BACHELOR OF SCIENCE IN HEALTH PSYCHOLOGY

(w.e.f. 2022-23 admitted batch)

Course Structure and Syllabi

THE APOLLO UNIVERSITY

MURUKAMBATTU - CHITTOOR (Dt) 517127

ANDHRA PRADESH

PROGRAMME OUTCOMES (PO):

The learners who complete three years of full time undergraduate programme in Health psychology would earn a Bachelor's degree. The learning outcomes that a student should be able to demonstrate on completion of a degree level programme may involve academic, behavioural and social competencies as described below.

Academic Competence:

PO1: Disciplinary knowledge and methods in the domain of Health psychology.

PO2: Basic professional skills pertaining to psychological testing, assessment and counselling.

PO3: Ability to use skills in specific areas related to chosen specialization (e.g. cognitive, industrial-organizational, clinical, counselling, health, educational, social, community).

PO4: Curiosity and ability to formulate psychology related problems and using appropriate concepts and methods to solve them.

PO5: Dealing with conflicting theories and approaches, learning to withstand ambiguities and understanding the limitations of the discipline.

Personal & Behavioural Competence

PO6: Self-development, health and hygiene, self-regulation skills.

PO7: Developing positive attributes such as empathy, compassion, social participation, and accountability.

PO8: Developing cultural and historical sensibility particularly indigenous traditions, socio-cultural context and diversity.

PO9: Having conversational competence including communication and effective interaction with others, listening, speaking, and observational skills.

PO10: Ability to work both independently and in group and dealing effectively with clients and stakeholders, learning the art of negotiation.

Social Competence:

PO11: Collaboration, cooperation and realizing the power of groups and community in understanding health related problems.

PO12: Ethical, social and ecological responsibility including acknowledging the dignity and presence of others, awareness of social order, learning of values and social concern reflected through activation of social participates (e.g. village surveys, visiting old age homes and spending time with elderly, orphanage community service etc).

PO13: Moral and ethical awareness and reasoning involving objective and unbiased work attitude, avoiding unethical behaviours such as data fabrication and plagiarism, observing code of conduct, respecting intellectual property rights and being aware of the implications and ethical concerns of research studies.

PO14: Commitment to health and wellbeing at different levels (e.g. individual, organization, community, society).

PROGRAM EDUCATIONAL OBJECTIVES (PEO):

PEO1: To deliver the understanding of the key concepts, theories, and areas of health Psychology.

PEO 2: To develop the understanding of the application of the principles of Psychology in maintaining and promoting health and well-being.

PEO 3: To develop ability skill of psychological testing and reporting and use of innovative psychological interventions in the context of Health Psychology.

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PROGRAM SPECIFIC OUTCOMES (PSO):

After successful completion of the program the graduates will be able to:

PSO 1: Demonstrate an understanding of the key concepts, theories, and areas of health Psychology and practice the skill of psychological testing and reporting.

PSO 2: Demonstrate an understanding of the relevance of ethics in Psychology

PSO 3: Plan to pursue higher study or professional career in Psychology

THE APOLLO UNIVERSITY

ACADEMIC REGULATIONS

SCOPE:

This Academic regulation provide a framework for the regulatory guidelines of all programs offered by The Apollo University. It includes procedures and practices that are to be followed to ensure academic standards in the University. The regulations are approved by the Academic Council. These regulations may be amended from time to time with the approval of the Academic council for the benefit of students or some times to reflect the changes suggested by the statutory bodies.

Information regarding amendments (if any) to the regulations will be communicated to the students by publishing in the University website. Students must follow the amended regulations as they might impact the process for the award of degree. The decision of the Vice Chancellor shall be the final in case of any discrepancy. These regulations apply to all students, despite the program of study.

1. ADMISSION INTO THE PROGRAM

The University admits the students in two modes. One through the convenor quota as per the Andhra Pradesh Private Universities Act, for which the admissions will be carried out through the convener quota by the Govt of Andhra Pradesh. The other is through University quota for which the following procedure will be followed:

A. The applicant shall satisfy the entrance requirements specified by The Apollo University and in accordance with guidelines of statutory councils for Under-graduation.
B. The Applicant shall be qualified in the qualifying examination for a particular program.
C. The Applicant secures a rank in national level entrance exam or suitable such test conducted by The Apollo University / professional body.
D. The Applicant qualifies in the specified state or national level examinations prescribed by The Apollo University.

The Apollo University will widely notify the counselling schedule for admissions into the academic programs in the media. The provisional admission will be given to the eligible students during the counseling scheduled by The Apollo University. The selected candidates will be provisionally admitted into the program of his/her choice if the candidate meets

the program specific requirements in addition to academic performance qualifying exam. Admission is purely based on merit and so merely meeting the requirements will not ensure admission. The University does not discriminate based on gender, race, region, religion, disability or nationality. The University reserves the right to make admissions based on various criteria which is specified in the admission brochure.

2. ELIGIBILITY CRITERIA

Undergraduate programs

The qualifying exam eligibility for each program is given Annexure 1. The student should have passed the qualifying exam either in the year the student is seeking admission or the previous year.

Convener Quota: The student seeking admission to any program under convener quota shall qualify in the relevant entrance exam conducted by the Government of Andhra Pradesh.

University Quota: For getting admission under University quota, percentage of marks obtained in the qualifying exam, the rank obtained in TAU entrance exam or any recognized national level examination in the year of admission will be considered.

Counselling

All the eligible students need to apply for admission and have to attend counselling conducted by TAU as per the schedule for the university quota.

3. PROGRAMS

The Apollo University offers variety of programs which includes certificate, undergraduate, postgraduate, and Research. The list of programs on offer from the academic year 2022-23 are annexed in Annexure 2.

Minimum duration of the program

The minimum duration of each program depends on the type of program, viz., undergraduate, postgraduate, integrated programs, etc., and the faculty which offers the program. The maximum duration of the program is N+2 years, where N stands for the minimum duration of the program as mentioned in Annexure 2 and 3. If the student has not obtained the minimum number of credits within the stipulated time, the Vice-Chancellor may extend the maximum

duration in extenuating circumstances upon receiving a request along with reasons from the student for not completing the program on time.

4. CHOICE BASED CREDIT SYSTEM

The choice-based credit system (CBCS) facilitates the education student-centric. It provides the opportunity for the learner to choose the courses from a basket of core, elective, and skill enhanced courses. All programs of study are designed to meet the specified number of credit requirements. The courses taken by the student in each semester as part of program are allotted some credit points based on the number of hours assigned. Upon successful completion of the course, the student secures the number of credits allotted for that course. Once the minimum number of credits of the program is achieved, the degree can be awarded, subject to fulfilment of all other relevant conditions.

5. STRUCTURE OF THE PROGRAM

The Program structure Consists of

i) University Courses
   A. University Core
   B. University Electives
ii) Faculty Courses
   A. Faculty Core
   B. Faculty Electives
iii) Program Courses
   A. Program Core
   B. Program electives

Each course* is assigned a certain number of credits depending upon the number of contact hours (lectures/tutorials/practical) per week. (*one course means one subject)

Core Courses = 3 Credits /4 Credits Elective =3 Credits

In general, credits are assigned to the courses as detailed below:

- A classroom lecture/ tutorial of 60 min (1 hr) duration per week, spread over the entire semester, shall be considered as one credit.
- A laboratory session of minimum of 120 min (2 hr) per week shall be considered as one credit.
- A project work/ Internship session of 60 minutes (1 hr) carried out per week shall be considered as one credit.

6. MEDIUM OF INSTRUCTION

The medium of instruction (including examinations and project reports) shall be English.

7. REGISTRATION

Any of the following student must register for the courses opted in a particular semester during the scheduled registration period.

i. a new student who enrolls into any program
ii. an existing student who is continuing on rolls from the preceding regular semester
iii. a former student, i.e., who has not enrolled in the preceding regular semester or who has availed academic break or detained and got readmission

Each newly admitted student shall attend an induction/ orientation program prior to commencement of the first semester. During this program academic advisors assist the students in choosing the courses. Existing student may register online by using their registration number and mail ID through the Apollo ERP portal. Class schedules are available approximately two weeks before the beginning of every semester for each program. The concerned head of the department must approve class schedule.

8. ATTENDANCE REQUIREMENTS

- Students should earn a minimum of 80% attendance in the current semester to become eligible to write the Semester End Examinations.
- The monthly statement of attendance will be displayed on the Department Notice Board/ Apollo ERP by the respective departments within the first five working days of the following month.
- Candidates who are falling short of 80% attendance will be detained on the recommendation of the HoD and are not eligible to appear for the current semester examinations. The students who are detained in the current semester will not be allowed to register for the next semester and they have to repeat the same semester by paying the tuition fee prescribed. However, they can write arrear subjects, if any.

9. EVALUATION

The assessment of the student's performance in a Theory course shall be based on two components: Continuous Evaluation (40 marks) and Semester-end examination (60 marks). A student has to secure an aggregate of 40% in the course in the two components put together to

be declared to have passed the course, subject to the condition that the candidate must have secured a minimum of 24 marks (i.e. 40%) in the theory component at the semester-end examination. Practical/ Project Work/ Industrial Training/ Viva voce/ Seminar etc. are completely assessed under Continuous Evaluation for a maximum of 100 marks, and a student has to obtain a minimum of 50% to secure Pass Grade. For courses having both theory and practical components, 60% of the weightage will be given for theory component and 40% weightage for practical component. The student must secure 40% (Theory + Practical) with 24 marks minimum in theory to attain pass grade.

Details of Assessment Procedure are furnished below in Table 1.

Table 1: Assessment Procedure

S. No	**Component of Assessment**	**Marks Allotted**	**Type of Assessment**	**Scheme of Evaluation**
1	Theory	40	Continuous Evaluation	i) Twenty (20) marks for mid examinations. Three mid examinations shall be conducted for 20 marks each; average of the best two performances shall be taken into consideration. ii) Ten (10) marks for Quizzes, Assignments and Presentations. iii) Ten (10) marks for periodic evaluation, case studies and projects
		60	Semester-end Examination	iv) Sixty (60) marks for Semester-end examinations
	Total	**100**		
2	Laboratory	100	Continuous Evaluation	1)80 marks with equal weightage to all experiments subject to conduct of minimum of 10 experiments 2)20marks for the end exam (with one of our university teachers as external other than course teacher)

3	Internship	100	Continuous Evaluation	i) (80) marks for periodic evaluation of Internship report by the Project Supervisor. ii) Twenty (20) marks for final Report presentation and Viva-voce, by a panel of internal examiners. iii) Students shall undergo TWO internships during the course of time and the evaluation shall be done during final semester.
4	Project work	100	Continuous Evaluation	iv) (80) marks for periodic evaluation and technical report writing by the Project Supervisor. ii) Twenty (20) marks for final Report presentation and Viva-voce, by a panel of internal examiners
5	Students Seminars	100	Continuous Evaluation	Each student has to give a seminar on any topic in consultation with the faculty member in charge A detailed report shall be submitted to the in charge. 60 marks for periodic evaluation including report preparation and 40 marks for viva voce by a panel of examiners.

GRADING SYSTEM

Based on the student performance during a given semester, a final letter grade will be awarded at the end of the semester in each course. The letter grades and the corresponding grade points are as given inTable2.

Table 2: Grades & Grade Points

Sl. No.	**Grade**	**Grade Points**	**Absolute Marks**
1	O(Outstanding)	10	90 and above
2	A+(Excellent)	9	80 to 89
3	A (Very Good)	8	70 to 79

4	B+(Good)	7	60 to 69
5	B (Above Average)	6	50 to 59
6	C(Average)	5	45 to 49
7	P(Pass)	4	40 to 44
8	F(Fail)	0	Less than 40
9	Ab. (Absent)	0	-

SEMESTER GRADEPOINTAVERAGE (SGPA)

A Semester Grade Point Average (SGPA) for the semester will be calculated according to the formula:

$$SGPA \frac{\sum [C X G]}{\sum C}$$

Where

C=number of credits for the course,

G=grade points obtained by the student in the course.

A student who earns a minimum of 4 grade points (P grade) in a course is declared to have successfully completed the course, and is deemed to have earned the credits assigned to that course.

CUMULATIVE GRADE POINT AVEARGE (CGPA)

A similar formula is used to arrive at Cumulative Grade Point Average (CGPA), considering the student's performance in all the courses taken in all the semesters up to the particular point of time.

Table 3 shows the CGPA required for the award of class after the successful completion of the program.

Table3: CGPA required for award of Class

Class	**CGPA Required**
First Class with Distinction	≥8.0*
First Class	≥6.5
Second Class	≥5.5
Pass Class	≥5.0

*In addition to the required CGPA of 8.0 or more, the student must have necessarily passed all the courses of every semester in first attempt.

11. REAPPEARANCE

a. A student who has secured 'F' grade in a Theory course shall have to reappear at the subsequent Semester end examination held for that course.
b. A student who has secured 'F' grade in a Practical course shall have to attend Special Instruction Classes scheduled by the Department for securing pass.
c. A student who has secured 'F' Grade in Internship /Project work / Industrial Training etc shall have to reappear for Viva – voce scheduled by the department.
d. A student who is declared fail (F) in a course/s can apply for revaluation within one week from the date of publication of results with a fee prescribed by the university. The marks /grade awarded in the revaluation is final.

11.1 Procedure for revaluation

- The students who have not satisfied with the marks awarded by the examiner can apply for revaluation of his/her answer script/s
- The students have to apply through proper channel for revaluation and to pay the revaluation fee per paper to the university towards revaluation fee.
- Students have to apply for revaluation within 7 days from the date publication of result.
- The scripts will get valued by second examiner and if the difference is more than 15 marks, they will get valued by the third examiner. The average of the nearest two marks will be declared as the final marks.

11.2 ASSESSMENT MECHANISM

The Apollo University offers a student the benefits of Choice Based Credit System. Every paper is allotted a certain number of credits as per the UGC norms. A student is awarded the specified credits on obtaining a pass in the respective paper.

The Choice Based Credit System (CBCS) has been adopted for UG Course from the year 2021-22 onwards as per the recommendations of the A.P. State Council for Higher Education (APSCHE). The structure of undergraduate programmes provides a wide range of choice for students to opt for courses based on their eligibility, aptitude and career goals.

11.3 Semester End Examination

The End semester examination will be a comprehensive examination of 3 hours duration. Two End Semester examinations are conducted in a year-

Odd semester examinations in November/ December and

Even semester examination in May/June

Practical examination / Project viva will be held 2 weeks prior to the theory semester end examinations.

Under-Graduation Programs

Course	Continuous Assessment	End semester	Aggregate in End semester Examinations
All UG Courses	No passing minimum	40%	40%

11.4 Post Evaluation Programme:

Under the Post Evaluation Programme there are three menus:

- Provision for improvement
- Re-totaling and Revaluation of answer scripts
- Restrictions to appear for the examinations

11.5 Provision for improvement

A student who passes a paper in the first attempt can reappear for the same paper in the succeeding End-of-Semester examination only, for improving his/her marks. Re-appearance for improvement is allowed for theory and practical subjects of all semesters, except for the final semester subjects. Revised mark statement will be issued after withdrawing the previous one, if the marks obtained in improvement are higher than the marks awarded earlier. When there is no improvement, there shall not be any change in the original marks already awarded. The improved marks shall be considered for classification but not for ranking.

Provision for Re-totaling and Revaluation of valued answer scripts

- UG candidates may apply for re-totaling / revaluation of valued answer scripts, to the Controller of Examinations through the Heads of Departments and Principal / Dean, in the prescribed forms, remitting the prescribed fee within 7

days from the date of publication of results. Revaluation of answer scripts is permissible only for the current semester papers and not for any arrear paper.

- Those wish to apply for revaluation of final semester papers can do so within five days from the date of publication of results. In re-valuation, the answer papers will be valued by an external examiner and if there is a difference of 15 marks between the two evaluations then the script will be sent for third valuation which is final and the mark awarded by the third examiner will be taken into the account.
- Revised mark statement will be issued after withdrawing the previous one, if the marks obtained in revaluation / retotalling are higher than the marks obtained earlier. In other cases, the original marks obtained earlier will be retained and the matter will be intimated to the student concerned as 'No change'.
- A candidate who applies for revaluation should not apply for retotalling.

Restrictions to appear for the examinations

Candidates who fail in any of the papers in the UG End semester examinations shall complete the paper concerned within N+2 years from the date of admission to the particular course. If they fail to do so, they shall re-register their names and take the examination in the texts/revised regulations/syllabus of the paper prescribed for the subsequent batch of candidates, in force at the time of their reappearance. In the event of removal of that paper consequent to change of regulation and/or curriculum after N+2 years period, the candidate shall have to take up an equivalent paper in the revised syllabus as suggested by the Chairman, Board of Studies concerned.

12. BETTERMENT OF GRADES

A student who has secured only a Pass or Second class and desires to improve his/her Class can appear for Betterment Examinations only in Theory courses of any Semester of his/her choice, conducted in Summer Vacation along with the Special Examinations. Betterment of Grades is permitted 'only once' immediately after completion of the program of study.

13. DETENTION AND RE-ADMISSION

If a student fails to meet the minimum attendance requirement or minimum standards for academic progression, the concerned academic head will recommend for detention and it will

be notified by the concerned Dean of the School. The students who are detained in the current semester will not be allowed to register for the next semester and they have to repeat the same semester.

The candidates who are detained or availed academic break or suspended in the previous semester/academic year and want to continue their study shall apply for re-admission to the university. The candidates shall request for re-admission to the respective Head of the Department, with details viz., Full Name, Registration Number, Department, School, Fee payment particulars with proofs and reasons for discontinuations. The concerned academic head will forward it to the Registrar with specific comments. The Registrar will notify the decision of re-admission which shall include the prescribed fee particulars, semester/ year into which readmission is granted and additional courses to be completed by the student (if any). The candidates should apply for re-admission in advance, that is before the commencement of the semester.

14. GROOMING AND ATTIRE FOR STUDENTS

Grooming and Etiquette is of great significance in the dynamic of shaping one's Personality. The Apollo University stands by a *Code of Grooming, Attire and Etiquette* that promotes a professional standard: Academic Day; Campus Placements and Non-Academic Hours on Campus.

The Dress Code to be in compliance on academic premises while attending: Formal Functions of the Institution / Lectures / Practicals / Dining Area / Library / Labs / Office Areas.

Students shall follow appropriate attire during Academic and Non-Academic hours on the campus. Students shall wear clean, neat, pressed and presentable clothing, and command respect by dressing in accordance with responsible personal norms. Students shall always wear The Apollo University ID Card with the Lanyard.

Grooming and Formal Wear - Boys:

Formal Shirts / T-Shirts with a Collar should preferably be tucked in with a Formal pair of Pants Shoes and Socks to complete the Formal Attire. Personal Hygiene should be followed and Hair should be well groomed.

Smart Casuals for Boys:

Long Kurtas / Formals / Semi-Formal Shirts with Jeans.

Grooming and Formal Wear - Girls: Sarees / Salwar Suits / Leggings or Jeggings with Long Kurtis / Long Frocks / Long Skirts / Palazzos. Complement the outfit with proper footwear. Personal Hygiene should be followed and Hair should be well groomed.

Smart Casuals for Girls:

Jeans with long Kurtis / Long Skirts / Long Frocks.

Attire for Non-Academic Hours On Campus:

The students should be neatly attired during Non-Academic Hours on Campus.

Dress Code for Boys:

Jeans / Track Suits / T-Shirts / Trousers / Shirts.

Dress Code for Girls:

Jeans / T-Shirts or Blouses / Salwar Suits / Palazzos / Leggings or Jeggings with Long Tops / Sarees / Long Skirts / Track Suits.

DO'S AND DO'NTS FOR BOYS AND GIRL STUDENTS OF THE UNIVERSITY:

- To wear modest clothing that reflects the essence of good personal grooming standards.
- To refrain from wearing Sleeveless Clothing; Shorts; Short Tops, etc.,

PLEASE NOTE: The decision as to what constitutes Appropriate Attire vests with the Authorities of The Apollo University.

15. ELIGIBILITY FOR AWARD OF THE DEGREE

The undergraduate degree will be of 3-years of duration. A student shall be declared as eligible for the award of the degree if the candidate has successfully secured the minimum number of required credits as specified in the curriculum corresponding to the branch of his/her study within the stipulated time.

After successful completion of the program, a provisional certificate cum memorandum of grades (PCMG) will be issued to the students. The PCMG includes the secured grades and class achieved in chosen program and specialization if any, along with grades and CGPA secured by the student. The original degree will be presented in the subsequent convocation.

