

PimpriChinchwad Education Trust's
Pimpri Chinchwad University

Sathe, Pune - 412106



PCET's
**Pimpri
Chinchwad
University**

Learn | Grow | Achieve

Curriculum Structure
B. Sc Clinical Psychology
(Batch-2025-2029)
School of Sciences



Effective from Academic Year 2025

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)	■	■	■	■	■	■			-
5	Skill Enhancement Courses	1	1	-	-	-	-			2
6	Vocational Skill Course	-	-	-	3	-	-	2	3	8
7	Summer Internship/On Job Training						6		12	18
8	Field Project			4				4		8
9	Indian Knowledge System (Audit Course)	-	■		■					-
12	Value Education Course	-	-	-	-	-	-			-
Total		20	20	20	20	20	20	20	21	161

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/UBSN D 108	OE	Open Elective I Food Psychology/ Understanding Fitness *MOOC	2			2	2	50			50
UBSCP108	SEC	Basics of Computer Applications & AI : CP			1	2	1	25	-	25	50
ACUHV101	AC	UHV I: Professional Ethics	2			2	-	50			50
USLAE107/AEC	AEC	Modern Grammar 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

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	-	4	4	40	60	0	100
UBSCP110	MAJM	Health Psychology	3		-	3	3	40	60	0	100
UBSCP111	MAJM	Health Psychology - Lab			1	2	1	25	0	25	50
UBSCP112	MAJM	Cognitive Psychology	3	-	-	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 117/ UBSCP 115	OE	Open Elective-II	2			2	2	50	-	-	50
UBSCP 116	SEC	Sales, Negotiations, and Conflict Management: CP *MOOC	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 117	OE	Tools of Nutritional Assessment
UBSCP 115	OE	Role of Mindfulness and Counselling in Psychology

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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		Total
			Th	Pr	Tut	Credit	Hrs		CIA	ESA	CIA	ES A	
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**

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	Principles 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 Gender Equality and Equity *MOOC	2			2	2	50			50
ACUHV201	AC	UHV II– Understanding Harmony	2	-		2		50	-	-	50
UFL201	AEC	Foreign Language-I	2			2	-	50			50
UBSCP206	FP	Field Project- CP				6	4	50		50	100
Total			19	1	-	26	20	360	240	50	650

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
UFL201A	AEC	Foreign Language I - German
UFL201B	AEC	Foreign Language I - Japanese

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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
UBSCP207	MAJM	Advancements and Scope of Behavioural Neuroscience	2	1	-	3	3	40	60	0	100
UBSCP208	MAJM	Understanding Psychological Disorders	3	1	-	4	4	40	60	0	100
UBSCP209	MAJM	Experimental Psychology - Lab	0	-	2	4	2	25	0	25	50
UBSCP210	MAJM	Nutrition and Mental Health	3	-	-	3	3	40	60	0	100
UBSCP211	MAJM	Comparative Psychology	3			3	3	40	60	0	100
	MIN	Minor III	2	0	-	2	2	20	30	0	50
UBSCP212	VSC	Organizational Psychology *MOOC	3	-	-	3	3	50		50	100
ACCOI201	IKS- AC	Constitution of India	2	-	-	2	-	50			50
UFL202	AEC	Foreign Language-II	2			2	-	50			50
Total			20	2	2	26	20	355	270	25	650

*This component would be assessed through MOOC

Foreign Language II

Course Code	Course Type	Subject name
UFL202A	AEC	Foreign Language II - German
UFL202B	AEC	Foreign Language II - 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

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**

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 *MOOC	3	-	-	3	3	50	50	-	100
	MIN	Minor IV	2	-	-	2	2	20	30		50
UFL301	AEC	Foreign Language-III	2			2	-	50			50
ACALR301	VSC	Aptitude and Logical Reasoning	1			1		50			50
Total			20	2	1	24	20	355	270	25	700

UBSCP 308- Elective I

Course Code	Course Type	Subject name
UBSCP306A	MAJE	Positive Psychology
UBSCP306B	MAJE	Psychological First Aid

