



SEMESTER - III

COURSE STRUCTURE



ame of the Program:		BSc Clinical Psychology		Semester : 3		Level: UG	
Course Name		Principles of Behavioral Neuroscience		Course Code/ Course Type		UBSCP201/MAJM	
Course Pattern		2023		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: FYBSc.							
Course Objectives (CO):				The objectives of Principles of Behavioral Neuroscience are: 1. To recall the historical development of neuroscience as a scientific discipline 2. To recognize the fundamental structures of the nervous system, , and their roles in regulating behavior, sensation, and movement. 3. To apply knowledge of neuroanatomy to identify and describe the structures and pathways involved in basic neurological functions . 4. To analyze the mechanisms of neuronal communication, including neurotransmission, synaptic transmission, and neural signaling pathways, and their significance in mediating behavior and cognitive processes. 5. To evaluate the neural basis of memory, object recognition, and attention, integrating principles of neuroanatomy and neuronal communication to understand how these cognitive functions are supported by the brain's underlying neural networks.			
Course Learning Outcomes (CLO):				Students would be able to: 1. Identify key historical developments and milestones in the field of neuroscience, and the instruments of neuroscience. 2. Explain the basic neuroanatomical structures and their functions. 3. Apply knowledge of neuronal communication mechanisms, to explain how the neural basis			

	<p>of memory.</p> <ol style="list-style-type: none"> Evaluate the neurological basis of cognitive processes in everyday life such as object recognition. Discuss the neural basis of attention , understanding neglect and balint's syndrome
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Course Contents/Syllabus:

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

Descriptors/Topics	CLO	Hours
UNIT I		
Development of Neuroscience : A Brief History of Cognitive Neuroscience, The Instruments of Neuroscience –Electroencephalograph, Measuring Blood Flow in the Brain, Computerized Axial Tomography, Positron Emission Tomography and Radioactive Tracers, MRI , fMRI,	CLO1	9
UNIT II		
Neuroanatomy: Structure and Functions of the Nervous System Structure of neurons, Neuronal signalling, Synaptic transmission, The Spinal Cord , Divisions of the Brain , The Brain Stem , The Cerebellum , The Diencephalon, Subcortical Forebrain, The Telencephalon, The Cerebral Cortex, Hemispheric Specialization	CLO2	9
UNIT III		
Neural Basis of Memory: The Anatomy of Memory , Memory Deficits: Amnesia, Medial Temporal Lobe Memory System, Memory Consolidation, Cellular Basis of Learning & Memory (Long-Term Potentiation)	CLO3	9
UNIT IV		
Neural Basis of Object Recognition: The Anatomy of Object Recognition, Multiple Pathways for Visual Perception, Apperceptive Agnosia, Integrative Agnosia, Associative Agnosia	CLO4	9
UNIT V		
Neural Basis of Attention: The Anatomy of Attention , The Neuropsychology of Attention , Neglect , Neuropsychological Tests of Neglect , Extinction , Comparing Neglect and Bálint's Syndrome	CLO5	9
Total Hours		45



Learning resources

Textbooks:

1. Gazzaniga, M. S., & Mangun, G. R. (Eds.). (2014). *The cognitive neurosciences* (5th ed.). Boston Review. <https://doi.org/10.7551/mitpress/9504.001.0001>

Reference Books:

1. Kolb, B., & Whishaw, I. Q. (2021). *Fundamentals of human neuropsychology* (Eighth edition). Worth Publishers/Macmillan Learning.

Online Resources/E-Learning Resources

1. <https://youtu.be/tm8Q0zoHd6w?si=3R64LebjkgXWZmM>
2. <https://youtu.be/4Hm08ksPtMo?si=fW2o-A1-ef32MWty>
3. <https://youtu.be/QQx71Y6ug1Y?si=OL8O2Us9CHF7KxWg>
4. <https://youtu.be/lqP232HMPZA?si=wpCC71hLZo5nbIbE>

COURSE CURRICULUM

Name of the Program:		BSc Clinical Psychology		Semester: 3		Level: UG	
Course Name		Physiological Psychology		Course Code/ Course Type		UBSCP202/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: FY BSc.							
Course Objectives (CO):				The objectives of Physiological Psychology are: 1. To recall key theories and concepts concerning the mind/body relationship and the physiological basis of psychological processes. 2. To discuss the foundational principles of psychopharmacology. 3. To recognize and categorize various theories explaining the relationship between psychological processes and somatic adaptive responses, and compare and contrast their strengths and limitations. 4. To apply knowledge of physiological psychology terminology and theories to explain how observable physiological functions, such as neural activity and hormonal responses, influence psychological behavior and mental processes in humans. 5. To analyze the interrelationships between observable physiological function and psychological behavior.			
Course Learning Outcomes (CLO):				Students would be able to:			

	<ol style="list-style-type: none"> 1. Identify key concepts and principles related to Psychopharmacology. 2. Explain the components, and function of the endocrine system. 3. Apply knowledge of physiological psychology to analyze the workings of the sensory systems that includes the visual system, auditory , somatosensory , gustatory and olfactory system. 4. Analyze the underlying physiological mechanism of the regulation of internal states. 5. Discuss the physiological mechanisms of reproductive behavior.
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Course Contents/Syllabus:

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

Descriptors/Topics	CLO	Hours
UNIT I		
The science of physiological psychology: Psychology and biology, Methods of research, Psychopharmacology, The principles of drug action ,Sites of drug action ,Psychoactive drugs ,Tolerance and dependence	CLO1	9
UNIT II		
The endocrine system: Hormones and their action, The pituitary gland The adrenal glands, The pancreas,The thyroid and parathyroid glands,The gonads ,The other glands	CLO2	9
UNIT III		
The Sensory System: The visual system, Coding in the retina and lateral geniculate nucleus ,Coding in the visual cortex ,Two visual systems ,The auditory system ,Coding for pitch and timbre ,The localization of sound,The somatosensory system Taste and smell: the chemical senses	CLO3	9
UNIT IV		
Regulation of internal states: Homeostasis, Thirst and drinking ,Eating Digestion, energy use and storage ,Physiological mechanisms in eating,Dietary choice and psychological factors	CLO3	9
UNIT V		
Reproductive behavior: Reproduction and sexual differentiation, Hormonal control of sexual behavior ,Neural mechanisms in sexual behavior ,Parental behavior	CLO5	9



Total Hours

45

Tutorial Plan:

Tutorial No.	Unit	Topic/Theme	Tutorial Title	Activity Description	Duration
1	Unit I	Psychology & Biology	<i>Research methods in physiological psychology</i>	Review methods used in physiological psychology (e.g., case studies, experiments, brain imaging techniques) and present their findings.	1 hour
2	Unit I	Psychopharmacology	<i>Drug Action Simulation</i>	Students trace how a psychoactive drug (e.g., caffeine or antidepressant) acts from entry to effect.	1 hour
3	Unit I	Tolerance & Dependence	<i>Addiction</i>	Debate on "Are psychoactive drugs more beneficial or harmful to society?"	1 hour
4	Unit II	Hormones & Endocrine Glands	<i>Hormone Role Play</i>	Enact roles of different glands and hormones, demonstrating their action in bodily processes.	1 hour
5	Unit II	Pituitary & Adrenal Glands	<i>Endocrine Web Activity</i>	Build a flowchart showing interactions between hypothalamus, pituitary, and adrenal glands under stress.	1 hour
6	Unit II	Thyroid, Pancreas & Gonads	<i>Case Study Discussion</i>	Analyze cases involving hormonal imbalances (e.g., diabetes, thyroid disorder) and present solutions.	1 hour
7	Unit III	Visual System	<i>Optic Pathway Mapping</i>	Draw and label the visual pathway and explain the process of visual coding through discussion.	1 hour
8	Unit III	Auditory System	<i>Sound Localization Challenge</i>	Perform tasks involving sound cues to understand auditory spatial	1 hour