16. DISCRETION POWER

Not with-standing anything contained in the above sections, the Vice Chancellor may review all exceptional cases, and give his decision, which will be final and binding.

ANNEXURE 1

ELIGIBILTY FOR QUALIFYING EXAM FOR UNDER GRADUATE PROGRAMS

Program Type	Program Name	Eligibility
Bachelor's	**B.Sc Health Psychology**	To get admission in the bachelor in health psychology programme, applicants must have passed with at least 45% (40% in case the candidates belong to a reserved category) in Intermediate (10+2) or equivalent with Botany, Zoology, Physics and Chemistry or Inter vocational with Bridge course of Biological and Physical Sciences (or) APOSS with Biological Sciences and Physical Sciences and should have completed 17 years as on 31st December of the preceding calendar year.

ANNEXURE 2

PROGRAMS OFFERED BY DEPARTMENT OF PSYCHOLOGY

FROM ACADEMIC YEAR 2022-23

Sl. No.	Program	Level	Minimum Duration in Years (N)
1	B. Sc Health Psychology	Bachelor's	3
2	M.Sc Clinical Psychology	Masters	2

B.Sc Health Psychology
(w.e.f. 2023-24 admitted batch)

SEMESTER- I						
Course Code	**Course Name**	**Periods per week**			**Credits**	**Hours per week**
		L	**T**	**P**		
BHPT1501	Introduction to Psychology	3	1	0	4	4
BHPT1502	Biological Foundation of Behaviour	3	1	0	4	4
BHPT1503	Basics of Anatomy & Physiology	3	1	0	4	4
TAUT1101	Communicative English (University Core-I)	3	0	0	3	3
TAUT1201	University Elective I	3	0	0	3	3
BHPL1501	Practicum in General Psychology	0	0	4	2	4
--	Soft Skills	0	0	0	0	1
--	Mentoring	0	0	0	0	1
--	Presentation / Seminar	0	0	0	0	1
--	Library	0	0	0	0	2
--	Physical Activity	0	0	0	0	2
--	Extra-curricular activities	0	0	0	0	2
--	Co-curricular activity	0	0	0	0	2
--	Self-Learning	0	0	0	0	3
TOTAL		**15**	**3**	**4**	**20**	**36**

Course Code	**Course Title**	**Course**	**Credit**	**Evaluation**			**Time allotted for exam**
				CE	**SEE**	**Total**	
BHPT1501	Introduction to Psychology	Core	4	40	60	100	3 hrs
BHPT1502	Biological Foundation of Behaviour	Core	4	40	60	100	3 hrs
BHPT1503	Basics of Anatomy & Physiology	Core	4	40	60	100	3 hrs
TAUT1101	Communicative English (University Core-I)	Core	3	40	60	100	3 hrs
TAUT1201	University Elective I	Elective	3	40	60	100	3 hrs
BHPL1501	Practicum in General Psychology	Lab	2	80	20	100	2 hrs
	TOTAL		**20**			**600**	

CE- Continuous Evaluation **SEE**- Semester-end examination

University Elective – I
Semester – I

S. No	Name of the Course	Host Department
1	Basics of Physiotherapy	School of Health Sciences – Physiotherapy
2	Biostatistics	School of Health Sciences – BMS & GMB
3	Constitution of India	School of Social Sciences
4	Ethical Hacking	School of Technology - CSE
5	Fundamentals of Computers	School of Technology - CSE
6	Gender and Development	School of Social Sciences
7	Leadership Development	School of Management
8	Mathematical Thinking	School of Technology
9	Nursing	Apollo Institute of Nursing
10	One Health	School of Health Sciences – PH
11	Basic emergency care and life support skills	School of Health Sciences – AHS
12	Basics of Health Management	School of Health Sciences – AHS
13	Entrepreneurship	School of Management
14	Managerial Economics	School of Management
15	Organic Farming	School of Health Sciences – BMS & GMB
16	Personality Development	School of Health Sciences – Psychology
17	Social Entrepreneurship	School of Management

B.Sc Health Psychology
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SEMESTER- II						
Course Code	**Course Name**	**Periods per week**			**Credit**	**Hours per week**
		L	**T**	**P**		
BHPT1504	Health Psychology-I	3	1	0	4	4
BHPT1505	Human Personality	3	1	0	4	4
BHPT1506	Cognitive Process	3	1	0	4	4
TAUT1102	Environmental Studies (University Core-II)	3	0	0	3	3
TAUT1202	University Elective-II	3	0	0	3	3
BHPL1502	Personality Practicals	0	0	4	2	4
--	Soft Skills	0	0	0	0	1
--	Mentoring	0	0	0	0	1
--	Presentation / Seminar	0	0	0	0	1
--	Library	0	0	0	0	2
--	Physical Activity	0	0	0	0	2
--	Extra-curricular activities	0	0	0	0	2
--	Co-curricular activity	0	0	0	0	2
--	Self-Learning	0	0	0	0	3
TOTAL		**15**	**3**	**4**	**20**	**36**

Course Code	**Course Title**	**Course**	**Credit**	**Evaluation**			**Time allotted for exam**
				CE	**SEE**	**Total**	
BHPT1504	Health Psychology-I	Core	4	40	60	100	3 hrs
BHPT1505	Human Personality	Core	4	40	60	100	3 hrs
BHPT1506	Cognitive Process	Core	4	40	60	100	3 hrs
TAUT1102	Environmental Studies (University Core-II)	Core	3	40	60	100	3 hrs
TAUT1202	University Elective-II	Elective	3	40	60	100	3 hrs
BHPL1502	Personality Practicals	Lab	2	80	20	100	2 hrs
	TOTAL		**20**			**600**	

CE- Continuous Evaluation **SEE-** Semester-end examination

University Elective – II
Semester – II

S. No	Name of the Course
Indian Languages	
1	Hindi
2	Professional English
Foreign Languages	
3	French
4	German

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SEMESTER-III						
Course Code	**Course Name**	**Periods per week**			**Credits**	**Hours per week**
		L	**T**	**P**		
BHPT2501	Health Psychology - II	3	1	0	4	4
BHPT2502	Bio-physiology of Behaviour	3	1	0	4	4
BHPT2503	Developmental Psychology	3	1	0	4	4
TAUT2101	Health and Wellness (University core-III)	3	0	0	3	3
TAUT2201	University Elective-III	3	0	0	3	3
BHPL2501	Practicum in Developmental Psychology	0	0	4	2	4
--	Soft Skills	0	0	0	0	1
--	Mentoring	0	0	0	0	1
--	Presentation / Seminar	0	0	0	0	1
--	Library	0	0	0	0	2
--	Physical Activity	0	0	0	0	2
--	Extra-curricular activities	0	0	0	0	2
--	Co-curricular activity	0	0	0	0	2
--	Self-Learning	0	0	0	0	3
TOTAL		**15**	**3**	**4**	**20**	**36**

Course Code	**Course Title**	**Course**	**Credit**	**Evaluation**			**Time allotted for exam**
				CE	**SEE**	**Total**	
BHPT2501	Health Psychology - II	Core	4	40	60	100	3 hrs
BHPT2502	Bio-physiology of Behaviour	Core	4	40	60	100	3 hrs
BHPT2503	Developmental Psychology	Core	4	40	60	100	3 hrs
TAUT2101	Health and Wellness (University core-III)	Core	3	40	60	100	3 hrs
TAUT2201	University Elective-III	Elective	3	40	60	100	3 hrs
BHPL2501	Practicum in Developmental Psychology	Lab	2	80	20	100	2 hrs
	TOTAL		**20**			**600**	

CE- Continuous Evaluation SEE- Semester-end examination

University Elective – III
Semester – III

S. No	Name of the Course	Host Department
1	Community Engagement	School of Social Sciences
2	Clinical Nutrition	School of Health Sciences – BMS & GMB
3	Emotional Intelligence & Mental Health	School of Health Sciences – Psychology
4	Human Rights	School of Social Sciences
5	Industry 4.0	School of Technology – CSE
6	Medical Terminology	School of Health Sciences – BMS & GMB
7	Social Network Analysis	School of Health Sciences – PH
8	Antibiotic Resistance & Biomedical Waste Management	School of Health Sciences – AHS
9	Behavior Change Communication	School of Health Sciences – PH
10	Disability Management	School of Health Sciences – Psychology
11	Disaster Management	School of Social Sciences
12	Human Values & Professional Ethics	School of Social Sciences
13	Infection Prevention & Control	School of Health Sciences – AHS
14	NSS & Youth Development	School of Social Sciences

B.Sc Health Psychology
(w.e.f. 2023-24 admitted batch)

SEMESTER-IV						
Course Code	**Course Name**	**Periods per week**			**Credits**	**Hours per week**
		L	**T**	**P**		
BHPT2504	Health Psychology -III	3	1	0	4	4
BHPT2505	Psychopathology	3	1	0	4	4
BHPT2506	Counselling in Health Psychology	3	1	0	4	4
Any Two Electives						
BHPT2601	Elective-1-Fundamentals of Social Psychology	3 + 3	0	0	3 + 3	3 + 3
BHPT2602	Elective-2 -Educational Psychology		0	0		
BHPT2603	Elective-3-Emotional Intelligence and Mental Health		0	0		
BHPT2604	Elective-4- Application of Artificial Intelligence in Psychology		0	0		
BHPL2502	Practicum in Health and Social Psychology	0	0	4	2	4
--	Soft Skills	0	0	0	0	1
--	Mentoring	0	0	0	0	1
--	Presentation / Seminar	0	0	0	0	2
--	Library	0	0	0	0	2
--	Physical Activity	0	0	0	0	2
--	Extra-curricular activities	0	0	0	0	2
--	Co-curricular activity	0	0	0	0	2
--	Self-Learning	0	0	0	0	2
TOTAL		**15**	**3**	**4**	**20**	**36**

Course Code	**Course Title**	**Course**	**Credit**	**Evaluation**			**Time allotted for exam**
				CE	**SEE**	**Total**	
BHPT2504	Health Psychology -III	Core	4	40	60	100	3 hrs
BHPT2505	Psychopathology	Core	4	40	60	100	3 hrs
BHPT2506	Counselling in Health Psychology	Core	4	40	60	100	3 hrs
BHPT260X	Program Elective	Elective	3	40	60	100	3 hrs
BHPT260X	Program Elective	Elective	3	40	60	100	3 hrs
BHPL2502	Practicum in Health and Social Psychology	Lab	2	80	20	100	2 hrs
	TOTAL		**20**			**600**	

CE- Continuous Evaluation SEE- Semester-end examination

B.Sc Health Psychology
(w.e.f. 2022-23 admitted batch)

SEMESTER-V						
Course Code	**Course Name**	**Periods per week**			**Credits**	**Hours per week**
		L	**T**	**P**		
BHPT3501	Stress and Coping	3	1	0	4	4
BHPT3502	Counseling in Special Areas	3	1	0	4	4
BHPT3503	Research Methods in Psychology	3	1	0	4	4
Any Two Electives						
BHPT3601	Elective-1-Mental Health and Hygiene	3 + 3	0	0	3 + 3	3 + 3
BHPT3602	Elective-2 -Positive Psychology		0	0		
BHPT3603	Elective-3-Psychological First Aid		0	0		
BHPT3604	Elective-4-Fundamentals of Occupational Therapy		0	0		
BHPC3501	Clinical -Case Study	0	0	8	4	8
--	Mentoring	0	0	0	0	1
--	Presentation / Seminar	0	0	0	0	1
--	Library	0	0	0	0	2
--	Physical Activity	0	0	0	0	2
--	Extra-curricular activities	0	0	0	0	2
--	Co-curricular activity	0	0	0	0	1
--	Self-Learning	0	0	0	0	1
TOTAL		**15**	**3**	**8**	**22**	**36**

Course Code	**Course Title**	**Course**	**Credit**	**Evaluation**			**Time allotted for exam**
				CE	**SEE**	**Total**	
BHPT3501	Stress and Coping	Core	4	40	60	100	3 hrs
BHPT3502	Counseling in Special Areas	Core	4	40	60	100	3 hrs
BHPT3503	Research Methods in Psychology	Core	4	40	60	100	3 hrs
BHP360X	Program Elective	Elective	3	40	60	100	3 hrs
BHPT360X	Program Elective	Elective	3	40	60	100	3 hrs
BHPC3501	Clinical -Case Study	Field Visit	4	80	20	100	2 hrs
	TOTAL		**22**			**600**	

CE- Continuous Evaluation **SEE- S**emester-end examination

B.Sc Health Psychology
(w.e.f.2022-23 admitted batch)

SEMESTER-VI						
Course Code	**Course Name**	**Periods per week**			**Credits**	**Hours per week**
		L	**T**	**P**		
BHPT3504	Fundamentals of Community Psychology	3	1	0	4	4
	ANY ONE ELECTIVE					
BHPT3605	Elective-1-Child Psychology	3	0	0	3	3
BHPT3606	Elective-2 -Rehabilitation Psychology		0	0		
BHPP3501	Group Project	0	0	24	12	24
--	Mentoring	0	0	0	0	1
--	Physical Activity	0	0	0	0	2
--	Extra-curricular activities	0	0	0	0	2
TOTAL		**6**	**1**	**24**	**19**	**36**

Course Code	**Course Title**	**Course**	**Credit**	**Evaluation**			**Time allotted for exam**
				CE	**SEE**	**Total**	
BHPT3504	Fundamentals of Community Psychology	Core	4	40	60	100	3 hrs
BHP360X	Program Elective	Elective	3	40	60	100	3 hrs
BHPP3501	Group Project	Project	12	80	20	100	2 hrs
	TOTAL		**19**			**300**	

CE- Continuous Evaluation SEE- Semester-end examination

SEMESTER-I

BHPT1501 Course Name: INTRODUCTION TO PSYCHOLOGY L T P C
3 1 0 4

Course Description:

This course serves as a foundational exploration into the multifaceted discipline of psychology, offering students a comprehensive overview of its theories, methodologies, and applications, Investigating the biological foundations of behavior, including genetics, the brain, and the nervous system, and their influence on cognition, emotion, and behavior.

Course Objectives:

Students undergoing this course are expected to:

1. Understand the history of psychology and its development from time to time.
2. Understand the concepts of learning,
3. Develop an understanding of various behavioral components and factors associated with motivation and emotion.
4. Understand the basics of human attention, concentration and perception
5. Learn the basic aspects of Human development.

Unit-I : Introduction (10 Hours)

Historical back ground. Origin of Science of Psychology. Definition. Scope and Field of Psychology. Relevance to field of Health and Illness. Methods of Psychology: Introspection, Observation, Experimental, survey, case study

Unit-II: Basic Cogitative process (12 Hours)

Attention and concentration: types and determinants, Perception, meaning, principles, factors effecting perception. Learning: Nature, types, factors influencing. Memory: Nature, Types. Thinking: Types and levels, relationship to language and communication. Intelligence: meaning, classification: Aptitude. concept, types attitude cognitive process across life span

Unit-III: Motivation and emotion (12 Hours)

Motivation: meaning, concepts, types, theories, conflicts and frustration, conflict resolution, Emotion: definition, components, health and illness. Stress: Stressors, cycle, effect, coping Psychology, conflicts, stress and coping. Attitude: meaning, nature, development, factors effecting, attitude change. Alternations in emotion

Unit-IV: Human Growth (12 Hours)

Introduction, Infant, early childhood and childhood and later childhood.Adolescents, emotions disturbances, psychological changes, nature of psychology, self-awareness, self-consciousness psychosexual development.

Psychology of early adulthood and middle adulthood, job and carriers, relationship and marriage, role status in community.

Old age: different health issues, diminution of sensory function, decrease in social interaction, loneliness, negligence

Unit-V: Psychosocial- cultural factors of behaviour (14 Hours)

Introduction, social development, moral development, cultural influences, habits, hobbies, family, culture, community, interpersonal relationship, discrimination in race, gender and ethnicity.social class and structure, poverty and unemployment. prejudice, social change and uncertainty. crime and delinquency. social tension & violence. urban stressors. Torture & terrorism. Migration.

Total: 60 Hrs

Course Outcomes:

At the end of this course, students should be able to:

1. Acquire the knowledge of e history of psychology and its development from time to time.
2. Apply the concepts of learning in practicals.
3. Create association between various behavioral components and factors associated with motivation and emotion.
4. Understand the basics of human attention, concentration and perception
5. Evaluate the process of Human development.

Text Books:

1. Psychology- Indian Subcontinental edition: Robert A.Baron and Girishwar Mishra- 5th edition.2016- Pearson India Education Services Private Limited.

2. Psychology- Fifth edition Global edition Saundra K. Ciccarell and J. Noland White, Georgia College & State University, Pearson Education Limited 2018

Reference Books:

1. **APA Handbook Of Contemporary Family Psychology:** Edited by Fiese, Barbara H.; Celano, Marianne; Deater-Deckard, Kirby; Jouriles, Ernest N.; Whisman, Mark A. Copyright: 2019.

2. **APA College Dictionary Of Psychology**, Second Edition: Edited by VandenBos, Gary R. Copyright: 2016

BHPT1502 Course: BIOLOGICAL FOUNDATION OF BEHAVIOR L T P C
3 1 0 4

Course Description:

This course helps to understand the biological basis of human behaviour by exploring the structure and function of Nervos system and its application. The course dwells into the physiological process involved in the behaviour patterns exhibited by humans.

Course Objectives:

Students undergoing this course are expected to:

1. To enable students to understand the influence of physiological system in human behavior
2. To understand the updated concepts of biological behavior
3. To know about Stress and emotionality
4. To understand the Physiology of hormonal effect on behavior
5. To understand the biological foundations in clinical practice

Unit I: Introduction (10 Hours)

The origins of biological psychology, Nature of biological psychology, Mind Brain relationship, Methods of study of research in bio-psychology-anatomical methods,degeneration techniques, lesion techniques,chemical methods, stereotaxic surgery, micro-electrode studies, oscilloscope, polygraph, scanning methods.

Unit II: Communication in the Nervous System (12 Hours)

Structure of neurons, types, functions, neural conduction, communication between neurons, Synaptic conduction, Nervous Tissue: The Basic Hardware , The Neural Impulse : Using Energy to send Information , The Synapse: Where Neurons meet , Neurotransmitters and behavior

Unit III: The functions and organization of Brain and Behavior (14 Hours)

The hindbrain, midbrain, forebrain, plasticity of the brain, cerebral laterality. The evolutionary bases **of** behavior: Darwin's insights, Subsequent refinements to evolutionary theory , Behaviors as adaptive traits, endocrine system , heredity and behavior**:**Basic principles of genetics , investigating hereditary influence and environment.

Unit IV: Physiology of Stress and Anxiety (12 Hours)

Stress response, indicators of stress (hormonal, anatomical, and physiological), stress and disease. Stress, emotionality and endorphins. Anxiety and its impact

Unit V: Physiology of hormonal effect on behavior, sleep and arousal (12 Hours)

Arousal, Sleep and Circadian Rhythms- Physiological measures of alertness and arousal-EEG. Physiological conceptions of wakefulness and sleep.Conceptions of sleep. Circadian rhythms and biological clock ,hormonal effect on behavior patterns.

Total: 60 Hrs

Course Outcomes:

At the end of this course, students should be able to:

1. Knowledge in understanding mind and behavior
2. Able to control stress and emotion
3. Understanding the communication in the nervous System
4. Knowledge on biological behavior and sleep
5. Able to understand the role of hormonal effect on behavior

Text Books:

1. Psychology- Indian Subcontinental edition: Robert A.Baron and Girishwar Mishra- 5th edition.2016- Pearson India Education Services Private Limited.
2. Psychology- Fifth edition Global edition Saundra K. Ciccarell and J. Noland White, Georgia College & State University, Pearson Education Limited 2018

Reference Books:

1. Levinthal, C.F. (1996). *Introduction to Physiological Psychology* (3rd Ed.)Prentice-Hall of India Pvt. Ltd.
2. Rosensweig, M.R., Leiman, A. L., Breedlove, &Marc, S., (1996). *Biological Psychology*, SinauerAssociateslnc.
3. Schneider, A.M. &Tarshis, B. (1986).*An Introduction to Physiological Psychology.*(3rd ed.). New York: Random House Inc.

BHPT1503 Course: BASICS OF ANATOMY AND PHYSIOLOGY L T P C
3 1 0 4

Course Description:

This course will serve as an introduction to the structure and function of various systems of the human body. More importantly this course focuses on how various systems are integrated to maintain homeostasis. Additionally, students will be learning the language of anatomy and medical terminology.