Foreign Language III

Course Code	Course Type	Subject name
UFL301A	AEC	Foreign Language III - German
UFL301B	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	Total
UBSCP307	MAJM	Psychometric Analysis - Lab	0	0	2	4	2	25		25	50
UBSCP308	MAJM	Introduction to Statistical Analysis in Psychology	3		-	3	3	40	60	0	100
UBSCP309	MAJM	Introduction to Psychodiagnostics	2	1	0	3	3	40	60	0	100
UBSCP310	MAJM	Introduction to Psychotherapy	3	1	0	4	4	40	60	0	100
	MIN	Minor 5	2	-		2	2	20	30	0	50
UBSCP311	INTR	Summer Internship : Clinical Psychology					6	100	0	100	200
ACEVS301	VEC	EVS	2			2	-	50			50
UFL302	AEC	Foreign Language -IV	2			2	-				
Total			14	2	2	20	20	315	210	125	650

Foreign Language IV

Course Code	Course Type	Subject name
UFL302A	AEC	Foreign Language IV - German
UFL302B	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	Tu t	Pr	Hr s	Cr	CIA	ESA	PR/ OR	Tota l
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	Neuro 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	Tu t	P r	H rs	Cr	CIA	ES A	PR/OR	Total
USBCP408	MAJM	Palliative and Domiciliary Care: Clinical Psychology	2	-	-	2	2	50	0	0	50
UBSCP409	VSC	IPR-Online Certification *MOOC	3	-	-	3	3	50	0	0	50
UBSCP410	MAJM	Case study Portfolio: Clinical Psychology		-	0	4	4	50		50	100
UBSCP411	INTR	OJT- Thesis: Clinical Psychology	-	-			12	200		200	400
Total			5	0		9	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

Course Structure

	School of Engineering & Technology (ET)					
	List of Minor Courses					
	Web Development (WD)					
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)					
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)					
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)					
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
Media School (MS)						
List of Minor Courses						
Media Communications						
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
School of Sciences (SC)						
Psychology (PSY)						
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)						
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
Pune Design School (SD)						
Design Thinking and Methodologies (DM)						
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
School of Management (SM)						
Economics & Finance (FE)						
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 and Management Accounting	# V/*VII	2	2	20	30
USMFE105	FE Minor5: Macro economics	# VI/*VIII	2	2	20	30
Entrepreneurship and Innovations (EI)						
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
School of Pharmacy (SP)						
Drugs & Healthcare (DH)						
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
SoET BCA and BSc						
Software Application Design and Development (AD)						
Course	Name of Course	Teaching Scheme			Evaluation	

Code					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)					
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
	School of Liberal Arts (SL)					
	English Literature (E)					
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)						
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

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 Minor2 Learning English With Shakespeare-Hamlet (Minor-II)

SEMESTER - I

COURSE STRUCTURE

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: <div>1. To recall the foundational concepts of Psychology and its methods of study, including various study techniques.</div> <div>2. To recognize and apply ethical principles in psychological research and understand the role of psychologists in society.</div> <div>3. To analyze theories of emotions and their physiological basis.</div> <div>4. To evaluate theories of personality, and understand their implications.</div> <div>5. To apply concepts of intelligence, including IQ and to understand cognitive functioning.</div>			
Course Learning Outcomes (CLO):				Students would be able to: <div>1. Identify the foundational concepts of Psychology and the methods used to study human behavior, including observation, interviews, and experimental techniques.</div> <div>2. Explain the importance of ethical principles in psychological research and describe the role of psychologists in addressing societal issues.</div> <div>3. Apply their knowledge of theories of emotions, to analyze and interpret emotional experiences.</div> <div>4. Analyze data from various theories of personality, and to understand individual differences in behavior.</div> <div>5. Analyze aggression causes and prevention, address adolescent stress and identity crises, and evaluate love, intimacy, and individual differences in close relationships.</div>			

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,	CLO 1	09



Interview, Case study, Experimental method, Ethics and Role of Psychologist, Facts and myths about Psychology.		
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/9xTz3Qjclol?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.			