Tutorial No.	Unit	Topic/Theme	Tutorial Title	Activity Description	Duration
				processing and pitch perception.	
9	Unit III	Chemical Senses	<i>Taste & Smell Experiment</i>	Conduct a blindfolded experiment identifying tastes/smells, followed by discussion on receptors involved.	1 hour
10	Unit IV	Homeostasis & Thirst	<i>Homeostasis Game</i>	Simulate internal regulation (temperature, hydration) under different conditions and decision-making.	1 hour
11	Unit IV	Hunger & Digestion	<i>Food Diary Analysis</i>	Track food intake for a day and analyze in light of physiological hunger cues and digestion mechanisms.	1 hour
12	Unit IV	Eating Behavior	<i>Psych Factors in Diet</i>	Small group discussions on how emotions, culture, and cognition influence eating choices.	1 hour
13	Unit V	Sexual Differentiation	<i>Gender Development Timeline</i>	Create a visual timeline of hormonal and neural influences in sexual differentiation and puberty.	1 hour
14	Unit V	Neural & Hormonal Mechanisms	<i>Neuro-Endocrine Pathway Chart</i>	Trace the pathway of hormonal influence on sexual behavior using diagrams and case scenarios.	1 hour
15	Unit V	Parental Behavior	<i>Parenting Instinct Roleplay</i>	Roleplay how hormonal and neural signals influence caregiving behaviors in humans/animals.	1 hour
					15 hours

Learning resources

Textbooks:

1.Hayward, S. (1997). Biopsychology: Physiological Psychology. Red Globe Press.

Reference Books:



1. Khosla, M. (2019). Physiological Psychology: An Introduction (Illustrated ed.). SAGE Publications.

Online Resources/E-Learning Resources

1. <https://youtu.be/sBQHOMoiJjs?si=sqZ1YNSt9XPvrEz9>
2. <https://youtu.be/eTU7rYP8WnU?si=NvVgiFFxeoNAqpWL>



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COURSE CURRICULUM



Name of the Program:		BSc CP		Semester : 3		Level: UG	
Course Name		Introduction to Psychopathology		Course Code/ Course Type		UBSCP203/ 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: FY BSc							
Course Objectives (CO):					The objectives of Introduction to Psychopathology are: 1. To recall the fundamental concepts surrounding abnormality and dysfunctional behavior. 2. To recognize the diverse factors that contribute to abnormal behavior and understand their significance through a multi-dimensional lens. 3. To apply analytical skills in identifying the causes and risk factors associated with abnormal behavior. 4. To analyze the complexities of abnormal behavior by dissecting its causes and manifestations. 5. To evaluate the effectiveness of interventions and treatments for psychological disorders based on their manifestations, causes, and symptoms.		
Course Learning Outcomes (CLO):					Students would be able to: 1. Identify fundamental concepts surrounding abnormality and dysfunctional behavior,. 2. Explain the diverse factors that contribute to abnormal behavior and understand their significance through a multi-dimensional lens,. 3. Apply knowledge of the causes and risk factors associated with abnormal behavior, allowing them to integrate theoretical understanding into practical contexts.		

	<p>4. Ability to analyze data pertaining to abnormal behavior, enabling them to critically assess research findings and clinical observations.</p> <p>5. Evaluate the effectiveness of interventions and treatments for psychological disorders based on their manifestations, causes, and symptoms, facilitating informed decision-making in therapeutic and clinical settings.</p>
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Course Contents/Syllabus:

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

Descriptors/Topics	CLO	Hours
UNIT I		
Introduction to Abnormal Psychology: Definition of Abnormality, Dysfunction and disorders, History of psychopathology, Causes and Risk Factors for Abnormal Behavior.	CLO 1	09
UNIT II		
Stress, Anxiety: Stress- causes and symptoms, Social Anxiety Disorder, Generalized Anxiety Disorder, Criteria for Generalized Anxiety Disorder, Comorbidity with Other Disorders,	CLO 2	09
UNIT III		
Phobias : Specific Phobias, Criteria for Social Anxiety Disorder (Social Phobia), Panic Disorder, Criteria for Panic Disorders, Agoraphobia,	CLO 3	09
UNIT IV		
Mood Disorders: Types of Mood Disorders, Criteria for Major Depressive Disorder, Depressive disorders, Bipolar (I and II) and related Disorders, Criteria for Manic Episode, Cyclothymic Disorder	CLO 4	09
UNIT V		
Disorders of Childhood: ADHD, Criteria for Attention-Deficit/Hyperactivity Disorder, Disruptive, Impulse-control and Conduct Disorder, Learning Disabilities, Intellectual Developmental Disorder, Autism Spectrum Disorder, Anxiety Disorders of Childhood, Criteria for Separation Anxiety Disorder.	CLO 5	09
Total Hours		45



Learning resources

Textbooks:

1. Abnormal Psychology 12th edition - Ann M. Kring University of California, Berkeley Sheri L. Johnson University of California, Berkeley
2. Abnormal Psychology 16th edition - James N. Butcher University of Minnesota Jill M. Hooley Harvard University Susan Mineka Northwestern University.
3. Kring, A. M., Johnson, S. L., Davison, G. C., & Neale, J. M. (2012). Abnormal Psychology (Illustrated ed.). Wiley.
4. Hooley, J. M., Butcher, J. N., Nock, M. K., & Mineka, S. (2017). Abnormal Psychology (17th ed., Global edition)

Reference Books:

1. Barlow, D. H., & Durand, V. M. (2012). Abnormal Psychology: An Integrative Approach (6th ed.).
2. Morrison, J. (2022). DSM-5® made Easy: The Clinician's Guide to Diagnosis.
3. American Psychiatric Association. (2013). Diagnostic and Statistical Manual of Mental Disorders (5th ed.)

Online Resources/E-Learning Resources:

1. <https://opentext.wsu.edu/abnormal-psych/wp-content/uploads/sites/41/2018/05/Fundamentals-of-Psychological-Disorders-3rd-edition-5TR-version-3.5.pdf>
2. <https://bawar.net/data0/books/59f2f2e3bab78/pdf/Abnormal%20Psychology,%207th%20Edition.pdf>



Name of the Program:		BSc CP			Semester: 3		Level: UG	
Course Name		Introduction to Biostatistics- CP			Course Code/ Course Type		UBSCP204	
Course Pattern		2023			Version		01	
Teaching Scheme					Assessment Scheme			
Theory	Practical	Tutorial	Total Credits	Hrs	CIA (Continuous Internal Assessment)	ESA (End Semester Assessment)		Practical/Oral
02	-	-	02	02	20	30		-

Pre-Requisite: FYBSc.

Course Objectives (CO):	<p>The objectives of Introduction to Biostatistics are:</p> <ol style="list-style-type: none"> 1. To recall the concepts of basic algebra. 2. To recognize the difference in different modes of central tendency. 3. To apply the knowledge of biostatistics in to design and conduct research studies 4. To analyze data to understand which bio statistical knowledge to apply 5. To evaluate statistical data in case studies 6. To design descriptive techniques commonly used to summarize public health data.
Course Learning Outcomes (CLO):	<p>Students would be able to:</p> <ol style="list-style-type: none"> 1. Understand the roles biostatistics serve in the discipline of public health. 2. Apply basic statistical concepts of central tendency commonly used in 3. public health and health Sciences 4. Demonstrate basic data dispersion techniques to generate results 5. Explain properties and application of probability distribution 6. Demonstrate statistical sampling techniques.

Course Contents/Syllabus:

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

Descriptors/Topics	CLO	Hours
UNIT I		
Introduction to Statistics: meaning and definitions, Methods of data collection, Frequency distribution, Methods of frequency distribution – Inclusive and exclusive methods.	CLO 1	06
UNIT II		
Measures of Central Tendency: Definitions, Measures of central tendency; meaning, Arithmetic mean- Harmonic mean- weighted mean, Case studies	CLO 2	06
UNIT III		
Dispersion: Measures of dispersion: meaning, standard deviation, standard error of mean, variance and coefficient of variation, Case studies.	CLO 3	06
UNIT IV		
Probability Distributions: Theoretical distributions – Binomial, Poisson and Normal distributions (without proof) – properties and applications of the above distributions, Case studies.	CLO 4	06
UNIT V		
Sampling theory: Definition and concept of Sampling: Different sampling schemes/plans simple random sampling, stratified random sampling cluster sampling, multi-stage sampling.	CLO 5	06
Total Hours		30

Learning resources

Textbooks:

- Kothari C.R, "Research Methodology: Methods & Techniques". 2nd Revised Edition, New Age International Publishers, New Delhi, 2009.
- Veer Bala Rastogi Fundamentals of Biostatistics, 2nd Edition, VB Publisher, 2009

Reference Books:

- Arora et al., Comprehensive Statistical Methods. 2nd Edition, S. Chand, 2007.
- Wayne Daniel, Biostatistics: A foundation for Analysis in the Health Sciences, 8th Edition, Wiley, 2004.