Course Objectives:
Students undergoing this course are expected to:
1. To provide basic understanding and working knowledge of the human body.
2. To introduce the language of Anatomy and Physiology and use anatomical terms fluently when describing different tissues and organs.
3. To demonstrate how the progression of structural levels (atoms, molecules, compounds, cells, tissues, organs, and organ systems) contributes to the body's order and stability.
4. To become familiar with essential concepts including structure and functional levels of organization and homeostasis
5. To Understand the regulatory mechanisms

UNIT – 1 (12 Hours)
Anatomy
Introduction to human body: Definition and scope of anatomy and physiology, levels of structural organization and body systems, basic anatomical terminology.
Tissue level of organization: Classification of tissues, structure, location, and functions of epithelial, muscular, and nervous and connective tissues.
Physiology
Cellular level of organization: Structure and functions of cell, basic life processes, homeostasis, and transport across cell membrane. General principles of cell communication, intracellular signaling pathway activation by extracellular signal molecule, Forms of intracellular signaling a) Contact-dependent b) Paracrine c) Synaptic d) Endocrine
Neuron (structure and function), Classification of neurons, Neuroglia, Type of nerve fibers, Resting membrane potential and Action potential. Neuromuscular Junction (skeletal muscle)

UNIT - 2 (12 Hours)
Anatomy
Integumentary system: Structure and functions of skin
Skeletal system: Divisions of skeletal system, types of bone, salient features, and functions of bones of axial and appendicular skeletal system
Joints: Structural and functional classification, types of joints movements and its articulation
Physiology
Skeletal and Muscular system: Bones and cartilage
Types of bones and structure of long bone

Types of and classification muscles, organization of skeletal muscle, excitation contraction coupling, and mechanism of muscle contraction

Body fluids and blood: Body fluids, composition, and functions of blood, hemopoeisis, formation of hemoglobin, anemia, mechanisms of coagulation, blood grouping, Rh factors, transfusion, its significance, and disorders of blood, Reticulo endothelial system.

UNIT - 3 **(12 Hours)**

Anatomy

Central nervous system: Meninges, ventricles of brain

Structure of brain (cerebrum, brain stem, cerebellum), spinal cord (gross structure, functions of afferent and efferent nerve tracts,reflex activity).

Peripheral Nervous System: Classification of peripheral nervous system: Structure of sympathetic and parasympathetic nervous system and Origin of Spinal and Cranial nerves

Special senses: Structure of eye, ear, nose and tongue and their disorders.

Digestive system: Anatomy of GI Tract with special reference to anatomy, large intestine, anatomy of salivary glands, pancreas, and liver.

Physiology

Central nervous system

Parts (gross connections), Cerebral hemisphere: parts, corpus callosum, cerebral cortex, and functions of the cerebrum. Connections between motor cortex and subcortical structures and spinal cord (ascending and descending tracts).

Subcortical structures; Functions of basal ganglia, Thalamus, Hypothalamus, and Limbic system. Brain stem: Functions of Midbrain, Pons, and Medulla oblongata)

Cerebellum functions, Reticular formation and its functions, Sleep andSpinal cord

Peripheral Nervous System

Divisions and constituents of the peripheral nervous system, functions of cranial and spinal nerves, functions of somatic nervous system and autonomic nervous system (sympathetic and parasympathetic).

Special senses: Vision, hearing, olfaction, and taste

Digestive system: parts of the digestive system. role of the mouth, tongue, salivary glands, pharynx, larynx, esophagus, stomach, pancreas, liver and parts of the small intestine and large intestine. Absorption of the digested food from the small intestine. Regulation of the digestive functions.

UNIT – 4 **(12 Hours)**

Anatomy

Cardiovascular system: Heart – anatomy of heart, blood circulation, blood vessels, structure and functions of artery, vein and capillaries

Respiratory system: Anatomy of respiratory system with special reference to anatomy of lungs

Physiology

Cardiovascular system: Physiological Anatomy of the heart and circulation of the blood. Elements of conduction system of heart and heartbeat, its regulation by autonomic nervous

system, cardiac output, cardiac cycle. Blood pressure and its Regulation, pulse, electrocardiogram, and disorders of heart.

Lymphatic system: Lymphatic organs and tissues, lymphatic vessels, lymph circulation and functions of lymphatic system

Respiratory system: Respiratory and non-respiratory functions, respiratory muscles, mechanism of respiration, regulation of respiration Lung Volumes and capacities transport of respiratory gases, and artificial respiration

UNIT - 5 **(12 Hours)**

Anatomy

Urinary system: Anatomy of urinary tract with special reference to anatomy of kidney and nephrons

Reproductive system: Anatomy of male and female reproductive system

Introduction to genetics: Chromosomes, genes and DNA, protein synthesis, genetic pattern of inheritance

Endocrine System: Anatomy of pituitary, pineal, thyroid, parathyroid, pancreas, and adrenal glands

Physiology

Urinary system: Functions of kidney and urinary tract, physiology of urine formation, micturition reflex and role of kidneys in acid base balance, role of RAS in kidney and disorders of kidney.

Endocrine system: Classification of hormones, mechanism of hormone action, structure and functions of pituitary gland, thyroid gland, parathyroid gland, adrenal gland, pancreas, pineal gland, and their disorders.

Reproductive system: Functions of male and female reproductive system, sex hormones, physiology of menstruation, fertilization, spermatogenesis, oogenesis, pregnancy, and parturition

Total: 60 Hrs

Course Outcomes:

Upon successful completion of the course student would be –

1. Able to Explain morphology, structure, and functions of organs of the human body.
2. Able to Describe the various homeostatic mechanisms and their imbalances.
3. Able to Identify the various tissues and organs of different systems of human body.
4. Able to understand human organ anatomy, physiology, and regulatory mechanisms.
5. Able to Understand the challenges such as disease and stress.

Text Books:

1. Essentials of Human Anatomy and Physiology by Elaine Nicpon Marieb, Published by Pearson/Benjamin Cummings
2. Open stax: https://openstax.org/books/anatomy-and-physiology-2e/pages/1-introduction (human anatomy and physiology ebook)
3. Anatomy and Physiology in Health and Illness by Kathleen J.W. Wilson, Churchill Livingstone, New York

Reference Books

1. Physiological basis of Medical Practice-Best and Tailor. Williams & Wilkins Co, Riverview, MI USA.
2. Text book of Medical Physiology- Arthur C, Guyton and John .E. Hall. Miamisburg, OH, U.S.A.
3. Human Anatomy and Physiology, by Elaine N. Marieb and Katja N. Hoehn, ISBN13: 978-0134807423, 11th Edition

TAUT1101 COMMUNICATIVE ENGLISH L T P C
3 0 0 3

Course Description:

The creation of the Course is to facilitate Stakeholders in productively using the Language to functional advantage to form meaningful engagements in a social context and influence their professional dynamic.

Course Objectives:

The objective of this course is to make students to:

1. To expand and enhance vocabulary systematically for clear communication, richer expression, and deeper comprehension across various contexts."
2. To provide the grammatical knowledge and skills necessary to communicate effectively in English, both orally and in writing.
3. To strengthen their ability to write academic papers, essays and summaries using the "Mind Mapping,' dynamic.
4. To enhance communication skills by analyse, evaluate, and express their opinions on various topics, fostering the development of critical thinking abilities
5. To develop proficiency in listening, speaking, reading and writing, enabling individuals to communicate effectively in various real-life situations.

UNIT-I 9 Hrs

Vocabulary and Reading: Special Features of English Vocabulary, Reading With Purpose; Understanding What is Read; Drawing a Conclusion Based on Inferences, Deduction, Reading Between the Lines, Context, Connotation, Higher Order Thinking; How to Explain Specific Information with Clarity; Defining and Giving Reasons; Giving Directions; Professional Vocabulary.

UNIT-II 9 Hrs

Basic Grammar: Subject-Verb Agreement; Verb Tenses; Active-Passive Voice; Direct and Indirect Speech; Question Tags; Degrees of Comparison; Articles; Avoiding Jargon.

UNIT-III 9 Hrs

Writing: Letter Writing; Report Writing; E-Communication, Drafting and Collating Key Information, Taking Notes from Lectures, Reading Materials, Reporting on Minutes of the Meeting, Precis Writing

UNIT-IV 9 Hrs

Basics of Communication: Role of Communication; Purpose of Communication; Barriers to Communication; Verbal and Non-Verbal Communication, Communication at the Workplace; Human Needs and Communication; "Mind Mapping" Communication; E-Communication.

UNIT-V 9 Hrs

Presentations: Self-Introduction; Individual Presentation; Group Discussions; Debates.

Course Outcomes:

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

1. To review grammatical structures of English and the use of these forms in specific communicative contexts, which include: class activities, homework assignments, reading of texts and writing and functional real-world facets.
2. To improve their accuracy and fluency in producing and understanding spoken and written English and endorse this proficiency in both personal and professional realms.
3. To attain and enhance competence in the four modes of literacy: Writing, Speaking, Reading and Listening.
4. To develop their ability as critical thinkers.
5. To empower the individuals to connect, engage, and thrive in diverse personal and professional environments.

Text Books:

1. Meenakshi Raman and Sangeeta Sharma, "Technical Communication: Principles and Practice", 3rd Edition, Oxford University Press, 2015.
2. M. Ashraf Rizvi, "Effective Technical Communication", Second Edition, McGraw. Hill Education, 2017.
3. Wilfred Funk and Norman Lewis, "30 Days to a More Powerful Vocabulary", Latest Edition, Pocket Books, 2021.

Reference Books:

1. Grant Taylor, "English Conversation Practice", Tata McGraw-Hill Education India, 2016.
2. Gary Blake and Robert W. Bly, "The Elements of Technical Writing", 2nd Edition, 2000, Longman.
3. Raymond Murphy, "English Grammar in Use", Fourth Edition, Cambridge University Press, 2019.

TAUT1201A **BASICS OF PHYSIOTHERAPY** **L T P C**
3 0 0 3

Course Description:

The course is designed to aim at imparting a basic level health program. This program is formulated to enable student to gain adequate knowledge, skills and leading to an ability to identify the basics of early features of the health issues

Course Objectives:

The objective of this course is to make students to:

1. Gather and interpret information within a holistic framework pertaining to health.
2. The overall content of the curriculum focuses on health care and clinical education experiences for each student
3. Understand the basic fundamentals of physiotherapy
4. Familiarizes participants with different procedures and techniques used in physiotherapy and their practical application across various conditions
5. Provide participants with a substantial understanding of physiotherapy and promote safe practices and ethical behaviour in physiotherapy practice.

UNIT-I Basics of Physiotherapy **5 Hrs**

i. What is Physiotherapy?
ii. Types of Physiotherapy
iii. Benefits of Physiotherapy
iv. Why is Physiotherapy done?

UNIT-II Women's Health **5 Hrs**

i. Pre natal exercises & Care
ii. Post Natal exercises

UNIT-III Acute injuries & management and the uses of Orthotics & Prosthetics 10 Hrs

i .Mechanism of injury
ii. Acute muscle injuries
-Muscle strain
-Risks of muscle strain
-Muscle imbalance:
-Muscle inflexibility:
iii. Ligament sprain and difference between sprain and strain
iv. Orthotics & Prosthetics

UNIT-IV Ergonomics & Health and Aerobics **13 Hrs**

i. work-related musculoskeletal disorders (MSDs).
ii. Risk factors associated with work-related MSDs & Possible Causes
iii. Common ergonomic symptoms
iv. Different types of Ergonomics & principles of ergonomics and v. Ergonomic Control Methods
v. Awkward body postures – hazards
vi. Physical Activity and exercise
vii. Physical Fitness and Maximum Oxygen Consumption
viii. Aerobic Exercise Training and Physiological Response to Aerobic Exercise
ix. Cardiovascular Response to Exercise and Respiratory Response to Exercise

x. Responses Providing Additional Oxygen to Muscle and Exercise Program
xi. Warm-Up Period, Aerobic Exercise Period and Cool-Down Period Application

UNIT-V Education & Awareness about common diseases and BLS 12 Hrs

i. Bell's palsy
ii. Diabetes
iii. Coronary artery heart disease
iv. OA Knee
v. Stroke
vi. LBA
vii. Early identification of congenital anomalies
viii. BLS Theory
ix. BLS Practical's

Course Outcomes:

1. Gain the basic knowledge of Physiotherapy
2. Familiarize the procedures and techniques used in physiotherapy
3. Protect and manage from the sport injuries
4. Gain Knowledge about Ergonomics
5. To maintain physical fitness

Text Books:

1. Physiotherapy In Obstetrics And Gynecology-Polden And Mantle,Jaypee Brothers
2. Women's Health- Ruth Sapsford, Lippincott,1998
3. Textbook of orthopedics medicine Vol I & II by James Cyriax – Bailliere
4. Susan B O'Sullivan, Physical Rehabilitation 6th Edition, 6 edition F A Davis; 2013. ISBN-13: 978-0803625792
5. Arias" Practical Guide To High Risk Pregnancy And Delivery By Amarnath Bhide,Sabaratnam Arulkumaran

Reference Books:

1. John Ebenezer- Essentials of Orthopedics for Physiotherapists- 3rd edition 2016
2. Davidson's principles and practice of medicine
3. Fundamentals of Ergonomics in Theory and Practice- Alan Hedge- 2019
4. Introduction to Ergonomics, Third Edition" -Robert Bridger- 2018
5. Human Factors and Ergonomics in Practice: Improving System Performance and Human Well-Being"- Steven Shorrock, Claire Williams- 2020
6. Acute Care Handbook for Physical Therapists- Jaime C. Paz, Michele P. West- 2019
7. Sports Injury Prevention and Rehabilitation: Integrating Medicine and Science for Performance Solutions" David Joyce, Daniel Lewindon- 2015
8. Orthotic Intervention for the Hand and Upper Extremity: Splinting Principles and Process"- Marylyn A. Jacobs, Noelle M. Austin- 2013
9. Prosthetics and Orthotics: Lower Limb and Spine"- Joan E. Edelstein, Alex Moroz- 2017
10. "Essentials of Physiotherapy"- Prakash Narain Tandon- 2016
11. Pathology for the Physical Therapist Assistant - Catherine C. Goodman, Kenda S. Fuller- 2020 (3rd Edition)

TAUT1201B **BIOSTATICS** **L T P C**
3 0 0 3

Course Description:

Biostatistics is the application of statistical methods to biological and health-related fields. This course provides a comprehensive introduction to the principles and techniques of biostatistics essential for conducting research in medicine, public health, and biology. Students will learn how to effectively collect, analyze, and interpret data from biological and health sciences, with a focus on understanding and addressing key issues such as experimental design, sampling methods, data visualization, hypothesis testing, and regression analysis.

Course Objectives:

1. Gain a solid understanding of biostatistical principles including descriptive statistics, probability, hypothesis testing, and regression analysis.
2. Apply these principles to analyze data from biological and health sciences, focusing on experimental and observational studies.
3. Critically interpret statistical results and effectively communicate findings to different audiences.
4. Develop proficiency in using statistical software for data manipulation, analysis, and visualization.
5. Design studies, evaluate literature, and collaborate in interdisciplinary teams, preparing for advanced study and research in biostatistics and related fields.

UNIT-I Descriptive methods **9 Hrs**

Frequency Distribution, Characteristics of a Frequency Distribution, Tabular and Graphical Presentation of Data: Line Graphs, Bar Charts, Histograms, Ogives.

UNIT-II Measures of central tendency **9 Hrs**

Arithmetic Mean, Median, Mode, Position of Averages, Selection of the Appropriate Measure of Central Tendency, Geometric Mean, Harmonic Mean.

UNIT-III Measures of dispersion **9 Hrs**

Range, Interquartile Range, Mean Deviation, Variance and Standard Deviation

UNIT-IV Sampling Designs **9 Hrs**

Sampling and Sample Designs, Significance of Probability and Non-probability sampling methods, Crossover Design, Case Control Design, Cohort Study Design, Designing clinical trials -Single- and Double-Blind Experiments.

UNIT-V Data analysis and interpretation **9 Hrs**

Tests of hypothesis, Tests of significance, chi-square test, Goodness of fit, Analysis of variance.

Course Outcomes:

1. Ability to design experiments, sampling variables, analyze the biological data, interpret andpresent the results in meaningful way.
2. Create tables and graphs for data presentation
3. Describe measures of central tendency and dispersion along with calculating probabilityfeatures of experiments.
4. Discuss the correlation between various types of data along with associated variables.

5. Test hypothesis and carry out related statistical tests

Text Books:

1. Daniel WW, Cross CL (2013) Biostatistics: A Foundation Sciences
2. Biostatistics: A Foundation for Analysis in the Health Sciences, 11th Edition Chad L. Cross, Wayne W. Daniel , ISBN: 978-1-119-49657-1, December 2018

Reference Books

1. Forthofer RN, Lee ES, Hernandez M (2006) To Design, Analysis, and Discovery. Elsevier Ltd., Amsterdam.
2. Principles of Biostatistics, 3rd Edition, By Marcello Pagano, Kimberlee Gauvreau, Heather Mattie (2022).

TAUT1201C **CONSTITUTION OF INDIA** **L T P C**
3 0 0 3

Course Description:
The Constitution of India course provides a comprehensive understanding of the fundamental principles, structure, and functioning of the Indian Constitution. This course examines the historical evolution, key features, and various interpretations of the Constitution, highlighting its significance in shaping India's legal and political landscape. Through this course, students will gain insights into the roles and responsibilities of different branches of government, fundamental rights and duties of citizens, and the constitutional mechanisms that ensure the democratic functioning of the nation.

Course Objectives:
1 To realize the significance of constitution of India to students from all walks of life andhelp them to understand the basic concepts of Indian constitution.
2 To identify the importance of fundamental rights as well as fundamental duties.
3 To understand the functioning of Union, State and Local Governments in Indian federalsystem.
4 To learn procedure and effects of emergency, composition and activities of election commission and amendment procedure.
5 To acquire knowledge to appear for competitive examinations.

UNIT-I **9 Hrs**
Historical Background – Constituent Assembly of India – Philosophical Foundations of The Indian Constitution – Preamble – Constitutional amendments

UNIT-II **9 Hrs**

Fundamental Rights – Directive Principles of State Policy – Fundamental Duties – Citizenship – Constitutional Remedies for Citizens;

UNIT-III **9 Hrs**
Union Government – Structures of the Union Government and Functions – President – Vice President – Prime Minister – Cabinet – Parliament – Supreme Court of India – Judicial Review.

UNIT-IV **9 Hrs**
State Government – Structure and Functions – Governor – Chief Minister – Cabinet – State Legislature – Judicial System in States – High Courts and other Subordinate Courts.

UNIT-V **9 Hrs**
Statutory Institutions -Elections-Election Commission of India, National Human Rights Commission, National Commission for Women; Local Self Government; Lok pal.

Course Outcomes:
At the end of the course the student should be able to:
1. Understand and explain the significance of Indian Constitution as the fundamental law of the land.
2. Exercise his fundamental rights in proper sense at the same time identifies his responsibilities in national building.

3. Analyze the Indian political system, the powers and functions of the Union, State and Local Governments in detail
4. Understand Electoral Process, Emergency provisions and Amendment procedure.
5. Take part in competitive examinations with confidence.

Text Books:

1. Durga Das Basu, "Introduction to the Constitution of India ", Prentice Hall of India, New Delhi.
2. R.C.Agarwal, (1997) "Indian Political System", S.Chand and Company, New Delhi.

Reference Books:

1. Sharma, Brij Kishore, "Introduction to the Constitution of India", Prentice Hall of India, New Delhi.
2. The Constitution of India (2022) : https://cdnbbsr.s3waas.gov.in/s380537a945c7aaa788ccfcdf1b99b5d8f/uploads/2023/05/2023050195.pdf
3. Refer the website through the link given for Constitution of India in various Indian Languages https://legislative.gov.in/constitution-of-india/
4. Indian Constitution at Work by National Council of Educational Research and Training, Sri Aurobindo Marg, New Delhi

TAUT1201D **ETHICAL HACKING** **L T P C**
3 0 0 3

Course Description:

This course is about to learn ethical hacking and security challenges in computer networking. Which addresses the data security issues and types of attacks includes malwares, viruses, sniffer and denial of service. It teaches ethical responsibilities, professional integrity and making appropriate use of the tools and techniques.

Course Objectives:

The objective of this course is to make students to:

1. Know the concepts of hacking, ports and penetration testing
2. Understand the footprinting types and techniques of scanning
3. Understand the process of system hacking, trojans and backdoors
4. Apply the concepts of sniffing, packet analysis & session Hijacking
5. Learn the ethical issues and responsibilities associated with ethical hacking

UNIT-I **9 Hrs**

Introduction to Hacking: Hacking, Types and phases of hacking. Introduction to Ports & Protocols: Ports, Protocols, Primary Network Types. Introduction to Penetration Testing: Penetration test, Categories and Types of Penetration tests, Structure of Penetration Test Report.