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	CLO 1	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

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

COURSE CURRICULUM

Name of the Program:		BSc CP		Semester : 1		Level: UG	
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/>

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: <div><div>1.</div><div>To recall key theories and concepts in social psychology, such as social influence, social cognition, and social identity.</div><div>2.</div><div>To recognize the various factors that influence individual behavior within social contexts, including cultural norms, social roles, and situational pressures.</div><div>3.</div><div>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.</div><div>4.</div><div>To analyze research findings and methodologies used in social psychology, including experimental designs, surveys, and observational studies.</div><div>5.</div><div>To apply foundational principles of social psychology.</div></div>		
Course Learning Outcomes (CLO):					Students would be able to: <div><div>1.</div><div>Identify the ABCs of Social Psychology.</div><div>2.</div><div>Explain the various factors that influence individual behavior within social contexts, elucidating the role of cultural norms, social roles, and situational pressures.</div><div>3.</div><div>Apply knowledge of interpersonal behavior such as conformity and compliance.</div><div>4.</div><div>Analyze group dynamics and the impact of groups on individuals.</div><div>5.</div><div>Apply key theories of Social Psychology to Consumer behavior, Health, Law, and Environment.</div></div>		

Course Contents/Syllabus:

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

Descriptors/Topics	CLO	Hours
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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	6
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	6
UNIT III		
Interpersonal Behavior: Interpersonal Attraction, Social Influence: Conformity and Compliance, Pro-Social Behavior	CLO3	6
UNIT IV		
Groups and Individuals: Why do we join groups? Effects of the presence of others, Co-operation and Conflicts in groups	CLO4	6
UNIT V		
Applications of Social Psychology: Applying Social Psychology to Consumer Behaviour, Health, Law, Environment	CLO5	6
Total Hours		30

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>

Name of the Program:		BSc Clinical Psychology		Semester : 1		Level: UG	
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: <ol style="list-style-type: none">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: <ol style="list-style-type: none">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 marriage	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>



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 and due to various marketing strategies. Nutrition labelling	CLO4	6
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/8lkhpkefMjI?si=M8seWw2FcP25PtJe>
- 2.https://youtu.be/Wth5CSX7_hQ?si=JglQx_fEhTiGyKSv

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		
Theor y	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):	<p>The objectives of Understanding Fitness are:</p> <ol style="list-style-type: none"> 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):	<p>Students would be able to:</p> <ol style="list-style-type: none"> 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 (only names) –Major skeletal muscles	CLO 2	6
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/>

COURSE CURRICULUM

Contents/Syllabus:

(All the Practical's carry equal weightage in Summative Assessment and equal engagement).

Name of the Program:		BSc Clinical Psychology		Semester: 1		Level: UG	
Course Name		Basics of Computer Applications		Course Code/ Course Type		UBSCP 109/ SEC UBSND 109 / SEC	
Course Pattern		2025		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: 6. Recall basic formatting features and functions in Microsoft Word. 7. Explain the features of Microsoft Excel and how AI tools assist in data management. 8. Apply PowerPoint tools and AI features to develop engaging slide presentations 9. Analyze the effectiveness of AI-supported features in composing professional emails. 10. Evaluate the use of generative AI tools for creative content generation and writing assistance.			
Course Learning Outcomes (CLO):				Students would be able to: 1. Identify tools such as font formatting, headers/footers, drop cap, symbols, and styles in Word to create a project certificate and abstract. 2. Describe how functions like summation, formatting, and the “Ideas” or Copilot tool help analyze or visualize data in a schedule or marksheet. 3. Create a presentation using Designer, Copilot, and Presenter Coach to enhance content layout, speaker notes, and delivery. 4. Compare the use of Smart Compose, Copilot, and Focus Mode in Gmail to write clear, concise, and structured emails. 5. Use ChatGPT, Canva AI, or Google Docs AI features to design or draft content effectively for academic or professional tasks.			