Online Resources/E-Learning Resources

<https://biostat.duke.edu/research/berd-methods-core/learning-and-training/biostatistics-resources-non-statisticians>



COURSE CURRICULUM

Name of the Program:		BSc Clinical Psychology		Semester : 3		Level: UG	
Course Name		Gender Equality and Equity		Course Code/ Course Type		UBSCP205/ OE	
Course Pattern		2023		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 Gender Equality and Equity are: 1. To explore the concepts of gender equality and equity, including their definitions, historical contexts, and theoretical frameworks. 2. To analyze the intersections of gender with other social identities such as race, class, sexuality, and ability, and understand how these intersections shape experiences of inequality. 3. To examine the impacts of gender inequality and inequity on individuals, communities, and societies, both domestically and globally. 4. To critically evaluate policies, laws, and practices aimed at promoting gender equality and equity, and assess their effectiveness and limitations. 5. To cultivate skills for advocating for gender equality and equity in various contexts, including policymaking, organizations, and everyday interactions.			
Course Learning Outcomes (CLO):				Students would be able to: 1. Define and differentiate between the concepts of gender , sex, sexual orientation and key terms related to gender. 2. Identify and analyze gender stereotypes and intersectionality of gender with sex, race, class, age, diversity .			

	<ol style="list-style-type: none"> Critically assess the sources of gender bias, prejudice and gender disparity and understand the concept of gender equity Analyze feminism and the women's movement in India and the world and understand the concept of Gender Equality. Evaluate the effectiveness of policies and interventions designed to address gender inequality and promote equity.
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Course Contents/Syllabus:

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

Descriptors/Topics	CLO	Hours
UNIT I		
Introduction: Understanding the concept of Gender, difference between gender, sex, sexual orientation, Terms related to gender- gender blind, gender awareness, gender analysis, gender balance, gender roles, gender norms,	CLO1	6
UNIT II		
Gender stereotypes- institutional /systematic influences on gender stereotypes, Intersectionality with Sex, Race, Class, Age, Disability, Diversity. Gender gap and patterns of gender inequality	CLO2	6
UNIT III		
Gender Equity: Sources of Gender Bias and Prejudice, Causes of Gender Disparity, Gender Equity in Education, Gender Equity at the workplace(creating equal opportunities)	CLO3	6
UNIT IV		
Gender Equality: Feminism and the Women's movement in India and the world, Relationship Between Social Movements for gender rights, queer rights, disability rights, anti-caste, and anti-race movements	CLO4	6
UNIT V		
Legal and Political frameworks for Gender equality and Equity : International and National Policies and Laws (major ones), Institutional Mechanisms, UGC mandate	CLO5	6
Total Hours		30



Learning resources

Textbooks:

1. Psychology and Gender: An Introduction, Sage International Publications, 2021- Dr Sadhana Natu
3. Gender Studies and Women's Studies Readers- Mary John Edited Volume, 2008

Reference Books:

1. Psychology and Gender: An Advanced Reader, Routledge International Publications, 2023- Dr Sadhana Natu

Online Resources/E-Learning Resources:

1. <https://youtu.be/9EBkS2kE7uk?feature=shared>
2. <https://youtu.be/MIXZyNtaoDM?feature=shared>



Name of the Program:		BSc ND		Semester : 2		Level: UG	
Course Name		Growth Monitoring and Health Policies		Course Code/ Course Type		UBSND 204/OE	
Course Pattern		2024		Version		1.0	
Teaching Scheme					Assessment Scheme		
Theory	Practical	Tutorial	Total Credits	Hou rs	CIA (Continuous Internal Assessment)	ESA (End Semester Assessment)	Practical/Oral
2	-	-	2	2	50		-
Pre-Requisite:							
Course Objectives (CO):					The objectives of Growth Monitoring and Health Policies: 1. The students should have the knowledge regarding epidemiology, prevention, control & management of diseases of public health importance. 2. Knowledge of all relevant public health laws and institutions of public health importance. 3. The candidate should be able to discharge his/ her duties effectively in an administrative capacity in a health organization such as Municipal Corporation 4. To be able to plan, implement & evaluate school health services 5. To be able to plan, implement & evaluate programs related to Occupational Health		
Course Learning Outcomes (CLO):					Students would be able to: 1. Acquire administrative skills essential for smooth functioning of health establishments 2. Conduct epidemiological investigation of various diseases during epidemic. 3. Know the criteria for sanitation of various place viz slaughter house, eateries, sewage treatment plants, ports & airport, milk dairies and be in position to inspect & recommend corrections. 4. Plan, implement & evaluate school health services		

5. Plan, implement & evaluate programs related to Occupational Health.

Course Contents/Syllabus:

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

Descriptors/Topics	CLO	Hours
UNIT I		
Prevention of diseases in the community, health situation- past & present, History of public health, Place & role of preventive medicine in development of social medicine, community health, community medicine.	CLO 1	6
UNIT II		
Health, Changing concepts ,Definition, Dimensions, Concepts of wellbeing , PQLI, HDI, Spectrum of Health, Determinants of Health, Rights & responsibilities, Indicators of health, Mortality, Morbidity, Disability, Others Health care system Characteristics, Levels, Primary Health Care	CLO 2	6
UNIT III		
Disease, Concept, Natural history of some common diseases	CLO3	6
UNIT IV		
Nutritional problems, LBW, PEM, Xerophthamia, Nutritional anaemia, IDD, Endemic flurosis	CLO4	6
UNIT V		
National Nutrition Policy & Programs, Applied aspects of nutrition (dietetics), Reproductive & Child Health (RCH)	CLO5	6
Total Hours		30

Learning resources

Text Reading:

1. Judith E. Brown, 2016, Nutrition Through the lifecycle (6th Edition). Wadsworth Publishing house
2. Judith Sharlin and Sari Edelstein, 2010. Essentials of Life Cycle Nutrition. Jones and Bartlett Learning.



References:

1. Public Health at the Crossroads – Achievements and Prospects. Robert Beaglehole and Ruth Bonita 2nd Edition Cambridge University Press
2. Maxcy-Rosenau-Last Public Health & Preventive Medicine, Fourteenth Edition Ed Robert Wallace, MD, et al.
3. Epidemiology and Management for Health Care: Sathe, et al. Popular Prakashan, Mumbai,
4. International Public Health: Diseases, Programs, Systems, and Policies by Michael Merson, Robert E Black, Anne J Mills - Jones and Bartlett Publishers. 7) Preventive and Social Medicine, K Park, BansaridasBhanot Publishing House

Online Resources/E-Learning Resources

<https://vikaspedia.in/health/child-health/growth-and-development/monitoring-growth-and-development>



COURSE CURRICULUM

Name of the Program:		B.Tech/B.B.A/B.C. A/B.Sc/B.Pharm		Semester: 3		Level: UG	
Course Name		Understanding Harmony		Course Code/ Course Type		ACUHV201/AC	
Course Pattern		2023		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:							
Course Objectives (CO):				The objectives of Universal Human Value-Understanding Harmony are: 1. To train the student for Development of a holistic perspective based on self-exploration about themselves (human being), family, society and nature/existence. 2. To comprehend (or develop clarity) the harmony in the human being, family, society and nature/existence 3. To strengthen self-reflection. 4. To infuse a sense of commitment and courage to act 5. To understand Holistic Understanding of Harmony on Professional Ethics			
Course Learning Outcomes (CLO):				Students would be able to: 1. Analyze the most important requirement for any human being 2. Apply correct appraisal of Physical needs, meaning of Prosperity in detail 3. Analyze salient values in relationship, Friends and Foes, Empathy, False Prestige.			

