc., SIDBI; Laws : Liabilities under the Factories Act, Shops & Establishment Act, Industrial Employment (Standing Orders) Act, Environment Protection Act, Sale of Goods Act, maintenance & submission of statutory records & returns, understanding labour - management relationship	**CLO 4**	**6**
UNIT V		
Case Studies: Diagnostic case studies of successful / unsuccessful entrepreneurs, key variables explaining success / failures, industrial sickness, industrial reconstruction, technology obsolescence, technology, transfer	**CLO 5**	**6**
Total Hours		**30**

Learning resources

Textbooks:

1. Holt H. David (2005), Entrepreneurship New Venture Creation, Prentice-Hall
2. Histrich D. Robert and Peters P. Michal Shepherd A Dean (2007), Entrepreneurship, McGraw Hill
3. Suhail Abidi and Manoj Joshi, The VUCA Company, 2016, Jaico Publishing India, ISBN 978-81-8495-662-7

Reference Books:

1) Sharma, Apoorv and Shukla, Balvinder and Joshi, Manoj, Can Business Incubators Impact the Start-Up Success? India Perspective! (October 20, 2014). Available at SSRN: https://ssrn.com/abstract=2511944 or http://dx.doi.org/10.2139/ssrn.2511944
2) Sharma, Apoorv and Joshi, Manoj and Shukla, Balvinder, Is Accelerator an Option? Impact of Accelerator in Start-up Eco-System! (May 19, 2014). Available at SSRN: https://ssrn.com/abstract=2438846 or http://dx.doi.org/10.2139/ssrn.2438846
3) Joshi, Manoj and Srivastava, Apoorva and Shukla, Balvinder, International Lessons on Innovation for Socio Economic Development in India (October 13, 2014). Available at SSRN: https://ssrn.com/abstract=2509060 or http://dx.doi.org/10.2139/ssrn.2509060

Online Resources/E-Learning Resources:

1. Entrepreneurship Essentials, HBS, https://online.hbs.edu/courses/entrepreneurship-essentials/
2. New Venture Finance: Startup Funding for Entrepreneurs, https://www.coursera.org/learn/startup-funding?specialization=business-entrepreneurship
3. Developing New Business Ventures (Online): From Ideation to Successful Launch, https://execed.business.columbia.edu/programs/developing-new-business-ventures-online