UNIT-II **9 Hrs**

Footprinting: Footprinting, Types, Using ping and ns Lookup commands in Windows command line. Scanning: Scanning, Basics of Scanning, Basic Techniques of Scanning, Enumerating DNS using dns enum, Performing flag scan using hping3.

UNIT-III **10 Hrs**

Issues Hacking into System: System Hacking, Password Cracking, Default password databases, Manual and Automated Password Cracking, Process of System Hacking, Using Keyloggers. Trojans & Backdoors: Trojans, Working of Trojan, Infection Techniques, Attack, Lifecycle and Classification of Virus, Worms, Virus Construction Kit.

UNIT-IV **9 Hrs**

Types, Sniffing, Packet Analysis & Session Hijacking: Sniffing, Packet Analysis, Types of Sniffing, Active and Passive Sniffing Techniques, Session Hijacking. Cryptography: Cryptography, Digital Signature, Hash Functions.

UNIT-V **8 Hrs**

An introduction to the particular legal, professional and ethical issues likely to face the domain of ethical hacking. Ethical responsibilities, professional integrity and making appropriate use of the tools and techniques associated with ethical hacking.

Course Outcomes:

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

1. Explain the concepts related to hacking, ports and protocols, penetration testing
2. Determine the applicable footprinting techniques and scanning methods
3. Explain the process of system hacking and explain the concepts Trojans, backdoors, worms and virus and it's countermeasures

4. Demonstrate systematic understanding of the concepts of sniffing and cryptography
5. Understand the legal and professional responsibilities of ethical hacking

Text Books:

1. Jiawei Hacking: Be a Hacker with Ethics, Harsh Bothra, Khanna Publications, 2019.
2. Ethical Hacking and Penetration Testing Guide, Rafay Baloch, 2014.

Reference Books:

1. Alex Berson Kali Linux Wireless Penetration Testing Beginner's Guide, Vivek Ramachandran, Cameron Buchanan, Packt Publishing, 2015.
2. SQL Injection Attacks and Defense, 1st Edition, Justin Clarke-Salt, Syngress Publication.
3. Mastering Modern Web Penetration Testing, Prakhar Prasad, Packt Publishing, October 2016.

TAUT1201E FUNDAMENTALS OF COMPUTERS L T P C
3 0 0 3

Course Description:
The course is designed to aim at imparting a basic level appreciation program. The incumbent can use the computer for basic purposes of preparing his personnel/business letters, viewing information on the Internet (the web), sending mail, using internet banking services, etc. and allows to become digitally literate.

Course Objectives:
The objective of this course is to make students to:

1. To introduce the fundamental concepts of computers, including their characteristics, types, and applications.
2. To explain the functional components of a computer and various input/output devices.
3. To understand different types of computer memory and storage devices.
4. To introduce computer languages and software, including algorithms and programming languages and provide an overview of operating systems and basic networking concepts.
5. To introduce the components and practical applications of MS Office.

UNIT-I **9 Hrs**

Introduction to Computer: Computer Characteristics, Concept of Hardware, Software, Evolution of computer and Generations, Types of Computers–Analog and Digital computers, Hybrid Computers, General Purpose and Special Purpose Computers, Limitations of Applications of Computer in Various Fields.

UNIT-II **9 Hrs**

Structure and Working of Computer: Functional Block Diagram of Computer. CPU, ALU, Memory UNIT-, Bus Structure of Digital Computer–Address, Data and Control Bus.
Input/Output Devices: Input Device– Keyboard, Mouse, Scanner, MICR,OMR. Output Devices–VDU, Printers– Dot Matrix, Daisy-wheel, Inkjet, Laser, Line Printers and Plotters.

UNIT-III **9 Hrs**

Computer Memory: Memory Concept, Memory Cell, Memory Organization, Semiconductor Memory – RAM, ROM, PROM, EPROM, Secondary Storage Devices – Magnetic Tape, Magnetic Disk (Floppy Disk and Hard Disk.), Compact Disk.
Computer Language and Software: Algorithm, Flowcharts, Machine Language, Assembly Language, High Level Language, Assembler, Compiler, Interpreter. Characteristics of Good Language. Software – System and Application Software.

UNIT-IV **9 Hrs**

Operating System: Operating System, Evolution of Operating System. Functions of Operating System. Types of Operating Systems. Detailed Study of Windows Operating System. Introduction and Features of LINUXOS.
Networking: Concept, Basic Elements of a Communication System, Data Transmission Media,Topologies, LAN, MAN, WAN, Internet

UNIT-V **9 Hrs**

MSOffice: Introduction to MS Office, Components and Features. **MSWord:** Creating Letter,

Table, Fonts, Page Layout Document**,** Formatting, Spell Check, Print Preview, Template, Color, Mail Merge, AutoText, Inserting Picture, WordArt.
MS Excel: Introduction to Excel, Sorting, Queries, Graphs, Scientific Functions.
PowerPoint: Introduction to PowerPoint, Creation of Slides, Inserting Pictures, Preparing Slide Show with Animation. **MS Access:** Creation and Manipulation of Files.

Course Outcomes:
Upon completion of the course, student will be able to:

1. Understand the basic characteristics, types, and applications of computers.
2. Comprehend the functional components and input/output devices of a computer.
3. Describe various memory types and secondary storage devices.
4. Differentiate between machine, assembly, and high-level languages and their associated tools. Understand the role and types of operating systems, with knowledge of Windows and Linux, and basic networking concepts.
5. Utilize MS Word, Excel, PowerPoint, and Access for practical applications.

Text Books:

1. Peter Norton: Computing Fundamentals.6th Edition, Mc Graw Hill-Osborne, 2007.
2. Sarita Dhawale, Thakur Akash Ashok: Fundamentals of Computer, Thakur Publication Pvt. Ltd.

Reference Books:

1. Deborah Morley and Charles S.Parker; Fundamentals of Computers; Cengage Learning, India edition; 2009.
2. Alex is Leon and Mathews Leon; Fundamentals of Information Technology; Vikas Publication, Chennai.
3. Francis Scheid; Theory and Problems of Introduction to Computer Science Schaum's Outline Series; Tata Mc Graw Hill publication.

TAUT1201F GENDER AND DEVELOPMENT L T P C
3 0 0 3

Course Description:

The course is important for professionals from the point of creating engendered perspectives and sensitivity toward issues concerning women, men, and sexual minorities. It further reaffirms the belief in the importance of grassroots experiences and narratives while dealing with gender issues.

Course Objectives:

1. Understand key concepts, and issues in gender and development
2. Understand the social construction of gender and develop gender perspectives in analyzing social realities
3. Understand how the gender dynamics of power and inequality play out in the social institutions of households, markets, and states and within the arena of civil society.
4. Create awareness about the magnitude of gender disparities in the present context
5. Examine through the gender lens, the interlinkage between cultural practices social processes, and development approaches

UNIT-I Basic Concepts and Theories of Feminism 10 Hrs

Concepts- gender, gender studies, gender identity, gender role stereotyping, gender division of labor, gender discrimination, gender equality, and equity. Overview of feminist theories – Liberal feminism, Radical Feminism, Black feminism, postmodern feminism, Eco- feminism; The international background to the Women's Movement, The genesis of the Women's Movement in India. Contemporary Contestations – Intersex and Transgender Movements. • Feminist thinkers in the 18th, 19th, 20th, and 21st Centuries.

UNIT-II Gender Issues 10 Hrs

Major gender issues – national and global - causes and consequences., LGBTQIA+ issues (Gender violence in private and public spaces: Domestic violence, Dowry, trafficking in women and children, rape, sex-selective abortion, female infanticide, female foeticide, child marriage, prostitution • Gender, leadership, and workplace; Sexual Harassment at Workplace). Gender-based violence, patriarchy, sexism, racism, casteism, economic inequality, and misogyny. Gender and health (Physical and mental), reproductive health, and sexuality. Feminization of poverty. Issues of the rights of sexual minorities and transgender - Article 377 and beyond.

UNIT-III Gender Perspectives in Development 10 Hrs

Gender Analysis Tools: Gender budgeting, Gender mainstreaming, SIG, Gender Parity Index, Gender Inequality Index, Human Development Index, Gender Development Index, Gender Empowerment Measure, Approaches to development-- Women in Development (WID), Women and Development (WAD), Gender and Development(GAD), Millennium Development Goals, and Sustainable Development Gender Analysis Frameworks; Gender blind; neutral and redistributive policies; Welfare, Efficiency and Empowerment approaches to Gender; Strategic and practical gender needs/interests; Case Studies to understand the engagement with gender, (Poverty alleviation Forestry; Drinking Water and Sanitation; Health programmes, Urban renewal and slum rehabilitation Programmes, and micro-credit programmes like SHGs.

UNIT-IV Mechanisms Addressing Issues and Best Practices 10 Hrs

Constitutional and legislative safeguards, policies, and programmes • Institutional mechanisms: National Commission for Women, Rashtriya Mahila Kosh, Crime Against Women Cell, Family Court, Family Counselling Centers and Crisis intervention centers • Best practices to address disparity, violence, and safety issues
International initiatives world conferences, women's decade, CEDAW. Indian initiatives – Towards Equality Report, National Perspective Plan for women, National Policy for the Empowerment of Women-2001, National and State women's Commissions, Nirbhaya, Women Development Corporation; Legal remedies and Social Welfare Services available to Women Facing Violence.

UNIT-V Gender and Media **5 Hrs**

Discourse on Women and Media Studies- Mainstream Media, Feminist Media. • Coverage of Women's issues, sexual minorities, and issues of women in Mass Media and Media Organizations (Audio-Visual and Print media). • Digital Media and legal protection (cybercrimes and laws). • Alternative Media – Folk Art, Street Play and Theatre. • Indecent Representation of Women (Prohibition) Act, 1986, Pornography, Impact of media on Gender. Construction of masculinity and feminity in media.

Course Outcomes:

By the end of the course, students should be able to:

1. Understand the concept of gender and the social construction of feminity and masculinity
2. Develop sensitivity towards the existing practices leading to gender discrimination and marginalization in society.
3. Develop the ability to identify social, economic and political systems that adversely affect the well-being and functioning of women.
4. Suggest affirmative action in planning to promote gender equity, equality, and safety for women and sexual minorities
5. Understand the major theoretical and empirical issues that emerge in the gender field.

Text Books:

1. Nalini Visvanathan (Ed.), (2006) The Women, Gender and Development Reader, Zubaan, New Delhi
2. Kannabiran, Kalpana& Ritu Menon. 2007. From Mathura to Manorma: Resisting Violence Against Women, New Delhi: Women Unlimited

Reference Books:

1. Seth, M. 2001. Women and Development: The Indian Experience. New Delhi: Sage Publications.
2. Banerjee, N; S. Sen &N. Dhawan. 2011. Mapping the Field: Gender Relations in Contemporary India, Volume 1, Kolkata: Stree
3. Bose, C.E. &Minjeong Kim. 2009. Global Gender Research: Transnational Perspectives, New York: Routledge

Notes

1. **https://www.studocu.com/row/document/kohat-university-of-science-and-technology/gender-studies/gender-studies-new-lecture-notes-1-7/5176872**
2. **https://teentalk.ca/learn-about/gender-identity/#:~:text=There%20are%20many%20different%20gender,or%20a%20combination%20of%20these.**
3. **https://genderspectrum.org/articles/understanding-gender**

TAUT1201G **LEADERSHIP DEVELOPMENT** **L T P C**
3 0 0 3

Course Description:

This course provides a comprehensive introduction to the fundamental concepts of leadership. Students will gain knowledge of different leadership levels and styles, and understand the significance of vision and strategy formulation.

Course Objectives:

1. Understand the basic concepts of leadership
2. Knowledge of leadership development strategy
3. Knowledge of leadership development approaches
4. Knowledge of leadership traits
5. Awareness on self-awareness exercises.

UNIT-I **9 Hrs**

Understanding Leadership-Defining Leadership; Leadership styles, Entrepreneurial leaders, Different levels of leaders

UNIT-II **9 Hrs**

Strategy formulation- formulation of vision, Strategy formulation and communication, role of the leader in managing change, foundation for effective team development

UNIT-III **9 Hrs**

Leadership development approaches- Significance of leadership development strategy, leadership development approaches- One-to-one coaching, Mentor schemes, Role of HR and development, Buddy pairs, Action learning sets, Work-based projects

UNIT-IV **9 Hrs**

Recognizing Leadership Traits-Historical Leaders; Traits Leaders Display, Leadership Studies: What Traits Do Effective Leaders Exhibit.

UNIT-V **9 Hrs**

Recognising self - Exercises of Self-awareness using Johari Window, Development diaries, Feedback exercises, Personal vision setting

Course Outcomes:

1. Understand the basic concepts of leadership
2. Understand the significance of vision and strategy formulation
3. Knowledge of leadership development approaches.
4. Knowledge of leadership traits.
5. Knowledge of self awareness techniques

Text Books:

1. Rosemary Ryan, Leadership Development - A guide for HR and Training professionals, ELSEVIER, UK
2. Kim S. Cameron, Positive Leadership: Strategies for Extraordinary Performance,

Reference Books:

1. Manuel London, Leadership Development: Paths To Self-insight and Professional Growth, Psychology Press, New York.
2. Susan E. Murphy, Ronald E. Riggio, The Future of Leadership Development, Routledge is an imprint of Taylor & Franci

TAUT1201H **MATHEMATICAL THINKING** **L T P C**
3 0 0 3

Course Description:

Mathematical Thinking is a university elective course that teaches fundamental concepts of basic algebraic and mathematical operations. After learning this course, students will easily be able to learn more problems solving skills and use this course for practicing. The course emphasizes problem-solving skills and analytical thinking, and equips students with the skills necessary to tackle real-world problems using basic mathematical and arithmetical concepts.

Course Outcomes:

At the end of this course, the students will be able:

1. To familiarize the students with the fundamental concepts of basic numbers, mathematical operations, and divisibility rules
2. Summarize the basic concepts mathematical operations on numbers and calculate LCM, GCD to solve simple problems.
3. Compute To probability concepts and statistical methods in various applications engineering.
4. Understand the formula for evaluate the square root and cube root of different types numbers
5. Impart the arrangements and selections of things and counting numbers and check for independence of events.

UNIT-I **9 Hrs**

Number system and Tests of Divisibility: Digits, numbers, Indian-Hindu-Arabic system, Roman Numbers, Face Value and Place values, Various Types of Numbers or Standard Numbers, Prime number, composite numbers, Perfect Numbers, Co-primes (or) Relative Primes, Twin primes, perfect numbers, Testing of prime numbers, Mathematical operations on even and odd numbers.

UNIT-II **9 Hrs**

LCM and GCD or HCF: Factors and Multiplers, Highest Common Factor (H.C.F.) or Greatest Common Measure (G.C.M.) or Greatest Common Divisor (G.C.D.) factorization method, division method, finding the H.C.F. of more than two numbers, factorization method of finding L.C.M, H.C.F. and L.C.M. of fractions.

UNIT-III **9 Hrs**

System Simplifications: BODMAS' Rule, Modulus of a Real Number, Virnaculum (or Bar), Algebraic identities, set theory operations (union, intersection, complements).

UNIT-IV **9 Hrs**

Square Roots, Cube Roots, averages and percentages: Square Root, cube root, Problems on numbers, concept of averages, problems on averages, concept of percentage and problems on percentages.

UNIT-V **9 Hrs**

Permutations, combinations and Probability: Fundamental principle with respect of addition and multiplication, permutations, combination, relation between permutation and combination, Random experiment, sample space and basic problems of events of a probability.

Course Outcomes:

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

1. To explain fundamental concepts of basic number system, including standard numbers, mathematical operations, and divisibility rules.
2. To apply mathematical operations on numbers and calculate lcm, gcd to solve simple problems.
3. To evaluate the arrangements and selections of things and counting numbers.
4. To understand the simplications by using identities and apply the different kinds of operations on the numbers.
5. To evaluate square root and cube root of different types numbers and calculate appropriate solutions for different problems.

Text Books:

1. Quantitative Aptitude Text Book, Dr.RS.Agrrwal.
2. Quantitative Aptitude, Text Book,S.Chandu.
3. Andhra Pradesh Academy of IPE text books.

Reference Books:

1. Quantitative Aptitude, Text Book, Quicker Mathematics ,second edition
2. Quantitative Aptitude, Text Book,Abjuirh guwaha,Fourth edition
3. www.online quantitative aptitude testseries.com
4. Quantitative Aptitude, GSR Publications,Gunturu,third edition
5. Quantitative Aptitude, verbal reasoning ,Guptha publication,3rd edition
6. www.enaduprathibaonline.com and www.sakshionlineseries.com

TAUT1201I **NURSING** **L T P C**
3 0 0 3

Course Description:
This module is designed to help the students to acquire comprehensive knowledge in basic concepts of Health, Nursing, Vital signs, Basic Life support, home care management of Diabetes & Hypertension and Adolescent health.

Course Objectives:
Students undergoing this course are expected to:

1. Understand the concept of health, illness, and Nursing
2. Learn the technique of assessing and monitoring vital signs
3. Perform BLS using evidence based national or international guidelines in the management of adult victims with the cardiac arrest.
4. Understand the concept of home care management of Diabetes and Hypertensive persons
5. Develop understanding about the normal growth and development, needs and health issues of adolescents

UNIT-I **03 Hrs**

Concepts of Health and Nursing: Definition of Health and ill ness, Health-illness continuum, Factors influencing Health, Nursing as a profession and Career ladder.

UNIT-II **12 Hrs**

Vital signs: Temperature: Physiology, regulation, factors affecting body temperature, Assessment of body temperature: sites, technique and special considerations.

Pulse: Physiology & regulation, characteristics of the pulse, factors affecting pulse, Assessment of the pulse: sites, location, technique and special considerations.

Respiration: Physiology and regulation, mechanics of breathing, characteristics of the respiration, factors affecting respiration, Assessment of respiration: technique and special considerations.

Blood pressure: Physiology and regulation, characteristics of the blood pressure, factors affecting blood pressure. Assessment of blood pressure: sites, equipment and technique and special considerations. Recording of vital signs.

Pain: Definition, types physiology of pain and factors influencing the pain

UNIT-III **8 Hr**

Basic life support / basic cardiopulmonary life support (BLS/BCLS)
Introduction, definition, purposes, indications, contraindications and steps in procedure.

UNIT-IV **12 Hrs**

Home care management of Diabetes and Hypertension

Diabetes- Introduction to Diabetes Mellitus – A National and Global burden: Classification, risk factors, pathophysiology, manifestations, screening, diagnostic criteria and complications, The treatment Modalities of Diabetes Mellitus: (Life style modifications
Diet therapy, Exercise, Medical Management, Self-Management, Practical Aspects: Blood

Glucose monitoring, Diabetic foot care, Exercises, Diabetic Diet Planning, Self-Insulin administration)

Hypertension- Introduction to Hypertension, Types, risk factors , pathophysiology ,manifestations, diagnostic criteria and complications, treatment modalities : life style modifications, Diet therapy ,Exercise ,Medical management.

UNIT-V **10 Hrs**

Adolescent Health: Growth and Development of adolescent, Nutritional and developmental needs of adolescent, Common health problems including mental health problems, Reproductive and sexual health issues

Course Outcomes:

At the end of this course, students should be able to:

1. Acquire a thorough knowledge on concept of health and illness.
2. Demonstrate skills in monitoring the vital signs
3. Develop skills in performing BLS/BCLS
4. Able to attain knowledge and skills on treatment modalities of DM
5. Aware of normal Growth and development and common health problems in adolescent

Text Books:

1. Potter and perrys, Fundamentals of Nursing,4th edition, Mosby, Elsevier publication
2. Lewis, textbook of Medical Surgical Nursing 4th south Asian edition, Elsevier publication
3. Dorothy R. Marlow, Text book of paediatric nursing, sixth edition, Elsevier publications,

Reference Books:

1. Joyce M black textbook of medical surgical nursing ,8th edition, Elsevier publications,
2. Kozier and Erbs, textbook of fundamentals of Nursing, Elsevier publications.

TAUT1201J **ONE HEALTH** **L T P C**
3 0 0 3

Course Description:

This course introduces students to the One Health approach, an interdisciplinary approach that recognizes the interconnectedness of human, animal and environmental health. Students will learn about the history of One Health, its relevance to global health and its role in addressing a range of health challenges, including zoonotic diseases, environmental health hazards and antimicrobial resistance. The course will also explore current and emerging One Health challenges and innovations and the ethical considerations of One Health research and practice.