	<p>4. Develop holistic perception of harmony at all levels of existence</p> <p>5. Apply the Holistic Understanding of Harmony on Professional Ethics</p>
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Course Contents/Syllabus:

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

Descriptors/Topics	CLO	Hours
UNIT I		
<p>Course Introduction - Need, Basic Guidelines, Content and Process for Value Education Purpose and motivation for the course, recapitulation from Universal Human Values-I, Self-Exploration-what is it? - Its content and process; Personality Traits- Self Excellence, „Natural Acceptance“ and Experiential Validation- as the process for self-exploration, Adaptability, Belief and Understanding- Self discipline,</p> <p>Continuous Happiness and Prosperity- A look at basic Human Aspirations, Right understanding, Relationship and Physical Facility- the basic requirements for fulfilment of aspirations of every human being with their correct priority, Understanding Happiness and Prosperity correctly- A critical appraisal of the current scenario, Method to fulfil the above human aspirations: understanding and living in harmony at various levels.</p>	CLO 1	8
UNIT II		
<p>Understanding Harmony in the Human Being - Harmony in Myself: Understanding human being as a co-existence of the sentient „I“ and the material „Body“, Understanding the needs of Self („I“) and „Body“ - happiness and physical facility, Understanding the Body as an instrument of „I“ (I being the doer, seer and enjoyer)- Habits and Hobbies, SWOT Analysis (Activity) ,Understanding the characteristics and activities of „I“ and harmony in „I“ – Dalai Lamas“ Tibetan Personality Test – Dr. Menninger“s Psychometric Test., Understanding the harmony of I with the Body: Sanyam and Health; correct appraisal of Physical needs, meaning of Prosperity in detail</p>	CLO 2	5
UNIT III		
<p>Understanding Harmony in the Family and Society- Harmony in Human-Human Relationship: Understanding values in human-human relationship; meaning of Justice (nine universal values in relationships) and program for its fulfilment to ensure mutual happiness; Trust and Respect as the foundational values of relationship, Understanding the meaning of Trust; Difference between intention and competence, Understanding the meaning of Respect, Difference between respect and</p>	CLO 3	5



differentiation; the other salient values in relationship, Friends and Foes, Empathy, False Prestige.		
UNIT IV		
Understanding Harmony in the Nature and Existence - Whole existence as Coexistence: Understanding the harmony in the Nature and its Equanimity, Respect for all, Nature as Teacher, Interconnectedness and mutual fulfillment among the four orders of nature- recyclability and self-regulation in nature, Understanding Existence as Co-existence of mutually interacting units in all- pervasive space, Holistic perception of harmony at all levels of existence.	CLO 4	5
UNIT V		
Implications of the above Holistic Understanding of Harmony on Professional Ethics: Natural acceptance of human values, Definitiveness of Ethical Human Conduct, Basis for Humanistic Education, Humanistic Constitution and Humanistic Universal Order, Vision for the Holistic alternatives, UHVs for entrepreneurship	CLO 5	7
Total Hours		30

Learning resources

Textbooks:

1. _Human Values and Professional Ethics by R R Gaur, R Sangal, G P Bagaria, Excel Books, New Delhi, 2010
2. Jeevan Vidya: Ek Parichaya, A Nagaraj, Jeevan Vidya Prakashan, Amarkantak, 1999.
3. Human Values, A.N. Tripathi, New Age Intl. Publishers, New Delhi, 2004.

Reference Books:

1. The Story of Stuff (Book).
2. The Story of My Experiments with Truth - by Mohandas Karamchand Gandhi
3. Small is Beautiful - E. F Schumacher
4. Slow is Beautiful - Cecile Andrews

Online Resources/E-Learning Resources

1. <https://www.studocu.com/in/document/jss-science-and-technology-university/human-values/uhv-handout-2-harmony-in-the-human-being/>
2. <https://vvce.ac.in/wp-content/uploads/2021/04/Realising-Aspirations-of-NEP2020-UHV.pdf>
3. https://vemu.org/uploads/lecture_notes/22_12_2022_1850871704.pdf

CIA Guidelines

Online Quiz (Based on MCQ)- 20 marks

Activity (with short Report Submission) - 20 Marks

Academic Sincerity - 10 marks

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

Few of suggested topics related to UHVII-Understand Harmony are:

Debate Topics

- Materialistic things make you happy
- Happiness in individualism and family
- Spirituality vs Materialistic
- Satisfaction of Body and self (Soul)

Assignment

Students maintain a reflective account of the times they felt happy and prosperous and the causes of that happiness and prosperity for them.

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>



COURSE CURRICULUM

Name of the Program:		Foreign Language		Semester : 3		Level: UG/PG	
Course Name		German A1.1		Course Code/ Course Type		UFL201A/AEC	
Course Pattern		2023		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	50	-	-
Pre-Requisite:							
Course Objectives (CO):				The objectives of (German A1.1) are: 1. To remember new words and their spellings. 2. To understand the new concepts. 3. To apply the basic vocab and grammar concepts. 4. To understand the German text. 5. To creat basic sentences in German.			
Course Learning Outcomes (CLO):				Students would be able to: 1. Spell simple words in German 2. Can understand everyday expressions. 3. Able to frame simple sentences in German language. 4. Can introduce themselves and others. 5. Can answer questions about themselves.			

Course Contents/Syllabus:

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

Descriptors/Topics	CLO	Hours
UNIT I		
Guten Tag Speak about yourself and others, Speak about Countries and Languages Grammar – Sentence formation and verbs usage	CLO 1	6
UNIT II		
Freunde, Kollegen und Ich Speak about your Hobbys, To fix a meeting, Speak about work and Profession, To creat a profile on Internet Grammar – How to use ‘The’ in german, Singular and plural forms of Nouns	CLO 2	6
UNIT III		
In der Stadt To get to know about Cities and Places, how to find way and understand directions, learn international words Grammar – Negations (how to use NO in german), Definite articles, indefinite articles	CLO3	6
UNIT IV		
Guten Appetit To speak about food and food habits, to have a discussion about shopping Grammar – introduction of cases	CLO4	6
UNIT V		
Tag für Tag & Zeit mit Freunden Clock timings, To speak about family and friends, Daily routine To speak about free time activity, to understand the specific information from the text, to order and to pay in a restaurant Grammar – Possessivarticle, Modalverbs, use of on,at,from...till, Seprable verbs and past tence	CLO5	6
Total Hours		30



Learning resources

Textbooks:

1. Netzwerk A1, Ernst klett Verlag & Goyal Publishers & Distributors Pvt. Ltd.
2. Studio d A1, Cornelesen Verlag & Goyal Publishers & Distributors Pvt. Ltd.
3. Netzwerk Neu A1, Ernst klett Verlag & Goyal Publishers & Distributors Pvt. Ltd

Reference Books:

1. Hallo Deutsch A1, Ernst Klett Verlag, Goyal Publishers & Distributors Pvt. Ltd
2. Themen Aktuell 1, Hueber verlag
3. Maximal Ernst klett Verlag & Goyal Publishers & Distributors Pvt. Ltd.