Practical Plan

Assignment/Practical/Activity Number	Assignment/Practical/Activity Title	Week Number/ Turn	Details	CLO	Hours
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1	Practical 1: Create project certificate using Microsoft Word and creating project abstract	Week 1	Features to be covered:- Formatting Fonts, Drop Cap, Applying Text effects, Using Character Spacing, Borders and Colors, Inserting Header and Footer, Using Date Features to be covered:-Formatting Styles, Inserting table, Bullets and Numbering, Changing Text Direction, Cell alignment, Footnote, Hyperlink, Symbols, Spell Check, Track Changes	CLO1	3
2.	Practical 2:- Using Excel to create a scheduler using AI tools	Week 2	Accessing, overview of toolbars, saving spreadsheet files, Using help and resources. Gridlines, Format Cells, Summation, auto fill, Formatting Text Create a dataset (e.g., student marks or schedule) and use “Ideas” or Copilot to analyze it or visualize it.	CLO2	4
3.	Practical 3:- Power Point using AI tools	Week 3	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 . AI Features: <ul style="list-style-type: none"> • Copilot in PowerPoint: Converts text into professional slides, suggests layouts, and can write speaker notes. • Designer Tool: Suggests attractive slide layouts automatically. • Presenter Coach: Uses AI to give feedback on speaking pace, filler words, and tone. 	CLO3	4
4.	Practical 4 : Gmail Practice writing professional emails using Smart Compose or Copilot features.	Week 4	Basic netiquettes, Copilot in Gmail : Drafts emails, suggests replies, prioritizes inbox, Gmail Smart Compose: Predicts text while typing, Focus Mode: Uses AI to reduce notification distractions.	CLO4	4
5.	Practical 5: Other AI Tools	Week 5	ChatGPT / Bing AI / Google Gemini Use as a writing or brainstorming assistant. Canva AI Tools: <i>Magic Write, Magic Design, and Text to Image</i> for creative projects. Google Docs AI features: Smart Compose, grammar correction, summarization, and assisted writing.	CLO5	4
					30

Learning resources

Textbooks:

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

2. Walkenbach, J. (2015). *Excel 2016 Bible*. John Wiley & Sons.
(Detailed guide to Excel including formulas and features)
3. Russell, S., & Norvig, P. (2021). *Artificial Intelligence: A Modern Approach* (4th ed.). Pearson.
(Foundational understanding of AI principles)

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=QauuL9glVYnbbFTb>



Name of the Program:		B.Tech/B.B.A/B.C. A/B.Sc/B.Pharm		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: <div><div></div><div></div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div><div></div><div></div></div> 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Contents/Syllabus:

(All the Practical's carry equal weightage in Summative Assessment and equal engagement)

Descriptors/Topics	CLO	Hours
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UNIT I		
Individual and Professional Ethics: Introduction to Professional Ethics, Morals, Values and Ethics – Personal and Professional- Sense 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 unethical 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://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		
Theor y	Practic al	Tutoria l	Total Credi ts	Hours	CIA (Continuous Internal Assessment)	ESA (End Semester Assessment)	Practical/Or al
2	-	-	-	30	50	-	-
Descriptors/Topics						CLO	Hours
Pre-Requisite:							
UNIT 1							
Basics: Parts of Speech-Nouns, Articles, prepositions, Conjunctions, interjections. speech, and their usage				Pronouns, Adjectives, Adverbs, Forms of Be, Tenses, Reported speech, and their usage		CLO1	06
				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			
UNIT 2							
Syntax: Sentence, phrase, clause structures				3. To focus on motivating students to express coordination and subordination themselves in correct English.		CLO2	06
UNIT 3							
Usage Issues in Modern English Grammar: Punctuation, verb forms, Subject-verb agreement, Pronoun-Antecedent agreement, Auxiliaries, Adjective-Adverb Confusions				1. Measure a strong theoretical understanding on Modern grammar 2. Distinguish between acceptable and inappropriate		CLO3	06
UNIT 4							
Common Errors in English: Dangling construction, Parallel construction, American vs. British, Errors in common expressions, Errors by Non-Native students				3. Produce free use of expressions in writing, 4. Practise advanced forms of writing, and		CLO4	06
UNIT 5				5. Produce clarity and conciseness on writing			
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>

SEMESTER - II

COURSE STRUCTURE

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
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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>