Course Objectives:

1. To explain the relevance of One Health to global health.
2. To understand the interdisciplinary nature of One Health research and practice.
3. To analyze the impact of environmental health hazards on human and animal health.
4. To identify emerging One Health challenges and innovations.
5. To evaluate ethical considerations in One Health research and practice.

UNIT-I **9 Hrs**

Overview of One Health and its relevance to global health, Definition of One Health and its history, Examples of One Health challenges, such as zoonotic diseases and antimicrobial resistance, The role of inter-disciplinarity in One Health research and practice, Global One Health initiatives and their impact

UNIT-II **9 Hrs**

Environmental health and its relationship to One Health, Overview of environmental health and its impact on human and animal health, Environmental risks to health, such as pollution and climate change, Case studies highlighting the impact of environmental hazards on human and animal health, The role of One Health in addressing environmental health challenges

UNIT-III **9 Hrs**

Zoonotic diseases and One Health, Overview of zoonotic diseases and their impact on human and animal health, The ecology of zoonotic diseases and how they emerge and spread, Case studies of major zoonotic disease outbreaks, such as Ebola and COVID-19, The One Health approach to preventing and controlling zoonotic diseases.

UNIT-IV **9 Hrs**

Antimicrobial resistance and One Health, Overview of antimicrobial resistance and its impact on human and animal health, the relationship between antimicrobial use in animal agriculture and human health, the role of One Health in addressing the global challenge of antimicrobial resistance, Case studies of One Health approaches to controlling antimicrobial resistance, such as the WHO Global Action Plan

UNIT-V **9 Hrs**

Future directions in One Health research and practice, Emerging One Health challenges-food security and emerging infectious diseases, Innovations in One Health research and practice, such as digital technologies and genomics, Opportunities for One Health collaboration across sectors and disciplines, Ethical considerations in One Health research and practice.

Course Outcomes:

By the end of the course, students will be able to:

1. Describe the One Health approach and its relevance to global health
2. Analyze the impact of environmental health hazards on human and animal health
3. Evaluate the role of One Health in addressing zoonotic diseases and controlling antimicrobial resistance
4. Identify emerging One Health challenges and innovations
5. Discuss ethical considerations in One Health research and practice

Text Books:

1. One Health: People, Animals and the Environment by Ronald M. Atlas and Stanley Maloy
2. One Health: The Human-Animal-Environment Interfaces in Emerging Infectious Diseases by John S. Mackenzie and Martyn Jeggo

Reference Books:

1. One Health: The Theory and Practice of Integrated Health Approaches edited by Jakob Zinsstag, Esther Schelling, David Waltner-Toews and Maxine Whittaker
2. One Health and the Politics of Antimicrobial Resistance edited by Laura H. Kahn, Bruce Kaplan and Thomas P. Monath
3. The One Health Initiative: A Global Movement to Achieve Sustainable Health and Well-being edited by Bruce Kaplan and Thomas P. Monath.

TAUT1201K BASIC EMERGENCY CARE AND LIFE SUPPORT SKILLS L T P C
3 0 0 3

Course Description:

This course introduces students to the fundamental skills required for providing basic emergency care and life support. It covers essential techniques in CPR, AED use, and basic first aid to prepare students for real-life emergency situations.

Course Objectives:

Students undergoing this course are expected to:

1. To understand the principles and techniques of basic life support.
2. To acquire essential first aid skills.
3. To know the use of AED
4. To get trained in the practical aspects of CPR.
5. To know the various assessment aspects of a patient in an emergency

UNIT-I Basic Life Support (BLS) and CPR 9 Hrs

Introduction to BLS and CPR, Steps of Adult, Child, and Infant CPR, Airway Management, Rescue Breathing and Chest Compressions

UNIT-II Automated External Defibrillator (AED) 9 Hrs

What is an AED? When and How to Use an AED, Safety Precautions, Different types of Defibrillators

UNIT-III Basic First Aid Techniques 9 Hrs

Principles of First Aid, Managing Bleeding and Wounds, Fractures and Sprains, Burns and Scalds.

UNIT-IV Recognizing Medical Emergencies 9 Hrs

Identifying Common Medical Emergencies, Initial Assessment and Response, Managing Breathing and Cardiac Emergencies.

UNIT-V Practical Skills Practice 9 Hrs

Hands-on CPR Practice, AED Operation Drills, First Aid Skills Practice, Scenario-Based Training

Course Outcomes:

At the end of this course, students should be able to:

1. Acquire a thorough knowledge of the principles and techniques of basic life support.
2. Apply essential first aid skills.
3. Demonstrate the use of AED in Emergencies.
4. Demonstrate the practical aspects of CPR
5. Evaluate various assessment plans by the specific emergency.

Text Books:

1. "Basic Life Support Provider Manual" by American Heart Association Pang, Ning Tan, Michael Steinbach and Vipin Kumar “Introduction to Data Mining”, Pearson Education, 2007.
2. "First Aid Manual" by St. John Ambulance

TAUT1201L BASICS OF HEALTH MANAGEMENT L T P C
3 0 0 3

Course Description:
This course provides an essential foundation in health management, focusing on key areas such as basic life support, first aid, stroke management, and the prevention and management of both communicable and non-communicable diseases. Students will develop practical skills and knowledge to effectively manage health-related situations in various settings.

Course Objectives:
Students undergoing this course are expected to:

1. To understand the principles and techniques of basic life support.
2. To acquire essential first aid skills.
3. To comprehend the causes, symptoms, and management of stroke.
4. To learn about non-communicable diseases, their risk factors, and management strategies.
5. To understand communicable diseases, their transmission, prevention, and control.

UNIT-I Basic Life Support 9 Hrs
Overview of Basic Life Support (BLS), Cardiopulmonary Resuscitation (CPR) Techniques, Use of Automated External Defibrillators (AEDs), Airway Management and Breathing Support, BLS Protocols and Procedures

UNIT-II First Aid 9 Hrs
Introduction to First Aid Principles, Managing Wounds and Bleeding, Fractures and Musculoskeletal Injuries, Burns and Scalds Treatment, Handling Medical Emergencies (e.g., heart attack, choking, seizures)

UNIT-III Stroke 9 Hrs
Understanding Stroke: Types and Causes, Symptoms and Warning Signs of Stroke, Immediate Response and Management, Stroke Rehabilitation and Recovery, Prevention and Risk Reduction Strategies

UNIT-IV Non-Communicable Diseases 9 Hrs
Definition and Classification of Non-Communicable Diseases (NCDs), Common NCDs: Cardiovascular Diseases, Diabetes, Cancer, Chronic Respiratory Diseases, Risk Factors and Prevention Strategies, Management and Treatment Approaches, Public Health Implications and Policy Responses

UNIT-V Communicable Diseases 9 Hrs
Introduction to Communicable Diseases, Modes of Transmission and Epidemiology, Prevention and Control Measures (e.g., vaccination, hygiene, quarantine), Management of Common Communicable Diseases (e.g., TB, HIV/AIDS, Influenza), Emerging Infectious Diseases and Global Health Security

Course Outcomes:

At the end of this course, students should be able to:

1. Perform basic life support techniques.
2. Administer essential first aid.
3. Recognize and manage stroke symptoms and treatments.
4. Understand and address non-communicable diseases.
5. Implement communicable disease control measures.

Text Books:

1. "Basic Life Support Provider Manual" by American Heart Association
2. "First Aid Manual" by St. John Ambulance, St. Andrew's First Aid, and the British Red Cross

Reference Books:

1. "Stroke: Practical Guide to Management" by Charles P. Warlow
2. "Non-Communicable Diseases in the Developing World" by Rachel Nugent
3. "Communicable Disease Control and Health Protection Handbook" by Jeremy Hawker et al.

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TAUT1201N **ENTREPRENEURSHIP** **L T P C**
3 0 0 3

Course Description:

This course provides an in-depth understanding of entrepreneurship, its applications, and its scope. Students will learn to generate broad ideas for starting an enterprise or startup and convert them into viable opportunities. The course covers the essentials of managing startups, understanding small and medium enterprises, and gaining knowledge of various financial institutions.

Course Objectives:

1. Understand the concept of Entrepreneurship, its applications and scope.
2. Application of knowledge for generating a broad idea for a starting an enterprise/start up and converting to opportunity.
3. Knowledge of managing the start-up's
4. Understand the small and medium enterprises
5. Knowledge of different financial institutions

UNIT-I **9 Hrs**

Entrepreneurship: Definition and Concept of entrepreneurship - Entrepreneur Characteristics – Classification of Entrepreneurs –Role of Entrepreneurship in Economic Development

UNIT-II **9 Hrs**

Idea to Opportunity- Introduction, Sources of New Ideas, Techniques for Generating Ideas, Assessing Business Potential of an Idea, Opportunity Recognition, Sources and process, Indian Economy—Opportunities, Steps Involved in Tapping Opportunity

UNIT-III **9 Hrs**

Entrepreneurship Development - Intrapreneurship, Entrepreneurship as a Career Option, Female Entrepreneurship and problems, Types of Start-ups, Start-ups and mistakes, Managing Start-ups During Downturn

UNIT-IV **9 Hrs**

Entrepreneurship Trends- Small and Medium Business Enterprises, International Entrepreneurship, Entrepreneurship—Emerging Trends in the Global Knowledge Economy

UNIT-V **9 Hrs**

Institutions Supporting and Taxation Benefits: Central level Institutions: NABARD; SIDBI,– State Level Institutions –DICs – SFC - Government Policy for MSMEs - Tax Incentives and Concessions.

Course Outcomes:

1. Basic understanding of entrepreneurship
2. Knowledge of idea generation and opportunities identification of entrepreneurship
3. Understand different forms of enterprises
4. Understand different emerging trends of entrepreneurship
5. Knowledge of different financial institutions

Text Books:

1. Arya Kumar, Entrepreneurship, Pearson, Delhi
2. Poornima MCH, Entrepreneurship Development –Small Business Enterprises, Pearson, Delhi

Reference Books:

1. Anil Kumar, S., ET.al., Entrepreneurship Development, New Age International Publishers, New Delhi
2. Khanka, SS, Entrepreneurship Development, S. Chand, New Delhi
3. Peter F. Drucker,Innovation and Entrepreneurship
4. A.Sahay, M. S. Chhikara, New Vistas of Entrepreneurship: Challenges &Opportunities

TAUT1201O **MANAGERIAL ECONOMICS** **L T P C**
3 0 0 3

Course Description:

This course provides a solid foundation in the fundamentals of economics and managerial economics. Students will learn to apply concepts of production cost and revenues for effective business decisions. The course also covers analyzing capital investments to maximize returns, understanding different forms of business organizations, and evaluating business organizations and marketing strategies.

Course Objectives:

1. Understand the fundamentals of Economics and Managerial economics
2. Apply the Concept of Production cost and revenues for effective Business decision
3. Analyze how to invest their capital and maximize returns.
4. Understand different forms of business organizations
5. Evaluate Business organizations and marketing strategies

UNIT-I **9 Hrs**

Introduction: Meaning, Nature, Significance, Functions, and Advantages, ME and its role in other fields. Demand **-** Concept, Function, Law of Demand - Demand Elasticity- Types – Measurement. Demand Forecasting- Factors governing forecasting and methods.

UNIT-II **9 Hrs**

Production: Introduction – Nature, meaning, significance, functions and advantages. Production Function– Least-cost combination– Short run and Long run Production Function- Isoquants and Isocosts, MRTS - Cobb-Douglas Production Function - Laws of Returns

UNIT-III **9 Hrs**

Cost & Break-Even Analysis - Cost concepts and Cost behavior- Break-Even Analysis (BEA) - Determination of Break-Even Point (Simple Problems)-Managerial significance and limitations of Break-Even Analysis.

UNIT-IV **9 Hrs**

Business Organizations Introduction – Nature, meaning, significance, functions and advantages. Forms of Business Organizations- Sole Proprietary - Partnership - Joint Stock Companies - Public Sector Enterprises.

UNIT-V **9 Hrs**

Markets Types of Markets - Perfect and Imperfect Competition - Features of Perfect Competition Monopoly- Monopolistic Competition–Oligopoly-Price-Output Determination - Pricing Methods and Strategies.

Course Outcomes:

1. Basic understanding of managerial economics
2. Develop an understanding of the applications of production
3. Interpret cost analysis
4. Understand different forms of business organizations.
5. Analyse the causes and consequences of different market conditions.

Text Books:

1. Varshney & Maheswari: Managerial Economics, Sultan Chand, 2013.
2. Aryasri: Business Economics and Financial Analysis, 4/e, MGH, 2019.

Reference Books:

1. Ahuja Hl Managerial economics Schand,3/e,2013
2. S.A. Siddiqui and A.S. Siddiqui: Managerial Economics and Financial Analysis, New AgeInternational, 2013.
3. Joseph G. Nellis and David Parker: Principles of Business Economics, Pearson, 2/e, NewDelhi.

TAUT1201P **ORGANIC FARMING** **L T P C**
3 0 0 3

Course Description:

By the end of the course, students will be equipped with the knowledge and skills to plan, establish, and manage organic farms effectively. This course serves as a foundation for aspiring organic farmers, agricultural professionals, and individuals interested in sustainable food production and environmental conservation.

Course Objectives:

1. To Understand the principles and practices of organic farming.
2. To Analyze the environmental, economic, and social implications of conventional versus organic agricultural systems.
3. To Apply organic farming techniques to enhance soil health and fertility.
4. To Examine the certification processes and regulations governing organic farming.
5. To explore ways to engage with local communities and promote organic practices.

UNIT-I **9 Hrs**

Introduction to Organic Farming, Overview of organic farming principles and practices, Historical development and evolution of organic agriculture, Importance of organic farming in sustainable agriculture, Comparison between conventional and organic farming systems, Certification and regulatory requirements for organic farming.

UNIT-II **9 Hrs**

Soil Health and Management, Importance of soil health in organic farming, Soil composition and structure, Soil fertility management without synthetic inputs, Soil conservation techniques: cover cropping, crop rotation, mulching, Composting and vermicomposting for organic matter enrichment.

UNIT-III **9 Hrs**

Crop Management in Organic Systems, Selection of suitable crops for organic farming, Organic seed selection, saving, and sourcing, Crop planning and rotation strategies, Weed management without herbicides: mechanical, cultural, and biological control methods, Pest and disease management in organic systems: integrated pest management (IPM), biological control, and natural remedies.

UNIT-IV **9 Hrs**

Organic Livestock Management, Principles of organic livestock production, Organic feed sourcing and formulation, Housing and space requirements for organic livestock, Health care and disease management without antibiotics and synthetic chemicals, Organic certification requirements for livestock operations.

UNIT-V **9 Hrs**

Marketing and Economics of Organic Farming, Market trends and consumer demand for organic products, Certification and labeling requirements for organic products, Marketing strategies for organic farmers: direct sales, farmers markets, CSA (Community Supported Agriculture), Economic viability and profitability of organic farming, Government support programs and incentives for organic farmers.

Course Outcomes:

Upon completion of the course the student shall be able to,

1. Demonstrate a comprehensive understanding of the principles of organic farming and their application in agricultural systems.
2. Critically evaluate the sustainability of different agricultural practices, considering environmental impact, economic viability, and social equity.
3. Design and implement an organic farming plan for a specific crop or agricultural enterprise.
4. Analyze case studies and research articles to assess the effectiveness of organic farming practices in various contexts.
5. Communicate effectively about organic farming principles and practices, both orally and in writing.

Text Books:

1. "Teaming with Microbes: The Organic Gardener's Guide to the Soil Food Web" by Jeff Lowenfels and Wayne Lewis
2. "The Organic Farmer's Business Handbook: A Complete Guide to Managing Finances, Crops, and Staff - and Making a Profit" by Richard Wiswall

Reference Books:

1. "Introduction to Permaculture" by Bill Mollison
2. "Crop Rotation on Organic Farms: A Planning Manual" by Charles L. Mohler and Sue Ellen Johnson
3. "The Organic Farming Manual: A Comprehensive Guide to Starting and Running a Certified Organic Farm" by Anne Larkin Hansen

TAUT1201Q PERSONALITY DEVELOPMENT L T P C
3 0 0 3

Course Description:

Personality Development is a comprehensive course designed to equip undergraduates with the essential skills and knowledge required for personal growth and professional success. The course focuses on enhancing self-awareness, emotional intelligence, communication, and interpersonal skills. Students will learn how to build confidence, manage stress, and develop effective time management strategies. Additionally, the course covers critical aspects of professional development, including resume writing, interview techniques, and personal branding.

Course Objectives:

1. To develop self-awareness and emotional intelligence.
2. To enhance communication and interpersonal skills.
3. To build confidence and self-esteem.
4. To foster professional and personal growth.
5. To prepare students for successful careers and meaningful personal lives.

UNIT-I Introduction to Personality Development 9 Hrs

Definition and importance of personality development; Initial self-assessment and goal setting; Short-term and long-term goal setting; Understanding oneself: strengths, weaknesses, opportunities, threats (SWOT analysis); Values, beliefs, and attitudes; Personal vision and mission statements; Components of emotional intelligence (EQ); Self-regulation and self-motivation; Empathy and social skills.

UNIT-II Communication Skills and Interpersonal Skills 9 Hrs

Communication Skills; Verbal and non-verbal communication; Active listening and feedback; Public speaking and presentation skills; Building and maintaining relationships; Conflict resolution and negotiation; Teamwork and collaboration; Importance of cultural sensitivity in a globalized world; Developing intercultural communication skills

UNIT-III Critical Thinking, Problem Solving and Self-Esteem 9 Hrs

Enhancing analytical and critical thinking skills; Creative problem-solving techniques Decision-making process; Confidence and Self-Esteem; Building self-confidence; Overcoming self-doubt and negative thinking; Techniques for boosting self-esteem.

UNIT-IV Time Management and Stress Management 7 Hrs

Prioritization and productivity techniques; Overcoming procrastination; Identifying sources of stress; Techniques for managing and reducing stress; Work-life balance.

UNIT-V Professional Development and Leadership Skills 11 Hrs

Resume writing and job interview skills; Professional etiquette and workplace behavior Networking skills; Traits of effective leaders; Leadership styles and theories; Developing leadership qualities; Personal Branding, Building a personal brand; Online presence and social media etiquette; Personal branding strategies; Final self-assessment and reflection on personal growth

Course Outcomes:

By the end of this course, students will be able to:

1. Develop a personal vision and mission statement to guide future actions and decisions.
2. Exhibit improved verbal and non-verbal communication skills.
3. Apply strategies to boost self-confidence and maintain high self-esteem.
4. Implement effective time management techniques to enhance productivity.
5. Develop and demonstrate leadership qualities in various scenarios.

Text Books:

1. Student's Hand Book- Skill Genie-Higher Education Department, Govt. Of Andhra Pradesh -https://svimstpt.ap.nic.in/edu/skill_genie.pdf.
2. The only skill that matters- Jonathan.Levi (2019)- Super Human Enterprises, LLC. All rights reserved. ISBN:978-1-5445-0435-3

Reference Books:

1. Online courses and TED Talks on personality development and self-improvement.
2. "How to Win Friends and Influence People" by Dale Carnegie (1936) Revised- 2022.

TAUT1201R **SOCIAL ENTREPRENEURSHIP** **L T P C**
3 0 0 3

Course Description:

This course explores the role of social entrepreneurship in societies, economies, and politics. Students will learn about the three pillars of social entrepreneurship and the different types of partners and their advantages. The course also covers the typical process steps of creating a marketing concept and describes the characteristics of the financing structure of social enterprises.

Course Objectives:

1. Understand the role of social entrepreneurship in societies, economies and politics
2. Explain the three pillars of social entrepreneurship.
3. Describe different types of partners for social entrepreneurs and their particular advantages.
4. Understand the typical process steps of a marketing conception.
5. Describe the characteristics of the financing structure of social enterprises.

UNIT-I **9 Hrs**

Introduction - Meaning of social entrepreneurship- concepts and typologies, its disparity with social business and CSR, social entrepreneur & personality, social enterprise.

UNIT-II **9 Hrs**

Drivers and scope: Role of Social Entrepreneurship in -Societies, Economies and Politics, The Drivers of Social Entrepreneurship, Size and Scope of Social Entrepreneurship, Opportunities for Social Entrepreneurs.

UNIT-III **9 Hrs**

Collaboration and Partnerships - Reasons for Crafting Collaborations, Specific Types of Collaborations, Different Collaboration Partners, Potential Risks and Challenges, Guidelines to Establish a Collaboration.