Online Resources/E-Learning Resources:

1. Youtube : <https://youtube.com/@LearnGermanwithAnja?si=BkJYDPi7TS0fT4lr>
<https://youtube.com/@deutschlernenmitheidi?si=TkIClabzioaU0roZ>
2. Instagram : [instagram.com/learngermanwithanja](https://www.instagram.com/learngermanwithanja)



Name of the Program:		BSc Clinical Psychology		Semester : 3		Level: UG	
Course Name		Field Project - CP		Course Code/ Course Type		UBSCP205/ OE	
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
			4	6	50		50
Pre-Requisite: None							
Course Objectives (CO):					The objectives of Field Project 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></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></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></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></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></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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Practical Plan

Practical Number	Week Number	Details	CLO	Hours
1	Week 1	Understanding Organizational Dynamics: Familiarize students with the structure, function, and operational processes of the organization. Observation: Observe interactions between stakeholders	CLO1	6
2	Week 2	A comprehensive organizational report detailing the psychological and social dynamics. Awareness of how psychology is applied (or lacking) in real-world settings.employees, beneficiaries, etc.).	CLO 1	6
3	Week 3	Establishing Professional Relationships (Rapport Building Phase) Engage with staff, beneficiaries, and stakeholders through formal and informal interactions. Develop trust and professional relationships to facilitate smooth collaboration. Understand ethical considerations in fieldwork.	CLO 2	6
4	Week 4	Conducting Needs Assessment & SWOT Analysis Use qualitative and quantitative tools (interviews, surveys, observation) to assess needs.	CLO 3	6
5	Week 5	Conducting Needs Assessment & SWOT Analysis Perform a SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis of the organization's psychological support framework.	CLO3	6
6	Week 6	Conducting Needs Assessment & SWOT Analysis Identify gaps where psychological principles and interventions could be useful	CLO 3	6
7	Week 7	Designing Strategies & Psychological Interventions Develop action plans tailored to the organization's needs based on psychological theories.Consider	CLO4	



		feasibility, ethical concerns, and sustainability of proposed strategies.		
8	Week 8	Designing Strategies & Psychological Interventions Design interventions (counseling strategies, awareness programs, skill-building workshops, etc.).	CLO 4	6
9	Week 9	Designing Strategies & Psychological Interventions Design interventions (counseling strategies, awareness programs, skill-building workshops, etc.).	CLO 4	6
10	Week 10	Implementation of Strategies & Interventions Execute intervention strategies through workshops, training, or direct services.	CLO 4	6
11	Week 11	Implementation of Strategies & Interventions Apply counseling, behavior modification, psychoeducation, or therapeutic techniques as needed.	CLO 4	6
12	Week 12	Implementation of Strategies & Interventions Apply counseling, behavior modification, psychoeducation, or therapeutic techniques as needed.	CLO 4	6
13	Week 13,	Documentation & 360-Degree Feedback Mechanisms Document experiences, intervention processes, and findings in a structured report.	CLO 5	6
14	Week 14	Documentation & 360-Degree Feedback Mechanisms Conduct 360-degree feedback, gathering insights from peers, mentors, and beneficiaries. Reflect on personal growth, challenges faced, and areas for improvement.	CLO5	6
15	Week 15	A detailed final project report including self-reflection, case studies, and impact assessment.	CLO 5	6
		Total Hours		90



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SEMESTER - IV

COURSE STRUCTURE



Name of the Program:		BSc Clinical Psychology		Semester : 4		Level: UG	
Course Name		Advancement and Scope of Behavioral Neuroscience		Course Code/ Course Type		UBSCP207//MAJM	
Course Pattern		2023		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: Principles of Behavioral Neuroscience							
Course Objectives (CO):					The objectives of (Advancement and scope of Behavioral Neuroscience) 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></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></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></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></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></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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1. Identify key advancements and breakthroughs in the field of neuroscience, particularly in understanding the neural basis of language.
2. Explain the neural mechanisms underlying, emotional processing and its regulation.
3. Explain the neural mechanism of Social Cognition and Cognitive Control.
4. Apply knowledge of advancements in behavioral neuroscience to analyze and interpret neurocognitive disorders such as Alzheimer's disease and language disorders, integrating information on their etiology, symptomatology, and neural correlates.
5. Analyze data from research studies in neuroscience to explore new advances in research methods and new treatments for various neurocognitive disorder.

Course Contents/Syllabus:

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

Descriptors/Topics	CLO	Hours
UNIT I		
Neural Basis of Language : The Anatomy of Language Brain Damage and Language Deficits ,Broca's Aphasia ,Wernicke's Aphasia Conduction Aphasia ,The Fundamentals of Language in the Human Brain: Words and the Representation of Their Meaning ,Models of the Mental Lexicon ,Neural Substrates of the Mental Lexicon, The Role of Context in Word Recognition	CLO1	6
UNIT II		
Neural Basis of Emotions: Neural Systems Involved in Emotion Processing ,Early Concepts: The Limbic System as the Emotional Brain , LeDoux's High Road and Low Road ,The Amygdala ,Interactions Between Emotion and Other Cognitive Processes The Influence of Emotion on Learning ,Emotion and Decision Making Emotion and Social Stimuli	CLO2	6
UNIT III		



Social Cognition: Anatomical Substrates of Social Cognition, The Anatomy Behind Cognitive Control, Subdivisions of the Frontal Lobes Networks Underlying Cognitive Control Cognitive Control Deficits	CLO3	6
UNIT IV		
Neurocognitive Disorders: Perspectives on Neurocognitive Disorders Delirium, Major and Mild Neurocognitive Disorders, Neurocognitive Disorder Due to Alzheimer's Disease, Vascular Neurocognitive Disorder Other Medical Conditions That Cause Neurocognitive Disorder / Substance/Medication-Induced Neurocognitive Disorder	CLO4	6
UNIT V		
Advancements in Neuroscience: Research / empirical evidence on treatments for disorders, new research methods etc	CLO5	6
Total Hours		30

Learning resources

Textbooks:

1. Gazzaniga, M. S., & Mangun, G. R. (Eds.). (2014). *The cognitive neurosciences* (5th ed.). Boston Review. <https://doi.org/10.7551/mitpress/9504.001.0001>

Reference Books:

1. Kolb, B., & Whishaw, I. Q. (2021). *Fundamentals of human neuropsychology* (Eighth edition). Worth Publishers/Macmillan Learning.

Online Resources/E-Learning Resources

1. <https://youtu.be/NRt0GLVNmU4?si=GZtsRwKwUon2op5B>
2. <https://youtu.be/RoQf7tu-zjI?si=EWv9326EJi3kh25O>
3. <https://youtu.be/7aUArHI9I48?si=9zYFxEUmck3DJzJo>



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COURSE CURRICULUM



Name of the Program:		BSc CP		Semester : 4		Level: UG	
Course Name		Understanding Psychological Disorders		Course Code/ Course Type		UBSCP208/ MAJM	
Course Pattern		2023		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: FY BSc							
Course Objectives (CO):				The objectives of Understanding Psychological Disorders are: 1. Recall diagnostic criteria, symptoms, and characteristics of mental disorders. 2. Recognize patterns and differentiate mental disorders based on symptoms, etiology, and criteria. 3. Apply theoretical knowledge to real-life scenarios, understanding diagnosis and treatment complexities. 4. Analyze mental disorders' impact on individuals, families, and society, considering stigma and cultural factors. 5. Evaluate treatment effectiveness and ethical considerations for various mental disorders.			
Course Learning Outcomes (CLO):				Students would be able to: 1. Identify the key symptoms and diagnostic criteria associated with various psychological disorders. 2. Explain the etiology, risk factors, and possible mechanisms underlying the development and maintenance of various mental disorders 3. Apply knowledge of evidence-based assessment and intervention techniques for different mental disorders			

	<p>4. Analyze data from case studies, research studies, and clinical observations to evaluate the effectiveness of different treatment modalities</p> <p>5. Analyze the causes, symptoms, and distinguishing features of various personality disorders</p>
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Course Contents/Syllabus:

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

Descriptors/Topics	CLO	Hours
UNIT I		
Obsessive-Compulsive-Related and Trauma-Related Disorders: OCD, Posttraumatic Stress Disorder, Anxiety, Fear, and Panic, Panic Disorder and Agoraphobia, Specific Phobia, Hoarding Disorder, Trichotillomania (Hair Pulling Disorder) and Excoriation (Skin Picking Disorder).	CLO 1	09
UNIT II		
Sleep–Wake Disorders: introduction to sleep disorders, causes and symptoms ,Insomnia Disorder , Hyper somnolence Disorders	CLO 2	09
UNIT III		
Dissociative Disorders: Depersonalization-Derealization Disorder , Dissociative Amnesia ,Dissociative Identity Disorder	CLO 3	09
UNIT IV		
Sexual Disorders: Causes and Symptoms , types of Sexual Disorders, Gender identity disorders, Sexual dysfunctions	CLO 4	09
UNIT V		
Personality Disorders: Causes and Symptoms, Obsessive-Compulsive Personality Disorder, Narcissistic Personality Disorder ,Schizotypal Personality Disorder ,Avoidant Personality Disorder, Antisocial Personality Disorder, Psychopathy Borderline Personality Disorder	CLO 5	09
Total Hours	1 C	45