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: <div><div>1.</div><div>To recall and recognize the impact of biological , psychological, social and cultural determinants on health outcomes.</div><div>2.</div><div>To Analyze the influence of health beliefs and behaviors on public health issues.</div><div>3.</div><div>To Apply psychological principles to promote health-enhancing behaviors.</div><div>4.</div><div>To synthesize knowledge from multiple domains to address complex health issues.</div><div>5.</div><div>To apply various techniques for managing health issues.</div></div>			
Course Learning Outcomes (CLO):				Students would be able to: <div><div>1.</div><div>Identify the impact of biological, psychological, social, and cultural determinants on health outcomes.</div><div>2.</div><div>Explain the influence of health beliefs and behaviors on public health issues, including their role in disease prevention and health promotion.</div><div>3.</div><div>Apply knowledge of psychological aspects that contribute to stress , and apply stress management and coping techniques.</div><div>4.</div><div>Analyze risk factors that contribute to metabolic syndromes, its assessment and management</div><div>5.</div><div>Analyze the effectiveness of CAMs, Patient-Provider Communication and health care services.</div></div>			

Course 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 2013**<https://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	2.1 Introduction 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
		Week 8	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 Complementary 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.	Week 13	5.1 Understanding assessment of stress	CLO5	2
		Week 14	5.2 Planning stress reduction strategies to be incorporated in the workshop		2
		Week 15	5.3 Delivering 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

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/IJG4T5LpDzM>

2. **Robert Sapolsky: The Psychology of Stress**

<https://www.youtube.com/watch?v=bEcdGK4DQSG>

Name of the Program:		BSc CP		Semester : 2		Level: UG	
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 and theoretical issues), Verbal learning and Discrimination learning, Fundamental theories of Memory and forgetting Recent trends in learning: Neurophysiology of learning, retention and memory	CLO 2	09
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

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
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1	Practical 1: Decoding Rebus	Week 1/Turn 2	1.3 Understanding Decoding Rebus	CLO 1	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:

PCET's PCU/School of Sciences/ BSc. Clinical Psychology/2025 Pattern

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:

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

Name of the Program:		BSc Clinical Psychology		Semester : 2		Level: UG	
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: <ol style="list-style-type: none">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: <ol style="list-style-type: none">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 personality5. Analyze the nature of intelligence and approaches tp undertand intelligence.			

Course 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, Cattell'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>

COURSE CURRICULUM

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

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 Assessment Rosalind S. Gibson Oxford University Press, 2005 - Health & Fitness - 908 pages
2. Williams' Basic Nutrition & Diet Therapy, 16th Edition Author : Staci Nix McIntosh

Reference Books:

1. Jelliffe 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, Sanfarn Publishers, Madras, 1972.
5. Mc.Laren S, Nutrition and the community, John Wiley & Sons, 1982.
6. Reddy AA, Extension Education, Srilakshmi Press, Bapatla, 1971.
7. Dahama OP and Bhatnagar OP Education 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>

COURSE CURRICULUM

Name of the Program:		BSc Clinical Psychology		Semester : 2		Level: UG	
Course Name		Role of Mindfulness and Counselling in Psychology		Course Code/ Course Type		UBSCP 115/ 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: None							
Course Objectives (CO):				The objectives of Role of Mindfulness and Counselling in Psychology are: <div><div>1.</div><div>To understand the foundations of mindfulness and its relevance in the field of psychology and nutrition</div></div> <div><div>2.</div><div>To explore the concept of mindful eating and its benefits for physical and mental health</div></div> <div><div>3.</div><div>To examine the role of mindfulness in promoting a positive body image</div></div> <div><div>4.</div><div>To explore the impact of mindfulness on stress reduction and emotional well-being</div></div> <div><div>5.</div><div>To develop practical skills for incorporating mindfulness in daily living activities</div></div>			
Course Learning Outcomes (CLO):				Students would be able to: <div><div>1.</div><div>Demonstrate a comprehensive understanding of the foundations of counselling and mindfulness and its relevance within the fields of psychology.</div></div> <div><div>2.</div><div>Evaluate and apply the concept of mindful eating, demonstrating an understanding of its potential benefits for both physical and mental health.</div></div> <div><div>3.</div><div>Examine the impact of mindfulness practices on stress reduction and emotional well-being, and demonstrate the ability to apply mindfulness techniques to manage stress effectively.</div></div> <div><div>4.</div><div>Develop practical skills for integrating mindfulness into daily living activities, illustrating the application of mindfulness in various contexts such as work, relationships, and personal routines.</div></div> <div><div>5.</div><div>Foster self-awareness and personal growth through experiential mindfulness exercises</div></div>			

Course Contents/Syllabus:

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

Descriptors/Topics	CLO	Hours
UNIT I		
Counselling Psychology: Definition and goals of counseling psychology, Historical development and evolution of counseling as a field, Basic skills for counselling, Counseling in different settings (schools, workplaces, healthcare, etc.)	CLO1	6
UNIT II		
Foundations of Mindfulness: Definition and core principles of mindfulness, Relevance of mindfulness for mental well-being in daily life, Mindfulness vs. meditation: Understanding the distinctions, Benefits of mindfulness ,Research findings on mental health, well-being and nutrition, Practical steps to adopting mindfulness	CLO2	6
UNIT III		
Mindfulness and Nutrition : Overview of mindfulness and its relevance to nutrition,Mindful vs. mindless eating: Understanding the difference, Mindful eating techniques: Savoring, slowing down, and appreciating food, Mindfulness and emotional eating: Identifying triggers and coping strategies,Mindfulness and digestion: The mind-gut connection, Mindful nutrition for specific health goals (weight management, energy, etc.).	CLO3	6
UNIT IV		
Mindfulness for Self-Growth: Cultivating self-awareness through mindfulness, Mindful listening and effective communication,Mindfulness in conflict resolution and building an empathetic relationship	CLO4	6
UNIT V		
Mindfulness for Mental Health: Developing mindfulness-based coping strategies for anxiety and stress reduction, Mindfulness for enhancing self-compassion and resilience,Mindfulness and emotion regulation: Understanding and managing emotions.	CLO5	6
Total Hours		30

Learning resources

Textbooks:

1. Brown, K. W., Creswell, J. D., & Ryan, R. M. (Eds.). (2015). Handbook of mindfulness: Theory, research, and practice. The Guilford Press.
2. Salgado, B. (2016). Real World Mindfulness for Beginners: Navigate Daily Life One Practice at a Time. Callisto Media, Inc.

Reference Books:

1. Collard, P. (2024). The Little Book of Mindfulness: 10 minutes a day to less stress, more peace. Octopus.

Online Resources/E-Learning Resources:

1. Historical Overview of Professional Counselling by Dr. Aaron Norton

https://youtu.be/8EWR_TYTm2Y?si=r_jpFXWtWmkLIYx9

2. 5 Ways to Listen Better – Julian Treasure

https://youtu.be/cSohjIYQI2A?si=B1_qW-ptdk9eZsxc

3. The Art of Active Listening | The Harvard Business Review Guide

<https://youtu.be/aDMtx5ivKK0?si=Id-qnepOgtRLow5c>

4. Brene Brown on Empathy

https://youtu.be/1Evwgu369Jw?si=SvUR8PJoEu8_o398

5. Andy Puddicombe, “Ten Mindful Minutes” TED Talk

6. How mindfulness changes the emotional life of our brains by Richard J. Davidson

<https://youtu.be/7CBfCW67xT8?si=f6k5DVqXaWxftNy>

7. The Science of Mindfulness: A Research-Based Path to Well-Being

https://youtu.be/wxBdyBWx-EM?si=FNwTvPtqIaamR_Pk

8. The Power of Mindfulness: What You Practice Grows Stronger by Shauna Shapiro

<https://youtu.be/IeblJdB2-Vo?si=x4L1MgAuyu10vKrr>

9. Mindful Eating:

<https://youtu.be/aa3N3jh3C0A?si=9bOXHHxPM1BX-WOO>

10. Mindful Eating: https://youtu.be/CtOU4f3smt4?si=EtQ9fBCMyn_4JG8L

COURSE CURRICULUM

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: 12 th 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.			

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	CLO 2	6

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.		
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-Lose and Loose-Lose). 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. 34th reprint. 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>

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. Family Structure, Functions, and Relationships 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. Exploring potential adaptations and innovations to preserve the positive aspects of the Indian family system	CLO5	3
Total Hours		30
Assessment 1		

Case Study: (15 Marks Each) <ol style="list-style-type: none"> 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)

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., Fundamentals 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 Brahman, 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_xaeJIL6M Ra7YEgc5uLcA4xZ46ihoCRzMQAvD_BwE

COURSE CURRICULUM

Name of the Program:		BSc/BBA/B.Pharm/ B.Tech		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://exced.business.columbia.edu/programs/developing-new-business-ventures-online>