UNIT-IV **9 Hrs**

Elements of a Marketing Conception- Market analysis, Marketing Goals, Competitive Strategy, Measures, Controlling; Peculiarities Concerning Marketing for Social Enterprises, Marketing Importance for Social Enterprises.

UNIT-V **9 Hrs**

Finance- Types of Financing Instruments- Donations, Equity capital, Debt capital, Hybrid capital; Financing institutions-value banks, social investment advisors, social stock exchange, Venture Philanthropy Funds, Social Investment Funds, Funding Consultancies

Course Outcomes:

1. Knowledge of social entrepreneurship differentiation from other related concepts
2. Understand the role of social entrepreneurship in societies, economies and politics
3. Analysis of different types of partners for social entrepreneurs.
4. Understand the typical process steps of a marketing conception.
5. Awareness of the peculiarities of financial elements in social enterprises

Text Books:

1. Christine K. Volkmann & Kim Oliver Tokarski. 2012.Social Entrepreneurship and Social Business. Springer Gabler
2. Madhukar Shukla: Social Entrepreneurship in India. Sage publications

Reference Books:

1. Archana Singh (auth.) The Process of Social Value Creation: A Multiple-Case Study on Social Entrepreneurship in India. Springer India.2016.
2. Ryszard Praszkier; Andrzej Nowak. Social entrepreneurship : theory and practice [1 ed.]. Cambridge University Press
3. Alex Nicholls. Social Entrepreneurship: New Models of Sustainable Social Change. Oxford University Press, USA

BHPL1501 Course: PRACTICUM IN GENERAL PSYCHOLOGY **L T P C**
0 0 4 2

Prerequisites: Completion of introductory courses in psychology

Course Description:
Cognitive Psychology Practicals is an applied course designed to complement theoretical knowledge with hands-on experience in conducting experiments and studies within the realm of cognitive psychology. This course aims to provide students with practical skills essential for designing, executing, and analyzing cognitive psychology experiments while reinforcing foundational concepts learned in cognitive psychology courses

Course Objectives:
Upon successful completion of Cognitive Psychology Practicals, students will be able to:
1. Demonstrate proficiency in conducting cognitive psychology experiments.
2. Apply appropriate research methods and ethical guidelines in conducting experiments involving human participants.
3. Analyze experimental data using statistical techniques and interpret findings effectively.
4. Critically evaluate research literature in cognitive psychology and identify methodological strengths and weaknesses.
5. Communicate experimental procedures, results, and conclusions through written reports and oral presentations.
6. Develop problem-solving skills and apply cognitive psychology principles to real-world scenarios.

List of Experiments:

1. To determine the extent of visual illusion through Muller lyer illusion apparatus by the method of average error (Tool -Muller Lyer apparatus).
2. To determine the visual span of attention for words (Tool: Tachistoscope)
3. To investigate the acquisition of a skill in a motor visual performance (Tool: Step Maze apparatus)
4. To study bilateral transfer through mirror drawing (Tool: .Mirror Drawing Apparatus)
5. To assess General ability of the subject. (Tool: Raven's Progressive Matrices Test)
6. To investigate the status of short term memory for digits of an individual (Tool: List of Short Term Memory For Digits)
7. To determine the relative difficulty of memorizing words of non-sense syllables (Tool:Retention As The Function Of Meaning[Memory Drum Experiment])
8. To assess the level of Frustration tolerance of the subject (Tool: Frustration Tolerance Scale)

9. Demonstration in Anatomy:

a) Anatomy of Heart.

b) Anatomy of Lungs .

c) Anatomy of Pancreas.

d) Anatomy of Liver.

e) Anatomy of Brain.

f) Anatomy of stomach.

10. Demonstration in Physiology:

a) Electrocardiograph

b) Electroencephalogram

c) Blood pleasure

Course Outcomes:

By the end of Cognitive Psychology Practicals, students will be able to:

1. Understand the concept of Illusion in daily life.
2. Understand the application of span of attention, bilateral learning and visual-motor coordination in daily life.
3. Assess the general ability and frustration tolerance of clients.
4. Understand and apply the memory enhancing techniques.
5. Gain insight on the various anatomical organs and their functions.

Text Books:

1. Munn, N. L., Fernald, L. D., Jr., & Fernald, P. S. (1969). Introduction to psychology (2nd ed.). Houghton Mifflin.
2. Cognitive Psychology: Connecting Mind, Research and Everyday Experience, E. Bruce Goldstein, Edition-4, Cengage Learning, 2014.

References:

1. Respective Manuals for Illusion, Span of attention, RPM.
2. "Experimental and Quasi-Experimental Designs for Generalized Causal Inference" by William R. Shadish, Thomas D. Cook, and Donald T. Campbell (2002). 6th Ed.

SEMESTER-II

BHPT1504 **Course: HEALTH PSYCHOLOGY- I** **L T P C**
3 1 0 4

Course Description:
This course helps the students to gain insight about the various aspects of health and its relation to habits and behaviour. Health psychology focuses on why people become ill, their perspective about health and their awareness to remain healthy.

Course Objectives:
Students undergoing this course are expected to:
1. To understand the relationship between psychological factors and physical health and learn how to enhance well-being.
2. To understand the Body systems
3. To learn the healthy habits and behaviors
4. Able to learn the food habit and health disorders
5. To learn the mind-body relationship.

UNIT I: Introduction **(12 Hours)**

Birth of Health psychology. Health psychology today. Clinical implications. Need, mind-body relationship, the raise of bio psycho-social approach, Introduction to Health Psychology. components of health: social, emotional, cognitive and physical aspects. goals of health psychology

UNIT II: Body Systems **(12 Hours)**

Nervous system: brain, neurotransmitters, disorders of NS, endocrine system, cardiovascular system, respiratory system, digestive system, renal system, reproductive system, genetics and health, immune system

UNIT III: Health Behavior **(12 Hours)**

Introduction; Role of behavioral factors in disease and disorders, health habits; practicing and changing health behavior; Cognitive behavioral approach to health.social engineering in health; health habit modifications and sources

UNIT IV: Health Promoting Behavior **(12 Hours)**

Exercise: benfits, types, interventions. Accident prevention: home and work place, motor and automobile accidents. Vacation and screenings, sun safety practices. Safety and precautionary methods. Health: diet, weight, rest and sleep

Unit V: Health Compromising Behaviors **(12 Hours)**

Obesity: childhood, biological regulation of eating, eating disorders, culture and obesity, stress and eating, interventions. Alcohol and substances abuses: problems of consuming, scope, its dependency, problem of drinking and abusing substance, management. Smoking: intervention to reduce smoking and preventing.

Total: 60 Hrs

Course Outcomes:

At the end of this course, students should be able to:

1. Compare the relationship between psychological factors and physical health
2. Knowledge on healthy habits and behaviors
3. Aware the health consequences due to food habit
4. Knowledge on nervous system
5. Knowledge on role of health Psychology

Test Books:

1. Shelly E. Taylor (2018), Health Psychology, 10th Ed. Mc Graw Hill Education, New York
2. Jane Ogden (2004): Health Psychology, third Edition, McGraw Hill House, Berkshire, England
3. Manika Ghosh (2022): Health Psychology-concepts in Health and Well-being, Fourth impression, Pearson India Education Services, U.P, India

Reference Books:

1. Allen, F. (2011). Health psychology and behaviour. Tata McGraw Hill Edition. Dimatteo,
2. M. R., & Martin L. R. (2011). Health psychology. India: Dorling Kindersley.
3. Sarafino, E.P. (2002). Health psychology: Bio psychosocial interactions (4th Ed.).NY: Wiley. Gary Poole, Deborah Hunt Matheson, David N Cox (2016), the Psych

BHPT1505	Course: HUMAN PERSONALITY	L	T	P	C
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Course Description:

This course will introduce the basics of personality, theory, concepts and implications in the context of personality disorders.The course will help to understand the psycho-pathology and its implications in health systems.

Course Objectives:

Students undergoing this course are expected to:

1. Acquire knowledge on common personality theories.
2. Learn about various type of personalities
3. Assess the personality with appropriate techniques.
4. Learn disorders of personality
5. Understand the impact of personality on health.

Unit I: Introduction (10 Hours)

Meaning, definition of personality; topography, Types of Personality- Driver, Expressive, Amiable, and Analytical; Nature of personality; Biological foundations of personality; Culture, gender and personality; Different perspectives of personality: trait and type, psycho-dynamic, phenomenological and humanistic.

Unit II: Theories of personality (13 Hours)

Type theories; Trait theories; Psychodynamic theories: Freud, Jung, Adler, Erik Erikson; Humanistic-Rogers, Maslow, Frankl; Social Learning and Cognitive theories.

Unit III: Personality assessment (13 Hours)

Observation- naturalistic observation, structured observation, participant and non-participant observation; Questioners- self-report and clinician-based; Interview- structured, unstructured, assessment centers, check list, role-playing exercises; Projective techniques- Rorschach, TAT, CAT.

Unit IV: Alterations in Personality (12 Hours)

Personality related issues- ill-tempered, withdrawal, aggressive type; Personality disorders- Depended and demanding behaviour, Borderline, Schizoid, Anxious avoidant, Psychopathy (antisocial), Obsessive Compulsive.

Unit V: Implications to health (12 Hours)

Personality types and relationship with health conditions; Psychoanalytic concept related to mental health; Trauma and Stress Mechanisms, Health-Behavior Mechanisms & Social Relationships; Mind-Body Connection, Resilience and health; Personality and adjustment issues. Types of Adjustment, Factors leading to Maladjustment, Measuring Adjustment.

Total - 60 Hours

Course Outcomes:

At the end of this course, students should be able to:

1. Gain knowledge on types of personality and able to deal in daily life.
2. Apply the personality theories at appropriate time.
3. Deal with patients who are suffering with personality problems..
4. Assess the personality of the people using appropriate tools.
5. Analyse the personality in the health related concepts and pathology.

Text Books:

1. Hall, Lindzy and Cambell (2007): Theories of personalties (4th ediction), India, Weley, Pvt. Ltd.
2. Baron, R. A. &Misra, G. (2014).Psychology, 5th ed. New Delhi: Pearson Education.

References:

1. Maslow, A. H. (1943). A theory of human motivation. Psychological review, 50(4), 370-396.
2. Shedler, J. (2010). The efficacy of psychodynamic psychotherapy. American psychologist, 65(2), 98-109.
3. Friedman, H. (2008). Humanistic and positive psychology: The methodological and epistemology. Volume - 36 (2).

BHPT1506 **Course : COGNITIVE PROCESS** **L T P C**
3 1 0 4

Course Description:
This course enables student to gain fundamentals of the Cognitive or brain functions in humans.. The course details about all the essential processes like memory, perception, reasoning, thinking,problem solving and intelligence.

Course Objectives:

From the course, the student is excepted to ,
1. Improve meta cognitive abilities and apply memory techniques to improve academic performance.
2. Understand the process and steps in thinking, Problem solving and Decision making.
3. Understand the errors in cognition.
4. Gain knowledge on concept of Intelligence and theories of intelligence.
5. Understand psychological processes that contributes to individual differences in learning.

Unit 1: Memory **(10 hours)**

Memory: meaning and nature, process remembering and forgetting, factors influencing, improvement of memory, theories of forgetting, types of memory. short-term memory, long-term memory, episodic memory. Methods of memorizing. Types of forgetting: natural forgetting, abnormal forgetting and theories. Improve memory: pneumonic methods.

Unit II: Cognitive processes **(14 hours)**

Cognition: Definition, Thinking: Components of thought - Images, Concepts, Propositions. Reasoning - deductive and inductive.Basic sources of error in reasoning -mood states, beliefs, confirmation bias, hind sight. Problem solving – Steps, Barriers to effective problem solving, Strategies of problem solving- algorithms, heuristics, means to end analysis, backward search. Creativity: Convergent and divergent thinking, Stages in creativity. Language: Structure of language, theories of language acquisition - Behaviourist theory, nativist theory, Language and thought.Culture, cognitive style and problem solving.

Unit III: Process and Application **(12 hours)**

Cognitive approach to understand behavior, cognitive models, information processing model. Domains of Cognitive Psychology.cognitive errors. Applications in health and illness.decision making strategies and developing creative skills

Unit IV: Intelligence **(12 Hours)**

Definition. Concept of IQ,EQ, Social and spiritual intelligence, Determinants of intelligence: heredity and environment. Theories – Two factor theory (Spearman), Primary Mental Abilities (Thurstone), Multifactor theory (Thorndike), Multiple intelligence (Gardner),

Triarchic (Sternberg) Structure of intellect (Guilford), Fluid & Crystallized (Cattell), Stage theory of Cognitive development (Piaget), PASS theory (Das, Naglieri, Kirby). Evolution of intelligence testing: Stanford-Binet, Wechsler scales, group tests. Extremes of intelligence- Mental retardation and giftedness.

Unit V: Learning **(12 hours)**

Definition. Basic forms of learning. Classical conditioning - Elements, principles, generalization, discrimination, second order conditioning. Operant conditioning , Reinforcement, punishment, shaping, chaining, stimulus control, schedules of reinforcement, partial reinforcement effect, Premack principle. Observational learning - Process and principles, Social and cognitive learning. Trial and error learning, Verbal learning, Latent learning, cognitive map, Insight learning. Application of learning principles: Behaviour modification techniques.

Total - 60 Hours

Course outcomes:

By the end of course completion the students is able to:

1. Able to test the memory and suggest methods to improve memory.
2. Apply to concepts of thinking and problem solving in decision making.
3. Analyse the cognitive errors in subjects during interactive sessions.
4. Assess IQ of people using appropriate tools.
5. Evaluate the learning techniques and use them in daily life.

Text Books:

3. Psychology- Indian Subcontinental edition: Robert A.Baron and Girishwar Mishra- 5th edition.2016- Pearson India Education Services Private Limited.
4. Psychology- Fifth edition Global edition Saundra K. Ciccarell and J. Noland White, Georgia College & State University, Pearson Education Limited 2018

Reference Books:

4. Levinthal, C.F. (1996). *Introduction to Physiological Psychology* (3rd Ed.)Prentice-Hall of India Pvt. Ltd.
5. Rosensweig, M.R., Leiman, A. L., Breedlove, &Marc, S., (1996). *Biological Psychology*, SinauerAssociateslnc.
6. Schneider, A.M. &Tarshis, B. (1986).*An Introduction to Physiological Psychology.*(3rd ed.). New York: Random House Inc.

TAUT1102 **ENVIRONMENTAL STUDIES** **L T P C**
3 0 0 3

Course Description:

This course provides degree-seeking students with an array of opportunities to learn, practice and motivate communities on environmental importance. It further helps to understand the resources, optimize the recourses in future days, and address the gaps in the eco system.

Course Objectives:

Students undergoing this course are expected to:

1. Understand eco system and scope of multidisciplinary
2. Creating the awareness about environmental problems among people.
3. Imparting basic knowledge about the environment and its allied problems.
4. Developing an attitude of concern for the environment.
5. Understand the developments in global goals

Unit-I **8 Hrs**

Multidisciplinary nature of environmental studies; Definition, scope and importance; Need for public awareness; **Natural Resources:** Renewable and non-renewable resources; Forest resources: Water resources: Mineral resources; Food resources: Energy resources: Land resources; Equitable use of resources for sustainable lifestyles; Natural resources and associated problems.

Unit-II **8 Hrs**

Ecosystems: Concept of an ecosystem.; Introduction, types, characteristic features, structure and function of the following ecosystem: - Forest ecosystem; Grassland ecosystem; Desert ecosystem; Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries); Environment Protection Act,1986; Public awareness.; Environment and human health.

Unit-III **8 Hrs**

Biodiversity and its conservation: Introduction – Definition- genetic, species and ecosystem diversity.; Biogeographical classification of India; India as a mega-diversity nation; Hot-sports of biodiversity.; Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts.; Endangered and endemic species of India; Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity.

Unit- IV **8 Hrs**

Environmental Pollution Definition; Cause, effects and control measures of Air pollution; Water pollution; Soil pollution; Marine pollution; Noise pollution; Thermal pollution and nuclear hazards - Solid waste Management: Causes, effects and control measures of urban and industrial wastes. - Role of an individual in prevention of pollution - Disaster management: floods, earthquake, cyclone and landslides.

Unit-V **8 Hrs**

Social Issues and the Environment: From Unsustainable to Sustainable development; Water conservation- rain water harvesting- watershed management; Resettlement and rehabilitation of people; its problems and concerns.; Environmental ethics: Issues and possible solutions.; Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust - Wasteland reclamation.; Consumerism and waste products.; Population and environment.

Field work **5 Hrs**

Field visits to nearby; awareness campaign; special lectures by experts; quiz, debate competitions, short film Contest, rally etc

Course Outcomes:

At the end of this course, students should be able to:

1. Understand key concepts from economic, political, and social analysis as they pertain to the design and evaluation of environmental policies and institutions.
2. Appreciate concepts and methods from ecological and physical sciences and their application in environmental problem solving.
3. Appreciate the ethical, cross-cultural, and historical context of environmental issues and the links between human and natural systems.
4. Reflect critically about their roles and identities as citizens, consumers and environmental activists
5. Be part in Development goals and educating the communities.

Text Books:

1. Textbook of Environmental Studies (English, Paperback, Asthana D. K.) S.Chand & co , New Delhi
2. Textbook of Environmental Studies for Undergraduate Courses, Erach B Haruchu, UGC, KINDLE Edition, Amazon.

Reference Book:

1. Encyclopedia of Environment and Society- set of 5 volumes, Sage Publications

TAUT1202C **HINDI** **L T P C**

3 0 0 3

Course Description:

बच्चों में हिन्दी पढ़ने, लिखने की क्षमता बढ़ाना । आपस में अपनी भावनाओं को प्रकट करने की क्षमता बढ़ाना मुख्य उद्देश्य है।

Course Objectives:

1. संज्ञा, संज्ञा के प्रकार,सर्वनाम, सर्वनाम के प्रकार, क्रिया, क्रिया के प्रकार, क्रर्शेषण, क्रर्शेषण के प्रकार
2. लिंग, वचन, काल, वाच्य, अर्थ, विलोम शब्द, शब्दों का वाक्य में प्रयोग
3. हिंदी सीखने की आर्श्यकता बताते हुए छोटी बहन के नाम पर पत्र।,
   विहार यात्रा का वर्णन करते हुए अपने ममत्र के नाम पत्र।,
   शूल्क भरने के लिए पैसे भेजने अपने क्रपता के नाम पत्र।
4. कफन - प्रेमचंद, वापसी - उषा प्रियम्वदा यशपाल – परदा
5. यरकान्त त्रिपाठी निराला - जूही की कली,महादेवी वर्मा - मैं नीर भरी दुख की बदली,
   सुममत्रानंदन पंत - भारत माता

UNIT-I **9 Hrs**

1. संज्ञा, संज्ञा के प्रकार
2. सर्वनाम, सर्वनाम के प्रकार
3. क्रिया, क्रिया के प्रकार
4. विशेषण, विशेषण के प्रकार

UNIT-II **9 Hrs**

1. लिंग,वचन, काल,कारक
2. अर्थ, विलोम शब्द
3. शब्दों का वाक्य में प्रयोग

UNIT-III (पत्र लेखन) **9 Hrs**

1. हिंदी सीखने की आवश्यकता बताते हुए छोटी बहन के नाम पर पत्र।
2. विहार यात्रा का वर्णन करते हुए अपने मित्र के नाम पत्र।
3. शूल्क भरने के लिए पैसे भेजने अपने पिता के नाम पत्र।

UNIT-IV (कहानी और कहानीकार) **9 Hrs**

1. कफन - प्रेमचंद
2. वापसी - उषा प्रियम्वदा
3. यशपाल – परदा

UNIT-V (कवि और कविता) **9 Hrs**

1. सूर्यकांत त्रिपाठी निराला - जूही की काली
2. महादेवी वर्मा - मैं नीर भरी दुख की बदली
3. सुमित्रानंदन पंत - भारत माता

Course Outcomes:

1. बच्चों में पढने का क्षमता बढाना

2. लिखने की क्षमता बढाना
3. बोलने की क्षमता बढाना
4. भाषा के प्रक्रत रुलच उत्पन्न कराना
5. दैनंददन जीर्न में भाषा का प्रयोग करना

Text Books:

1. हिन्दी व्याकरण
2. विश्वनाथ तिवारी की हिंदी कविता
3. प्रेमचंद की कहानियां

Reference Books:

विविधि प्रकार के कहानी और व्याकरण के किताबें संदर्भ ग्रंथ सूची

1. हिन्दी व्याकरण -कांता रानी मंजूषा,हरदेव बिहारी
2. विश्वनाद प्रसाद तिवारी - हिंदी कविता
3. विश्वनाद प्रसाद तिवारी- आधुनिक हिंदी कविता
4. पुष्पपाल सिंह - समकालीन हिंदी कविता

TAUT1202D **PROFESSIONAL ENGLISH** **L T P C**
3 0 0 3

Course Description:

This course aims to enhance the English language proficiency of engineering students in professional contexts. Through a combination of theoretical knowledge and practical exercises, students will develop their skills in technical writing, oral communication, presentation, and critical thinking. The course will focus on various aspects of professional communication, including report writing, academic writing, technical presentations, and effective communication in interdisciplinary teams. Additionally, students will engage with real-world engineering scenarios to apply language skills in practical contexts.