Textbooks:

1. Kring, A. M., Johnson, S. L., Davison, G. C., & Neale, J. M. (2012). Abnormal Psychology (Illustrated ed.). Wiley.
2. Hooley, J. M., Butcher, J. N., Nock, M. K., & Mineka, S. (2017). Abnormal Psychology (17th ed., Global edition)

Reference Books:

1. Barlow, D. H., & Durand, V. M. (2012). Abnormal Psychology: An Integrative Approach (6th ed.). Top of Form
2. Morrison, J. (2022). DSM-5® Made Easy: The Clinician's Guide to Diagnosis.
3. American Psychiatric Association. (2013). Diagnostic and Statistical Manual of Mental Disorders (5th ed.)

Online Resources/E-Learning Resources

1. <https://opentext.wsu.edu/abnormal-psych/wp-content/uploads/sites/41/2018/05/Fundamentals-of>
2. Psychological-Disorders-3rd-edition-5TR-version-3.5.pdf
3. <https://bawar.net/data0/books/59f2f2e3bab78/pdf/Abnormal%20Psychology,%207th%20Edition.pdf>



COURSE CURRICULUM

Name of the Program:		BSc CP		Semester : 4		Level: UG	
Course Name		Experimental Psychology - Lab		Course Code/ Course Type		UBSCP209/ MAJM	
Course Pattern		2023		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	4	25	-	25
Pre-Requisite: FY BSc							
Course Objectives (CO):				The objectives of Experimental Psychology lab are: 1. To recall fundamental principles and theories underlying various perceptual processes. 2. To recognize various perceptual phenomena and cognitive processes. 3. To apply knowledge of perceptual processes, cognitive functions, and motivational theories to the demonstration and performance of practical tasks and experiments. 4. To analyze data collected from experiments and demonstrations related to various perceptual processes. 5. To evaluate the results of practical experiments and tasks in terms of their theoretical implications and practical significance.			
Course Learning Outcomes (CLO):				Students would be able to: 1. Identify various perceptual illusions and cognitive phenomena. 2. Explain the underlying principles and theoretical frameworks associated with various perceptual processes.			



	<ol style="list-style-type: none"> 3. Apply their knowledge of perceptual processes, cognitive functions, and motivational theories to practical tasks and experiments, demonstrating an understanding of their practical implications. 4. Analyse data obtained from experiments and practical demonstrations related to various perceptual processes 5. Analyze goal setting comprehensively, synthesizing theory, practice, and interpretation
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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	CL O	Hours
1	Practical 1: Perceptual Process	Week /Turn 2	1.1 Understating, Demonstration of Mular Lyer Illusion	CL O 1	2
		Week 2	1.2 Performing Mular Lyer Illusion		3
		Week 3	1.3 Interpretation and results		3
2.	Practical 2 Thinking and Problem Solving	Week 4	2.1 Understanding and demonstration of Maze learning	CL O 2	2
		Week 5	2.2 Performing Maze Learning		3



		Week 6	2.3 Interpretation and results		3
3.	Practical 3 Learning	Week 7	3.1 Understanding and demonstration of Bilateral transfer	CL O 2	2
		Week 8	3.2 Performing Bilateral transfer		3
		Week 9	3.3 Interpretation and results		3
4.	Practical 4 Thinking	Week 10	4.1 Understanding and demonstration of concept formation	CL O 3	2
		Week 11	4.2 Performing concept formation		3
		Week 12	4.3 Interpretation and results		3
5.	Practical 5 Psychophysics	Week 13	5.1 Understanding and demonstration of Method of Constant Stimuli- RL or DL	CL O 3	2
		Week 14	5.2 Performing Method of Constant Stimuli- RL or DL		3



		Week 15	5.3 Interpretation and results		3
6.	Practical 6 Psychophysics	Week 16	6.1 Understanding and demonstration of Divided attention	CL O 4	2
		Week 17	6.2 Performing of Divided attention		3
		Week 18	6.3 Interpretation and results		3
7.	Practical 7. Motivation and Emotions	Week 19	7.1 Understanding and demonstration of Goal Setting	CL O 5	2
		Week 20	7.2 Performing of Goal Setting		3
		Week 21	7.3 Interpretation and results		3
8	Practice Hours		All		4
	Total				60

Learning resources

Textbooks:

1. Rajamanickam, M. (2005). Experimental Psychology: with Advanced Experiments, Volume 1 & 2. New Delhi: Concept Publishing Company
2. Mohsin, S. M. (2016). Experiments in psychology. Motilal Banarsidass

Reference Books:



1. Galotti, K. M. (2017). Cognitive psychology in and out of the laboratory. Sage Publications.
10. Sternberg, R.J., Sternberg, K., and Jeff, M. (2011).
2. Cognitive Psychology. Wadsworth. 11. Farmer, T. A., & Matlin, M. W. (2019).
3. Cognition. John Wiley & Sons. 12. Guenther, R.K. (1998). Human cognition. NJ: Prentice-Hall.

Online Resources:

1. <https://youtu.be/UeyFWwQxT9A?si=7oBPrODHskzEJyRm>
2. <https://youtu.be/gZdej4rYfL0?si=O45OI1-P6eGVvH8u>
3. <https://youtu.be/nH9vnqYxfmk?si=FkT8EkCNIEeBZhRs>

Name of the Program:		BSc CP		Semester : 3		Level: UG	
Course Name		Nutrition and mental Health		Course Code/ Course Type		UBSCP210 /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/Or al
3				3	40	60	100

Pre-Requisite:

Course Objectives (CO):

The objectives of (**Nutrition and Mental Health**) are:

1. To familiarize students about physical and mental health
2. To create awareness of various life style related diseases
3. To create awareness of various life style related diseases
4. To provide understanding of stress management
5. Identify the role of specific nutrients in brain function and emotional regulation.

Course Learning Outcomes (CLO):

Students would be able to:

1. To know about the role of importance of physical and mental health
2. Analyze the impact of dietary patterns on mental health.
3. Evaluate the effectiveness of nutritional interventions in treating mental health disorders.
4. Promote holistic approaches to mental health care through diet and nutrition.
5. Understand the importance of a healthy lifestyle

Course Contents/Syllabus:

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

Descriptors/Topics	CLO	Hours
UNIT I		
Overview of Mental Health Definition and scope of mental health. Importance of health and wellness Education, Factors affecting mental health. Common mental health disorders: Depression, anxiety, schizophrenia, bipolar disorder, etc. The role of diet in relation to specific mental health problems	CLO 1	9
UNIT II		
Basics of Nutrition Macronutrients and micronutrients: Functions and sources. Essential vitamins and minerals for brain health. Dietary guidelines and nutritional recommendations.	CLO 2	9