Course Objectives:

Students undergoing this course are expected to:

1. Develop proficiency in technical writing for engineering reports, research proposals, and documentation.
2. Enhance oral communication skills for effective presentations, meetings, and discussions and thereby improve their employability skills.
3. Improve critical thinking and analytical skills through the evaluation of technical information and arguments.
4. Foster teamwork, collaboration skills in interdisciplinary engineering projects.
5. Develop awareness of cultural and linguistic diversity in professional settings.

UNIT-I **9 Hrs**

Pronunciation: Course techniques include recordings, partner work, group activities and one-on-one instructor feedback. Your speech will become clearer, more fluent and easier to understand. You'll improve your enunciation of individual sounds, intonation, stress patterns, pace and pausing.

UNIT-II **9 Hrs**

Speaking Professionally: You'll build greater confidence through individual work, group interaction and feedback from your peers and instructor. To express yourself more clearly and concisely, whether you are speaking in impromptu situations or making well-planned Presentations. Focus on language that familiarizes you with the use of English in everyday situations and contexts.

UNIT-III **9 Hrs**

Refine Your Grammar: Express yourself more accurately and eloquently by improving your English Grammar. You'll get the strong foundation you need to write and speak more clearly, precisely and persuasively. You'll explore the relationship between words in sentences, and analyse structure and meaning, clarify common problem points and improve punctuation. You'll have the opportunity to practice with your peers and get helpful feedback. You'll also learn what resources are best for ongoing grammar help. You'll apply them to produce effective, concise written work with newfound confidence. You'll express yourself more clearly and persuasively by using varied, well-structured sentences and placing content more strategically. You'll also develop editing skills to rid your work of errors.

UNIT-IV **9 Hrs**

Writing Essentials – Professional Writing

Improve your written English for personal, professional and academic purposes. You'll refine your sentence structure, punctuation and verb tenses, and eliminate the most common errors that confuse readers. You'll enhance your writing style. Develop editing skills that help you revise your work. Lectures, discussions, e-learning tools and assignments will help you develop the communication skills you'll need in today's business environment.

UNIT-V **9 Hrs**

You'll be equipped to create power packed Power Point Presentations. Be in better stead to introducing yourself. To know the nuances that goes into the presenting of information, and articulating information. Know how to make an impressive introduction. To imbibe Life Skills that is necessary to lead a fruitful and a fulfilling life.

Course Outcomes:

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

1. To understand the importance of Professional English in work place and learn the correct pronunciation and delivery of speech.
2. To read technical proposals properly and make them to write good technical reports.
3. To achieve better comprehending skills, vocabulary and professional speaking skills.
4. To learn and identify the Common Errors in Writing and Speaking.
5. Acquire digital competence, employment and workplace communication skills.

Text Books:

1. Technical Communication: Process and Product by Sharon J. Gerson and Steven M. Gerson
2. Engineering Communication: From Principles to Practice by David Ingre, C. O'Brien
3. Technical Writing Basics: A Guide to Style and Form by Brian R. Holloway

Reference Books:

1. The Encyclopaedia Britannica" - A comprehensive general encyclopaedia covering a wide range of topics.
2. The Oxford English Dictionary (OED)" - A comprehensive dictionary of the English language.

TAUT1202A **FRENCH** **L T P C**
3 0 0 3

Course Description:
This course introduces students to French by intensively studying important aspects of pronunciation, vocabulary, grammar and sentence formation through practice sets and audio visual lessons. It introduces the workings and sounds of the language and provides the necessary tools to enable students to make sentences from scratch.

Course Objectives:
1. To train the students to know about France, French culture and basics
2. To teach them to learn basic grammar and vocabulary.
3. To train them to learn tenses in French
4. To train them to talk about their daily routine
5. To train them to converse in French in day-to-day scenarios

UNIT-I **9 Hrs**
Introduction to France and its regions - French alphabets and numbers, countries and nationality
Grammaire – Verbs – s'appeler, être, avoir, definite and indefinite articles
Communication – Greetings, Self Introduction

UNIT-II **9 Hrs**
Basic vocabulary, colours, months and days
Grammaire - Verbes - Conjugation : Present tense (ER, IR, RE ending verbs) – Adjective possesive Communication – Talk about family and friends, date, time etc.

UNIT-III **9 Hrs**
Hobbies, interests and daily routine
Grammaire – Irregular verbs – Releflexive verbs - Future proche
Communication – Talking about hobbies and interests

UNIT-IV **9 Hrs**
Vocabulary of places and transport
Grammaire – Pertinent verbs, adjective demonstrative, past tense, propositions
Communication – Narrating an incident or story

UNIT-V **9 Hrs**
Vocabulary of food, services, money
Grammaire – Negation, Verbs – acheter, manger, payer, articles partitifs. Communication – Accept and refuse an invitation, situation in a restaurant

Course Outcomes:
After the course, the students will be able to:
1. Acquire familiarity in the French alphabet & basic vocabulary
2. Listen and identify individual sounds of French
3. Use basic sounds and words while speaking
4. Read and understand simple advertisements, brochures and invitations
5. Understand and use basic grammar and appropriate vocabulary in completing language tasks

Text Books:

1. Grammaire Progressive du Français, CLÉ International, 2010.
2. Saison 1, Marie-Noëlle Cocton et al, Didier, 2014.
3. Cosmopolite A1 - Nathalie Hirschsprung, Tony Tricot

Reference Books:

1. Préparation à l'examen du DELF A1 – Hachette
2. Réussir le DELF A1 – Bruno Girardeau

TAUT1202B **GERMAN** **L T P C**
3 0 0 3

Course Description: German Language Training

Course Objectives:

1. Importance of German Language in Global prospective
2. To develop Reading skills for Basic Level
3. German writing skills, particularly emails & short messages
4. To develop basic German Speaking skills in order to meet the General activities
5. Listening practise to understand German Accent of the Native German Speakers

UNIT-I **9 Hrs**

GUTEN TAG!: Saying hello and goodbye, introducing oneself and others, talking about oneself and others, numbers 1-20, spelling words and names, talking about countries and languages, the alphabet, first verbs in present tense, how to ask questions, useful terms and expressions

UNIT-II **9 Hrs**

FRUENDE, KOLLEGEN UND ICH: Talking about hobbies, days of the week, numbers from 20 on up, months and seasons in the year, talking about work and job, definite article, personal pronouns, the verbs to have (haben) and to be (sein), plurals of nouns.

UNIT-III **9 Hrs**

IN DER STADT: Getting around a town and asking for the way, giving directions, indefinite articles, negation with kein, imperative forms.

UNIT-IV **9 Hrs**

GUTEN APPETIT!: Talking about food, planning a trip to the grocery store, food and meals and talking about it, verbs that require the accusative

UNIT- V **9 Hrs**

TAG FÜR TAG: Telling and understanding time, talking about one's family, possessive articles (mein, dein) and modal auxiliaries (müssen, können, wollen).

Course Outcomes:

1. Basic Reading skills
2. Basic Writing skills with basic Grammar
3. Speaking skills and to do advance German Course
4. Understanding basic German for Daily Communication
5. Awareness of European Union and opportunities in Europe

Text Books:

1. A1-German Level- Netzwerk A1 Book- Prescribed by International Institute- Goethe Institute Delhi.

BHPL1502 Course: PERSONALITY PRACTICALS L T P C
0 0 4 2

Prerequisites: Completion of Personality theories in curriculum

Course Description:
Personality Practicals is a hands-on course designed to complement theoretical understanding of personality psychology with practical experience in personality assessment, measurement, and research methods. This course provides students with the opportunity to explore various aspects of personality through experiential learning, focusing on both classic and contemporary approaches to personality assessment and research.

Course Objectives:
Upon successful completion of Personality Practicals, students will be able to:
1. Demonstrate proficiency in administering and interpreting a variety of personality assessment instruments.
2. Apply ethical principles and guidelines in personality research and assessment.
3. Critically evaluate theories of personality and their empirical support through hands-on experience.
4. Collaborate with peers in group activities and discussions, demonstrating teamwork and effective communication skills.

List of Experiments:

1. To demonstrate the method of assessment and application of Projective personality tools of children (Tool: Children Apperception Test)

2. To asses the level of neurotism , psychotism and extraversion behaviour of the subject using Eysenck's Personality Questionnaire (Tool: **Ey**senck Personality Questionnaire)

3. To asses Personality of the subject using 16PF (Tool: CATTLE'S 16PF- Form A/B)

4. o assess the Accuracy of Testimony of the subject (Tool: Any event /Picture followed by Questions)

5. :To asses the level of of IQ and PQ of the subject (Tool: Bhatia Battery).

6. To assess the personality of the subject by to assessing individuals' ability to comprehend and complete sentences effectively (Tool: Sentence Completion test- Sack or Dubey)

7. To asses the Well-being among parents or adult caregivers (Tool: Adult Wellbeing Scale-Snaith et.al- Revised)

8. To evaluate individuals' cognitive abilities related to abstract thinking, categorization, and the formation of concepts (Tool: Hoffman kasanin concept formation test).

9. Demonstration - Pathology:

a) Pathology of GI tract
b) Pathology of Lungs and Heart

c) Pathology of Reproductive organs

d) Pathology of Endocrine system

e) Tumours

10. Demonstration- Health and Nutrition:

a) Nutrition Facts of various foods

b) Healthy Diet concept

Course Outcomes:

By the end of Personality Practicals, students will be able to:

1. Understand the concept of personality.
2. Understand the various factors and domains included in personality assessment.
6. Assess the personality of the clients.
7. Understand the various pathological conditions of human organs
8. Gain insight on the nutritional facts and balanced diet for a healthy life.

Text Books:

1. Munn, N. L., Fernald, L. D., Jr., & Fernald, P. S. (1969). Introduction to psychology (2nd ed.). Houghton Mifflin.
2. Respective Manuals EPQ, CAT, 16-PF, Bhatia Battery and Wellbeing.

References:

1. "Handbook of Psychological Assessment" by Gary Groth-Marnat and A. Jordan Wright.(2002).
2. "Handbook of Personality Assessment" by Irving B. Weiner and Roger L. Greene. (1996)

SEMESTER-III

BHPT2501 **Course: HEALTH PSYCHOLOGY- II** **L T P C**
3 1 0 4

Course Description:
This course provides an insight about the Health care services availability and how people make use of various Health care services. The course discusses about Illness, awareness about Illness among patients and how they manage chronic illness.

Course Objective:
From the course the student is expected to:

1. Understand the use of health care services
2. Learn the importance of patient-provider communication
3. Learn the clinical issues in pain management and control techniques
4. Gain insight about difference sin illness cognition among people.
5. Learn the concept of illness and management of chronic illness

UNIT I: Seeking and Using Health Care services (12 Hours)

Using Health care services: Recognition and interpretation of symptoms, cognition representation of illness, case of Pre-menstrual sensations, lay referral network, who uses Health services- age, gender, social class, culture, misusing health care services.

UNIT II: Patients, Providers and Treatments (12 hours)

Health care delivery system, nature of Patient-provider communication, results of poor patient -provider communication, improving P-P communication and adhering to treatment, the hospitalized child, CAM treatments, Placebo effect.

UNIT III: Management of Pain and Discomfort (12 hours)

Elusive nature of pain, early pain theories, the Gate control theory of Pain, role of psychological factors in pain perception, pain management, Pain control techniques, Measuring Pain.

UNIT IV: Illness cognition (12 Hours)

What are illness cognitions, Leventhal's self-regulatory model of illness cognition, illness representations and coping, self-regulation and theory and outcomes.

Unit V: Management of chronic illness (12 Hours)

Quality of life, emotional response to chronic illness, personal issues in chronic disease, coping with chronic illness, co-management of chronic illness, psychological interventions and chronic illness.

Total - 60 Hours

Course Outcomes

By the end of the course completion , student is expected to

1. Understand the use of health care services .
2. Learn the importance of patient-provider communication and Placebo effect
3. Learn the clinical issues in pain management and control techniques
4. Gain insight about difference sin illness cognition among people.
5. Learn the concept of illness and management of chronic illness

Text Books:

1. Shelly E. Taylor (2018), Health Psychology, 10th Ed. Mc Graw Hill Education, New York
2. Jane Ogden (2004): Health Psychology, third Edition, McGraw Hill House, Berkshire, England
3. Manika Ghosh (2022): Health Psychology-concepts in Health and Well-being, Fourth impression, Pearson India Education Services, U.P, India

Reference Books:

1. Allen, F. (2011). Health psychology and behaviour. Tata McGraw Hill Edition. Dimatteo,
2. M. R., & Martin L. R. (2011). Health psychology. India: Dorling Kindersley.
3. Sarafino, E.P. (2002). Health psychology: Bio psychosocial interactions (4th Ed.).NY: Wiley.

BHPT 2502 Course: BIO-PHYSIOLOGY OF BEHAVIOUR L T P C
3 1 0 4

Course Description:
This course helps the students to gain the insights about the biological and physiological basis of the behaviour. The course explains about the involvement of various organ system for the arousal of the behaviour .

Course Outcomes:

From the course the students will be able:
1. To understand the branch of Biophysiolgy of behaviour
2. To understand the physiological basis of basic processes
3. To know the about the drugs for behavior change
4. To know the rehabilitation policies
5. To understand endocrine system

Unit I: Immune System (12 Hours)

The immune system and Psycho-neuro-immunology, Humoural immunity, cell mediated immunity, non-specific defenses. anatomy of an immune response. memory boosters. immunosuppression. Psycho-neuro-immunology- Connections between emotions, nervous system and immune functions, Placebo effect, Immune deficiency, Effect of meditation and biofeedback.

Unit II: Endocrine System (12 Hours)

The Endocrine system and Psychoneuro-endocrinology, The endocrine glands and hormones, Hypothalamus- Autonomic nervous system, Hypothalamo hypophysial endocrine system (HPT axis, HPA axis). Hormonal influence on learning and memory and behavior, Behaviour (emotion) and the limbic system

Unit III: Learning (12 Hours)

Mechanisms of Learning and Memory, Physiological changes during learning, Anatomical requirements for Learning, Physiological mechanisms for memory in the brain, triggers for memory retrieval. Amnesia, Dementia and Alzheimer's disease.

Unit IV: Sleep and its Rhythms for Health Psychology (12 Hours)

Introduction to Sleep and Circadian Rhythms, The Sleep Cycle and Stages, Factors Affecting Sleep, Sleep and Mental Health, Sleep and Physical Health, Sleep and Age, Strategies for Improving Sleep, Sleep Assessment and Monitoring, Sleep, Technology, and Future Trends

Unit V: Temperature **(12 Hours)**

Temperature – Homeostasis, Allostasis, Temperature regulations and Behaviour; Thirst – Maintaining water balance, Causes of thirst, Osmotic thirst and hypovolemic thirst; Hunger – Physiological mechanisms of hunger and satiety, Role of Hypothalamus

Total - 60 Hours

Course Outcomes:

At the end of the course the student is expected to:

1. Understand the human structure and its function

2. To be able to diagnose the nervous system function

3. Evaluate the functions and importance of specific drugs

4. Able to know the rehabilitation policies

5. gain knowledge on mental illness

Text Books:

1. Levinthal, C.F. (1996). Introduction to Physiological Psychology (3rded.)Prentice-Hall of India Pvt. Ltd

2. Schneider, A.M. &Tarshis, B. (1986).An Introduction to Physiological Psychology. (3rded.). New York: Random House, Inc.

References Books:

1. Gardner. Eldon J. S, Michael J.S., & Peter. Principles of Genetics, (4thed.). Wiley Eastern Ltd. Guyton, A. Medical Physiology (8th ed.), W. B. Saunders' Co.

2. Leukal, F. (1985).An Introduction to Physiological Psychology, (1sted.). New Delhi: CBS Publishers and Distributors. Levinthal, C.F. (1996). Introduction to Physiological Psychology (3rd ed.)Prentice-Hall of India Pvt. Ltd.

3. Rosensweig, M.R., Breedlove, S. M., & Watson, N. V. (2004).Biological Psychology, (4th ed.).USA: Sinauer Associates, lnc.

BHPT2503 Course: DEVELOPMENTAL PSYCHOLOGY L T P C
3 1 0 4

Course Description:

This course gives a comprehensive knowledge about the developmental stages in humans. Development stages carry a critical period of development of specific abilities, aptitudes and cognitive functions.

Course Objectives:

The course equips the students with:

1. Knowledge about developmental milestones.
2. Developmental of various cognitive functions based on development.
3. Information about Theories of Personality.
4. Developmental changes from infancy to old age.
5. Various changes in Physical, psychological and cognitive changes.

Unit- I- Introduction to Developmental Psychology (12 Hours)

What is **Life Span Development**, Lifespan Perspective, Conceptions of Age, Periods of Development, Issues in Lifespan Development, Research Methods, Descriptive Research, Correlational Research, Experimental Research, Research Involving Time-Spans, Conducting Ethical Research

Unit- II - Theories of Development (12 Hours)

Theories of development – Historical Theories on Development, Freud's psychosexual development, Piaget's Stages of Cognitive Development, Erikson's Psychosocial Theory, Social Learning Theory, Vygotsky sociocultural theory, Ecological Systems Theory, Kohlberg's Stages of Moral Development.

Unit – III- Prenatal – Infancy- Toddlerhood (12 Hours)

a) **Heredity, Prenatal Development, Birth**

b) **Infancy and Toddlerhood** - Physical Development, Cognitive Development, Psychosocial Development, Language Developmental, Temperament, Mary Ainsworth and the Strange Situation Technique.

Unit- IV- Childhood and Adolescence (12 Hours)

a) **Early Childhood** - Physical Development, Cognitive Development, Information Processing, Children's Understanding of the World, Language Development, Psychosocial Development.
b) **Middle and Late Childhood** - Physical Development, Cognitive development, Socioemotional Development, Parents and Teens: Autonomy and Attachment, Peers, Romantic Relationships.
c) **Adolescence-** Physical Development in Adolescence, Cognitive Development, Psychosocial Development.

Unit-V- Adulthood **(12 Hours)**

a) **Emerging Adulthood** - Physical Development in Emerging and Early Adulthood, Cognitive Development in Emerging and Early Adulthood, Psychosocial Development,

b) **Middle Adulthood** - Physical Changes, Sensory Changes, Health Concerns, Sleep, Exercise, Nutrition, and Weight, Climacteric, Brain Functioning, Middle Adults Returning to Education, , Work at Midlife , Midlife Crisis? Stress, Midlife Relationships, Grandparent, Women in Midlife, Religion and Spirituality.

c) Late Adulthood - Late Adulthood , The "Graying" of the World, Life Expectancy vs Lifespan, Gender Differences in Life Expectancy, Age Categories in Late Adulthood, Theories of Aging, Physical Changes of Aging, Sensory Changes in Late Adulthood, Nutrition, Chronic Conditions, Brain Functioning , Attention and Problem Solving, Intelligence and Wisdom, Neurocognitive Disorders Work, Retirement, and Leisure, Ageism, Living Arrangements, Social Networks in Late Adulthood Late Adult Lifestyles, Successful Aging

Total - 60 Hours

Course Outcomes:

By the end of the Course, the student is expected to:

1. Apply knowledge of cognitive developmental theories in understanding behaviour
2. Able to apply the knowledge of attachment and moral development in clinical setting.
3. Understand attachment and moral development with specific applications and their place in developmental theories
4. Able to apply the knowledge of development in understanding disabilities
5. Will be able to apply and appreciate the life cycle process in developmental of behaviour.

Textbooks:

1. Berk L E (2003) Child development (sixth edition) Pearson Education.
2. Feldman,R.(2010).Developmenta cross the Lifespan- 10th Ed. .Pearson Education:Delhi.

Reference Books:

1. Gelman R & Kit-Fong A T (Eds) (1996). Perceptual and cognitive development, Second edition,Academic Press.
2. Damon W & Lerner R M (Eds). Handbook of child psychology. Vol 1. Theoretical models ofhumandevelopment. 6thedition.