Essential components of balanced diet for healthy living with specific reference to the role of carbohydrates, proteins, fats, vitamins & minerals.		
Role of Good Mood Food in mental health, The role of food in preventing mental health problems		
UNIT III		
Dietary Patterns and Mental Health The evolution of research linking nutrition and mental health. Sedentary lifestyle and its risk of disease. Stress, anxiety, and depression. Factors affecting mental health, Common Eating disorders. Western Diet vs. Mediterranean Diet: Comparative analysis of dietary patterns. The impact of a high-fat, high-sugar diet on mental health. Benefits of the Mediterranean diet on cognitive function and emotional well-being. Plant-Based Diets and Mental Health: The role of vegetarian and vegan diets in mental health. Nutritional considerations for maintaining mental well-being on plant-based diets. Special Dietary Considerations: Impact of fasting, ketogenic, and other special diets on mental health. Cultural influences on dietary patterns and mental health outcomes.	CLO 3	9
UNIT IV		
Neurobiology of Nutrition and Mental Health Brain Structure and Function Overview of brain anatomy and neurotransmitters. Neuroplasticity and the role of nutrition in brain development. Nutrients and Neurotransmitters The role of amino acids, omega-3 fatty acids, and B vitamins in neurotransmitter synthesis. The gut-brain axis: How gut health influences mental health. The impact of glucose and insulin on cognitive function and mood.	CLO3/4	9
UNIT V		
Emerging Trends and Research in Nutrition and Mental Health : Role of Yoga, asanas and meditation in maintaining health and wellness. Role of sleep in maintenance of physical and mental health. Case Studies and Practical Applications Analysis of case studies where nutrition played a key role in mental health management. Developing individualized nutrition plans for mental health patients. The role of dietitians and mental health professionals in collaborative care. The role of public health initiatives in promoting nutrition for mental health.	CLO 3/4	9
Total		45

Learning resources

Text Books:

1. Mental Health Workbook by Emily Attached & Marzia Fernandez, 2021.
2. Mental Health Workbook for Women: Exercises to Transform Negative Thoughts and Improve WellBeing by Nashay Lorick, 2022



Reference Book:

1. Lifestyle Diseases: Lifestyle Disease Management, by C. Nyambichu & Jeff Lumiri, 2018.
2. Physical Activity and Mental Health by Angela Clow & Sarah Edmunds, 2013

Online Resources/E-Learning Resources

- Feeding Minds: The impact of food on mental health

<https://www.mentalhealth.org.uk/publication-download/feeding-minds>

Diet and mental health <https://www.mentalhealth.org.uk/a-to-z/d/diet-and-mental-health>

Anorexia nervosa <https://www.mentalhealth.org.uk/a-to-z/a/anorexia-nervosa>

Attention deficit hyperactivity disorder (ADHD) [https://www.mentalhealth.org.uk/a-to-z/a/attention-](https://www.mentalhealth.org.uk/a-to-z/a/attention-deficit-hyperactivitydisorder-adhd)

deficit-hyperactivitydisorder-adhd Bipolar disorder [https://www.mentalhealth.org.uk/a-to-](https://www.mentalhealth.org.uk/a-to-z/b/bipolar-disorder)

z/b/bipolar-disorder Bulimia nervosa <https://www.mentalhealth.org.uk/a-to-z/b/bulimia-nervosa>

Dementia <https://www.mentalhealth.org.uk/a-to-z/d/dementia> Depression

<https://www.mentalhealth.org.uk/a-to-z/d/depression> Mealtimes and mental health

<https://www.mentalhealth.org.uk/a-to-z/m/mealtimes-and-mental-health>



COURSE CURRICULUM

Name of the Program:		BSc Clinical Psychology		Semester : 4		Level: UG	
Course Name		Comparative Psychology		Course Code/ Course Type		UBSCP211/MAJM	
Course Pattern		2023		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: FYBSc.							
Course Objectives (CO):				The objectives of Comparative Psychology are: 1. To recall the definition of comparative psychology . 2. To Examine the historical contributions of key figures such as Charles Darwin, George John Romanes, Wilhelm Wundt, Ivan Pavlov, Edward Lee Thorndike, Robert Yerkes, and John Watson to the development of Comparative Psychology. 3. To recognize the criticisms exchanged between early comparative psychologists and ethologists 4. To apply knowledge gained to critically evaluate and propose hypotheses about behavior across species. 5. To explain various animal behavior such as ritualization, communication, parenting and social behavior.			
Course Learning Outcomes (CLO):				Students would be able to: 1. Define comparative psychology and its major theories. 2. Explain the historical context of comparative psychology. 3. Analyze the mutual criticisms exchanged between early comparative psychologists and early ethologists. 4. Explain ritualization and communication – a category of animal behavior.			

	5. Analyse major categories of animal behavior, including social behaviors and organization, and mating behaviors.
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Course Contents/Syllabus:

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

Descriptors/Topics	CLO	Hours
UNIT I		
What is Comparative Psychology? 1. Definition 2. Principle of integrative levels 3. Continuum of mind 4. Dynamic systems theory 5. Factors involved in the genesis of behavior characteristics	CLO1	9
UNIT II		
Historical Context of Comparative Psychology 1. Charles Darwin 2. George John Romanes 3. Morgan's Canon 4. Wilhelm Wundt 5. Ivan Pavlov	CLO2	9
UNIT III		
Historical Context of Comparative Psychology 6. Edward Lee Thorndike 7. Robert Yerkes 8. John Watson 9. Mutual criticisms exchanged between early comparative psychologists and early ethologists	CLO3	9
UNIT IV		
Ritualization and communication Mate selection and sexual strategy , Family relationships, parental care and altruism , Habitat choice and immigration, Territorial behavior and aggression ,Predator and anti-predator behavior	CLO4	9
UNIT V		
Parenting and Social Behavior: Parenting: maternal involvement, parental involvement, parent-offspring conflict b. Kinship: theory of implicit and inclusive fitness and empirical support c. Cooperation: evolution of cooperation, reciprocal altruism, d. Cognitive adaptations for social exchange	CLO5	9
Total Hours		45



Learning resources

Textbooks:

1. Papini, M. R. (2020). *Comparative Psychology : Evolution and Development of Brain and Behavior* / Mauricio R. Panini (Third edition). Routledge

Reference Books:

1. Watson, J. B. (1914). *Behavior: An introduction to comparative psychology*. Henry Holt and Co. <https://doi.org/10.1037/10868-000>

Online Resources/E-Learning Resources

1. <https://youtu.be/KmyrF96nni4?si=NmSt3rcnw7eAevsx>
2. <https://youtu.be/LsPjB1FvpWE?si=y-Gg09xz7SLQMmSN>



COURSE CURRICULUM

Name of the Program:		BSc CP		Semester : 4		Level: UG	
Course Name		Organisational psychology		Course Code/ Course Type		UBSCP212/ VSC	
Course Pattern		2023		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: FYBSc.							
Course Objectives (CO):				The objectives of Organisational psychology are: 1. To recall the historical development of industrial and organizational psychology. 2. To recognize the fundamental concepts of organizational psychology, and their influence on workplace dynamics. 3. To apply professional skills for organizational psychologists in addressing personnel and organizational issues. 4. To analyze various motivation theories and to understand their implications for enhancing employee motivation and job satisfaction. 5. To evaluate methods for assessing job performance and job satisfaction, and job appraisal methods.			
Course Learning Outcomes (CLO):				Students would be able to: 1. Identify historical developments in industrial and organizational psychology, understanding their impact on current practices. 2. Explain fundamental concepts of organizational psychology, highlighting the interaction between individuals and organizational structures.			

	<ol style="list-style-type: none"> 3. Apply organizational psychology principles to address real-world personnel issues, demonstrating professional skills. 4. Analyze data from motivation theories and job evaluation methods to enhance employee motivation and satisfaction. 5. Design effective interventions for managing workplace relationships and addressing negative attitudes and behavior
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Course Contents/Syllabus:

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

Descriptors/Topics	CLO	Hours
UNIT I		
Introduction to Organizational Psychology: Historical development of industrial and organizational psychology, fundamental concepts- nature of people and nature of organization	CLO 1	09
UNIT II		
Personnel and Organizational Issues: Scope and opportunities in the field, professional skills for organizational psychologist, Worker stress, Negative employee attitudes and behavior.	CLO 2	09
UNIT III		
Motivation Theories : Needs Hierarchy Theory, FRG Theory ,Motivation-Hygiene (Two Factor) Theory, Job Characteristics Theory	CLO 3	09
UNIT IV		
Assessing job performance and job satisfaction: performance evaluation - Downsizing, promotion, seniority, Appraisal rating and non-rating evaluation methods, Job satisfaction: Concept and theories	CLO 4	09
UNIT V		
Relationship at work : nature of work place relationship, affect and workplace, employee relations, discrimination , diversity, bullying and violence in the workplace	CLO 5	09
Total Hours		45



Learning resources

Textbooks:

1. Riggio, R. E., & Johnson, S. K. (2022). Introduction to Industrial/Organizational Psychology (8th Ed.).
2. Jex, S. M., & Britt, T. W. (2008). Organizational Psychology: A Scientist-Practitioner Approach. John Wiley & Sons.

Reference Books:

1. Sinha, J.B.P. (2008) Culture & Organization Behaviour. New Delhi: Sage Texts
2. Robbins, S. (2001). Organization behaviour. (9th ed.). New Delhi :Prentice Hall of India.
3. Landy, F. J., & Conte, J. M. (2010). Work in the 21st Century: An Introduction to Industrial and Organizational Psychology. John Wiley & Sons.

Online Resources/E-Learning Resources:

1. <https://library.wbi.ac.id/repository/143.pdf>
2. https://youtu.be/rIPaK5ObMpM?si=eAGDonS79tQoC_CF
3. https://youtu.be/nX1gDP4_WmM?si=BiB183XZKd7FwZI0



COURSE CURRICULUM

Name of the Program:		B.Tech/B.B.A/B.C. A/B.Sc/B.Pharm		Semester : 4		Level: UG	
Course Name		Constitution of India		Course Code/ Course Type		ACCOI201/AC	
Course Pattern		2023		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	50	-	-
Pre-Requisite:							
Course Objectives (CO):					The objectives of Constitution of India are: 1. To familiarize the students with the key elements of the Indian constitution. 2. To enable students to grasp the constitutional provisions and values. 3. To acquaint the students with the powers and functions of various constitutional offices and institutions. 4. To make students understand the basic premises of Indian politics. 5. To make students understand the role of constitution and citizen oriented measures in a democracy		
Course Learning Outcomes (CLO):					Students would be able to: 1. Analyze the basic structure of Indian Constitution. 2. Remember their Fundamental Rights, DPSP's and Fundamental Duties (FD's) of our constitution. 3. know about our Union Government, political structure & codes, procedures. 4. Understand our State Executive & Elections system of India.		

	5. Access the Amendments and Emergency Provisions, other important provisions given by the constitution
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Course Contents/Syllabus:

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

Descriptors/Topics	CLO	Hours
UNIT I		
Introduction to Indian Constitution: The Necessity of the Constitution, The Societies before and after the Constitution adoption. Introduction to the Indian constitution, The Making of the Constitution, The Role of the Constituent Assembly. The Preamble of Indian Constitution & Key concepts of the Preamble. Salient features of India Constitution.	CLO 1	8
UNIT II		
FR's, FD's and DPSP's: Fundamental Rights and its Restriction and limitations in different Complex Situations. Directive Principles of State Policy (DPSP) and its present relevance in our society with examples. Fundamental Duties and its Scope and significance in Nation building	CLO 2	5
UNIT III		
Governance and Constitution: Federalism in India - Features , Local Government -Panchayats –Powers and functions; 73rd and 74th amendments, Election Commission – Composition, Powers and Functions; Electoral Reforms, Citizen oriented measures – RTI and PIL – Provisions and significance..	CLO 3	5
UNIT IV		
Union Executive: Parliamentary System, Union Executive – President, Prime Minister, Union Cabinet, Parliament - LS and RS, Parliamentary Committees, Important Parliamentary Terminologies. Supreme Court of India, Judicial Reviews and Judicial Activism.	CLO 4	5
UNIT V		
State Executive & Elections, Amendments and Emergency Provisions: State Executive, Election Commission, Elections & Electoral Process. Amendment to Constitution (How and Why) and Important Constitutional Amendments till today. Emergency Provisions.	CLO 5	7
Total Hours		30

Learning resources

Text Books

1. “Constitution of India” (for Competitive Exams) - Published by Naidhruva Edutech
a. Learning Solutions, Bengaluru. – 2022.
2. “Engineering Ethics”, M.Govindarajan, S.Natarajan, V.S.Senthilkumar, Prentice –Hall, 2004

Reference Books:

1. “SamvidhanaOdu” - for Students & Youths by Justice HN NagamohanDhas, Sahayana, kerekon.
2. “Constitution of India, Professional Ethics and Human Rights” by Shubham Singles, Charles E. Haries, and et al: published by Cengage Learning India, Latest Edition – 2019.
3. “Introduction to the Constitution of India”, (Students Edition.) by Durga Das Basu (DD Basu):Prentice –Hall, 2008.
4. “The Constitution of India” by Merunandan K B: published by Merugu Publication, Second Edition, Bengaluru.

CIA Guidelines

Online Quiz (Based on MCQ)- 20 marks

Activity (with short Report Submission) - 20 Marks

Academic Sincerity - 10 marks

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

Few of suggested topics related to Constitution of India are:

Debate Topics

- Rights and duties
- Base of Reservation and need

Assignment

- Characteristics of Constitution
- Working of Constitution

Course Contents/Syllabus:

Name of the Program:		Foreign Language		Semester : 4		Level: UG/PG	
Course Name		German A1.2		Course Code/Course Type		UFL 202 A/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	-	-	-	2	20	30	-
Pre-Requisite: Can understand and use familiar, everyday expressions and very simple sentences aimed at satisfying specific needs.							
Course Objectives (CO):				The objectives of (German A1.2) are: 6. To get along with a basic vocab. 7. To understand German day to day culture. 8. Can communicate in routine situations. 9. To be able to have a direct exchange of information about familiar matters. 10. To describe own surroundings.			
Course Learning Outcomes (CLO):				Students would be able to: 1. Communicate in the areas of immediate importance. 2. Able to frame simple sentences in formal conversation. 3. Translate simple sentences from English to the German language and vice-versa. 4. Construct a dialogue, in the German language, for basic human interactions in a social context. 5. Take part in an interaction relating to basic conversation			

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

Descriptors/Topics	CLO	Hours
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UNIT I		
Kontakte planning of letter writing, ramification of Letter, ,writing and understanding, discussion about language learning, find information from texts, understand conversations on various topics, texts related to office life Grammar – Usage of Articles and Prepositions	CLO 1	6
UNIT II		
MeineWohnung Understand home advertisements, describe house, how to reply invitations, how to express ‘likes and dislikes’, speak about different forms of living, how to write a text on house Grammar – Adjectives	CLO 2	6
UNIT III		
AllesArbeit? Talk about daily routine, talk about past, understand job advertisements, understand blogs on jobs, express opinions about jobs, prepare telephonic dialogues, speak about jobs Grammar – Past tense, Sentence connectors	CLO3	6
UNIT IV		
Kleidung und Mode Speak about cloths and shopping, lead a discussion during cloths shopping, discussion in departmental store, understand and research information about Berlin Grammar – Separable and non-separable verbs	CLO4	6
UNITV		
Gesund und munter&Ab in den Urlaub Learn body parts, Health related dialogue, City orientation, Travel reports, discussion regarding different travel destinations and weather Grammar – Imperative, Time adverbs	CLO5	6
Total Hours		30

Learning resources



Textbooks:

4. Netzwerk A1, Ernst klettVerlag&Goyal Publishers & Distributors Pvt. Ltd.
5. Studio d A1, CornelesenVerlag&Goyal Publishers & Distributors Pvt. Ltd.
6. NetzwerkNeu A1, Ernst klettVerlag&Goyal Publishers & Distributors Pvt. Ltd

Reference Books:

1. Hallo Deutsch A1, ErnstKlettVerlag, Goyal Publishers & Distributors Pvt. Ltd
2. ThemenAktuell 1, Hueberverlag
3. Maximal Ernst klettVerlag&Goyal Publishers & Distributors Pvt. Ltd.

Online Resources/E-Learning Resources:

1. Youtube : <https://youtube.com/@LearnGermanwithAnja?si=BkJYDPi7TS0fT4lr>
<https://youtube.com/@deutschlernenmitheidi?si=TkIClabbzioaU0roZ>
2. Instagram : [instagram.com/learngermanwithanja](https://www.instagram.com/learngermanwithanja)



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