BHPL2501 PRACTICUM IN DEVELOPMENTAL PSYCHOLOGY L T P C
0 0 4 2

Prerequisites: Completion of foundational courses in psychology, including introductory psychology and developmental psychology

Course Description:
Practicum in Developmental Psychology is an applied course designed to provide students with practical experience in working with individuals across the lifespan and applying developmental psychology principles in real-world settings. This course offers hands-on opportunities for students to engage in developmental assessment, intervention, and research under the supervision of experienced practitioners or faculty members.

Course Objectives:
Upon successful completion of Practicum in Developmental Psychology, students will be able to:
1. Apply developmental psychology theories and concepts to real-world settings, demonstrating an understanding of developmental processes across the lifespan.
2. Conduct developmental assessments using appropriate methods and tools, demonstrating competence in observation, data collection, and interpretation..
3. Engage in reflective practice and critical thinking, integrating theoretical knowledge with practical experiences to inform professional decision-making.
4. Collaborate effectively with interdisciplinary teams and stakeholders to address developmental needs and promote holistic well-being.

List of Experiments:

1. To assess individuals' cognitive flexibility, problem-solving abilities, and executive functions (Tools: The Wisconsin Card Sorting Test (WCST).
2. To Assess the behaviour problem in children (Tool: Child Behavior Checklist (CBCL)
3. To assess the developmental milestones and delay in children (Tool: "Vineland Adaptive Behavior Scales"/ "Developmental Milestones Checklist" by AAP and CDC).
4. To assess the Maladaptive response of subject to illness (Tool: Illness behaviour scale).
5. To assess the QOL of the subject using WHOQOL-BREF (Tool: WHOQOL- BREF)
6. To assess the health and functioning of patients in primary care practices (Tool: COOP).
7. To assess the level of intelligence among mentally retarted children of different age groups (Tool: Gesells's Drawing Test).
8. To assess the inter-generational conflict between younger and older generations (Tool: Inter-generational Conflict scale).
9. To measure an individual's vocational interest (Tool: Thurstone Interest Schedule).
10. To assess the level of emotional maturity of the subject (Tool: Emotional Maturity Scale-EMS)

Course Outcomes:

By the end of Practicals in developmental Psychology, students will be able to:

1.Demonstrate cultural competence and sensitivity in working with diverse populations, recognizing the role of culture and context in shaping development.

2. Engage in reflective practice and critical thinking, integrating theoretical knowledge with practical experiences to inform professional decision-making.

3. Adhere to ethical guidelines and professional standards in working with individuals and families in developmental psychology settings.

Text Books:

3. Munn, N. L., Fernald, L. D., Jr., & Fernald, P. S. (1969). Introduction to psychology (2nd ed.). Houghton Mifflin.

4. Respective Manuals WCST, CBCL, Vineland, WHO-BREF, COOOP, EMS, Gessel's and Thurstone interest scehdule.

References:

1. Theories of Developmental Psychology - Patricia H. Miller, Jan 12, 2010 · Worth Publishers,

2. Sparrow, S. S., Cicchetti, D., & Balla, D. A. (2005). Vineland Adaptive Behavior Scales, Second Edition (Vineland-II) [Database record]. PsycTESTS. https://doi.org/10.1037/t15164-000.

TAUT2101 **HEALTH AND WELLNESS** **L T P C**
3 0 0 3

Course Description:

The course is designed to help students to learn more about human health. This course helps to understand how current health knowledge helps to make future human beings even stronger and healthier.

Course Objectives:

1. To help understand the importance of a healthy lifestyle
2. To familiarize students about physical and mental health
3. To create awareness of various life style related diseases
4. To understand the multiple dimensions of health and wellness, including physical, mental, emotional, social, and environmental aspects
5. To Equip students with the knowledge and skills to develop, implement, and maintain healthy lifestyle practices

UNIT-I **9 Hrs**

Define and differentiate health and wellness, Importance of health and wellness, Basic concepts of genetics, including genes, DNA, chromosomes, and inheritance patterns. Genetic factors affecting macronutrient (carbohydrates, proteins, and fats) digestion. Genetic variations associated with micronutrient (vitamins and minerals) digestion; malnutrition, under nutrition and over nutrition

UNIT-II **9 Hrs**

Brief overview of Body systems – Skeletal system, Muscular system, Circulatory System, Lymphatic system, Cardiovascular system, Respiratory system, Nervous system (Central nervous system, Peripheral nervous system, Somatic and Autonomic nervous systems), Digestive system, Urinary system, Endocrine system, Reproductive system, Integumentary system

UNIT-III **9 Hrs**

Sedentary lifestyle and its risk of disease, Lifestyle Disease and its Management, Factors affecting mental health - Stress, anxiety, and depression, Identification of suicidal tendencies, Substance abuse (Drugs, Cigarette, Alcohol), de-addiction, counselling and rehabilitation. Four Vital signs- Pulse rate, Respiratory rate, Blood pressure, Body temperature, other measurements-Body mass index, Waist-Hip Ratio, Basal Metabolic Rate

UNIT-IV **9 Hrs**

Risk factors and Pathology of the following Diseases and their Management –

- Diabetes
- Hypertension
- Coronary Heart Disease
- Obesity
- Osteoporosis

- Osteoarthritis
- Rheumatoid-arthritis
- Cancers (Blood, Breast, Brain, Lung, Liver and Kidney)
- Polycystic ovarian syndrome (PCOS)
- Pain (including Low Back pain)

UNIT-V **9 Hrs**

Introduction to Functional Foods; Nutrients and Bioactive Compounds in Functional Foods; Functional Foods for Cardiovascular Health, Weight Management, Immune Function, Cognitive Health, Chronic Disease Prevention; Yoga and its importance in Health and Wellness

Course Outcomes:

Upon successful competition of the course the student would be able to -

1. Understand the relationship between fitness and wellness
2. Gain knowledge regarding various aspects and its practical implication for Wellbeing.
3. Learn about behavior change theories and strategies for promoting healthy habits such as exercise, stress management, and nutrition
4. Study techniques for setting realistic health goals, creating wellness plans, and overcoming barriers to maintaining a healthy lifestyle.
5. Learn about the principles of a balanced diet, regular physical activity, mental health management, social relationships, and environmental factors that influence health

Text Books:

1. Physical Activity and Health by Claude Bouchard, Steven N. Blair, William L. Haskell.
2. Mental Health Workbook by Emily Attached & Marzia Fernandez, 2021.
3. Mental Health Workbook for Women: Exercises to Transform Negative Thoughts and Improve WellBeing by Nashay Lorick, 2022.

Reference Books:

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

TAUT2201 COMMUNITY ENGAGEMENT L T P C
3 0 0 3

Course Description:
This course provides degree-seeking students with an array of opportunities to engage in an immersive community service-learning experience. It further helps to understand the resources, optimize the recourses in future days, and address the gaps in the communities.

Course Objectives:
Students undergoing this course are expected to:

1. Understand community issues, needs, problems, strengths and recourses
2. Demonstrate the ability to work with a diverse population
3. Formulate more precise personal and professional life goals
4. Demonstrate the ability to communicate effectively and collaborate with institutions and public
5. Demonstrate the ability to take initiative, follow directions, lead, and solve problems

UNIT-I Social Structure 5 Hrs
Concept of Society; Community; Association and Institution; Individual and Society; Social Groups- Meaning, Characteristics and Classification; Social Process; Social Change; Structure and Characteristics of urban, rural and tribal communities.

UNIT-II Social Organisation and Disorganisation 5 Hrs
Social Organisation- meaning, elements and types; Voluntary Associations; Social System- definition, types and roles; Social Control- meaning, aims and process of social control; Social norms, morals and values; Social Disorganisation- definition, causes, control and planning.

UNIT-III Social Problems and Welfare State 8 Hrs
Social Problems- Poverty, Housing, food supply, illiteracy, Prostitution, dowry, child labour, child abuse, delinquency, crime, substance abuse, HIV/ AIDS, Covid-19; Venerable Group- elderly, handicapped, minority and another marginal group; Fundamental rights of individual, women and children, NITI Aayog, Ministry of Social Justice & Empowerment, Ministry of Rural Development, Ministry of Tribal Affairs, Ministry of Health & Family Welfare, and Role of Local Bodies for transformation; Corporate Social Responsibility; Social Work.
Proposed Field activities: Field visit- Interaction with Local Self Government, Visit of Gram Panchayat & Staff, Socio-Economic Survey *(5 hours/ one day).*

UNIT-IV Communication Strategies and Community Engagement 18 Hrs
Social Behaviour Change Communication (SBCC); Focused Group Discussion; SWOT analysis; Participatory Learning Action.
Proposed Field activities: Meeting, Mobilizing, Transect Walk, Identification of Natural Leaders, Timeline, Mapping, Case Study, Documentation; Outreach- Special Camp Viz., Health Education, Medical Camp, Environment Protection, Sustainability, Technology & Innovation, Nutrition, Swachh Bharat (*15 Hours/ 4 days).*

UNIT-V Sustainable Development Goals 2023 9 Hrs
Millennium Development Goals; Sustainable Development Goals (SDGs) 2030- 17 Goals; SDG Pyramid; Localizing SDGs; Gram Panchayat Development Plan (GPDP).
Proposed Field activities: Mapping the activities with SDG 2030 (6 Hours/ 1 day).

Course Outcomes:

By the end of the course, students should able to:

1. Understand and apply the concept related to community and social structure.
2. Develop the ability to involve and work with the social system.
3. Understand various social problems emerging in society and solve them.
4. Apply SBCC tools and SWOT analysis.
5. Appreciate Sustainable Development Goals and contribute beyond SDG 2030.

Text Books:

1. Krishna Kant Singh & Ram Shankar Singh, (2011), Social Work and Community Development.
2. Makara Rumley, (2020), Modern-Day Strategies for Community Engagement: How to Effectively Build Bridges Between People and the Bottom Line.

Reference Books:

1. Hall, B. L., Tandon, R. & Tremblay, C. (2015). Strengthening Community University Research Partnerships: Global Perspectives.
2. http://unescochaircbrsr.org/unesco/pdf/UNESCO%20Book%20Web_with%20BookCovers_Aug202015_FINAL.pdf
3. GUNi (Ed.). (2014). Knowledge, Engagement and Higher Education: Contributing to Social Change (Higher Education in the World 5). Hampshire (UK)/New York (USA): Palgrave Macmillan.
4. UNESCO Chair in Community Based Research & Social Responsibility in Higher Education (2015). Institutionalizing Community University Research Partnerships: A User's Manual. http://unescochair-cbrsr.org/unesco/pdf/CURP_Guidelines.pdf
5. Vallaeys, F. (2014). University Social Responsibility: A Mature and Responsible Definition. In GUNi (Ed.), Knowledge, Engagement and Higher Education: Contributing to Social Change (Higher Education in the World 5) (pp. 88-96).

TAUT2202 **CLINICAL NUTRITION** **L T P C**
3 0 0 3

Course Description:
Upon completion of the course, students will be prepared to apply their knowledge of clinical nutrition to promote health and manage diseases effectively, contributing to multidisciplinary healthcare teams. This course is essential for healthcare professionals, nutritionists, dietitians, and anyone interested in understanding the role of nutrition in clinical care and wellness promotion.

Course Objectives:
To enable the students to:

1. Develop proficiency in conducting comprehensive nutritional assessments using various methods such as dietary recall, biochemical tests, and anthropometric measurements.
2. Understand the impact of diet on the prevention, management, and progression of chronic diseases commonly encountered in clinical practice, including diabetes, cardiovascular diseases, and obesity.
3. Acquire skills in designing individualized nutrition plans tailored to specific patient needs and health conditions across different life stages (e.g., pediatric, geriatric, maternal).
4. Evaluate ethical issues related to nutritional counseling, respecting cultural dietary practices, and providing evidence-based dietary recommendations within clinical settings.
5. Critically appraise current research and controversies in clinical nutrition, integrating evidence-based guidelines into decision-making processes to optimize patient outcomes.

UNIT-I **9 Hrs**
Introduction to nutrition - Food as source of nutrients, functions of food, definition of nutrition, nutrients & energy, adequate, optimum & good nutrition, malnutrition, Effect of cooking & heat processing on the nutritive value of foods, role of nutrition in prior pregnancy, during pregnancy, during lactation, in adolescence, Fitness, Athletics & Sports

UNIT-II **9 Hrs**
Food guide - Basic five food groups How to use food guide (according to R.D.A.) Interrelationship between nutrition & health: - Visible symptoms of good health, Use of food in body - Digestion, Absorption, transport & utilization, Role of fibres in human nutrition. malnutrition, Protein energy malnutrition.

UNIT-III **9 Hrs**
Biomolecules as a nutrient: Carbohydrates: Functions, classification, food sources, storage in body. Fats & oils: composition, saturated and unsaturated fatty acids, classification, food sources, function of fats. Proteins - composition, sources, essential & non-essential amino acids, functions, Protein deficiency.

UNIT-IV **9 Hrs**
Water minerals and Vitamins: Water - as a nutrient, function, sources, requirement, water balance & effect of deficiency. Minerals - macro & micronutrients. - Functions, sources. Bioavailability and deficiency of Calcium, Iron, Iodine, Sodium & Potassium, Vitamins (water & fat soluble) - definition, classification & functions.

UNIT-V **9 Hrs**

Role of nutrients in disease management: Importance of nutrition in kidney and liver diseases with respect to their nutritional value. Case study- diabetes, cancer, Osteoporosis, Heart related diseases, role of Antioxidants as a nutrient in disease control.

Course Outcomes:

Upon completion of the course, the student shall be able to

1. Demonstrate proficiency in conducting thorough nutritional assessments using a variety of methods, interpreting results, and applying findings to develop dietary recommendations.
2. Apply knowledge of macro and micronutrients, dietary supplements, and hydration to design effective nutrition plans for individuals with diverse health needs and conditions.
3. Implement dietary interventions that contribute to the prevention, management, and improvement of chronic diseases, integrating nutritional strategies into comprehensive healthcare plans.
4. Evaluate and address ethical considerations in nutritional counseling, respecting cultural diversity and individual preferences while adhering to professional standards and evidence-based practices.
5. Critically analyze current research literature in clinical nutrition, utilizing evidence-based guidelines to make informed decisions and enhance patient outcomes in clinical settings.

Text Books:

1. Kathleen ML and Escott S. Krause's Food, Nutrition and Diet Therapy, 9thedn, W.B. Saunders Company Pennsylvania, 2000.
2. Davidson S, Passmore R, Breck JFT. Human Nutrition and Dietetics, The English Language Book Society and Churchill Livingston, 1975.

Reference Books:

1. Thomas B. Manual of Dietetic Practice. Blackwell Scientific Publications, Oxford, London, 1988.
2. Robinson CH. Normal and Therapeutic Nutrition. Oxford Publishing Co, Bombay, 1972.

TAUT2203 EMOTIONAL INTELLIGENCE AND MENTAL HEALTH L T P C
3 0 0 3

Course Description:
This course will explore the relationship between emotional intelligence and mental health. Students will learn about the importance of emotional intelligence in promoting positive mental health, and will develop skills in recognizing and regulating emotions, managing stress, and building resilience. The course will cover topics such as emotional intelligence theories, emotional regulation strategies, mindfulness, self-compassion, and the impact of emotions on mental health.

Course Objectives:
By the end of this course, students will be able to:

1. Understand the role of emotional intelligence in mental health
2. Develop skills in recognizing and regulating emotions
3. Understand the impact of stress on mental health and develop strategies for managing stress
4. Understand the importance of self-compassion in promoting positive mental health
5. Develop critical thinking and analytical skills in relation to emotional intelligence and mental health

UNIT-I **9 Hrs**
Introduction to Emotional Intelligence and Mental Health; Definition and history of emotional intelligence, the role of emotional intelligence in mental health, Professional organizations and ethical codes related to emotional intelligence

UNIT-II **9 Hrs**
Theoretical Perspectives on Emotional Intelligence; Ability model of emotional intelligence, Trait model of emotional intelligence, Mixed model of emotional intelligence, Mindfulness and Mental Health, Mindfulness and Mental Health.

UNIT-III **9 Hrs**
Stress and Mental Health, Resilience and Mental Health; The impact of stress on mental health, Stress management techniques (e.g., relaxation techniques, time management, exercise) Definition and benefits of resilience, Factors that contribute to resilience, Building resilience in oneself and others.

UNIT-IV **9 Hrs**
Self-Compassion and Mental Health, Emotions and Relationships; Definition and benefits of self-compassion, Practice of self-compassion, Relationship between self-compassion and mental health, Emotions and Relationships

UNIT-V **9 Hrs**
Emotional Intelligence in the Workplace, Ethics and Emotional Intelligence; Emotional intelligence and job performance, the role of emotional intelligence in leadership, Emotional intelligence training in the workplace, Ethical issues related to emotional intelligence, Professional codes and standards related to emotional intelligence

Final Project Presentations
Students will present their final projects, which may include research papers, case studies, or other projects related to emotional intelligence and mental health.

Course Outcomes:

1. Able to provide an overview of emotional intelligence and mental health
2. Will understand the importance of emotional intelligence
3. The impact of stress on mental health, Stress management techniques
4. Relationship between emotional intelligence and mental health
5. Understand the importance of Emotional Intelligence in the workplace.

Text Books:

1. Neff, K. (2011). Self-compassion: Stop Beating Yourself Up and Leave Insecurity Behind. HarperCollins.
2. Goleman, D. (2007). Emotional Intelligence (10th ed.). Bantam Books.

Reference Books:

1. Covey, Stephen R., author. (2020). The 7 habits of highly effective people: powerful lessons in personal change. New York :Simon & Schuster.
2. Tolle, E. (2016). The power of now: A guide to spiritual enlightenment. Yellow Kite.

TAUT2204 **HUMAN RIGHTS** **L T P C**
3 0 0 3

Course Description:
This course offers a comprehensive introduction to the field of human rights, exploring the historical development, philosophical foundations, and contemporary issues surrounding the protection and promotion of human rights globally. Students will engage with key concepts, major international human rights instruments, and the roles of various actors in the human rights landscape.

Course Objectives:
This course is intended to prepare the students to

1. Know Human Rights, its need importance, and kind of rights
2. Understand the Human Rights of vulnerable groups
3. Identify and analyze key international human rights documents and treaties.
4. Know about the institutions enforcing the Human Rights
5. Understand the violations of Human Rights and the safeguards available to citizens.

UNIT-I Concept of Human Rights – Indian and International Perspectives **5 Hrs**

a. Evolution of Human Rights
b. Definitions under Indian and International documents

UNIT-II Broad classification of Human Rights and Relevant Constitutional Provisions. **11 Hrs**

a. Right to Life, Liberty and Dignity
b. Right to Equality
c. Right against Exploitation
d. Cultural and Educational Rights
e. Economic Rights
f. Political Rights
g. Social Rights

UNIT-III Human Rights of Women and Children **11 Hrs**

a) Social Practice and Constitutional Safeguards
b) Female Foeticide and Infanticide
c) Physical assault and harassment
d) Domestic violence
e) Conditions of Working Women

UNIT-IV Institutions for Implementation **9 Hrs**

a. Human Rights Commission
b. Judiciary

UNIT-V Violations and Redressal **9 Hrs**

a. Violation by State
b. Violation by Individuals
c. nuclear weapons, bio war and terrorism
d. Safeguards.

Course Outcomes:
After the successful completion of this course the students will be able to

1. Know about Human Rights, its need importance and kind of rights
2. Understand the Human Rights of vulnerable groups
3. Know about the institutions enforcing the Human Rights

4. Understand the violations of Human Rights and the safeguards available to citizens.
5. Develop critical thinking and analytical skills by examining case studies and current events.

Text Books:

1. Human Rights in India: Historical, Social and Political Perspectives (Law in India) Hardcover – Illustrated by Chiranjivi J. Nirmal (Author)
2. History of Human Rights, Narrated by Andrea Giordani

Reference Books:

1. The Universal Declaration of Human Rights- UNO publication
2. Making Sense of Human Rights- by James Nickel.
3. The Idea of Natural Rights- by Brian Tierney.
4. The Law of Peoples- by John Rawls.
5. On Human Rights. - by James Griffin.
6. Human Rights: Contemporary Issues by V.K. Ahuja
7. Human Rights, M Girija, S Chand Edu tech Pvt. Ltd.

TAUT2205 **INDUSTRY 4.0** **L T P C**
3 0 0 3

Course Description:
The Industry 4.0 aims to the "smart" and connected production systems that are designed to sense, predict, and interact with the physical world, so as to make decisions that support production in real-time. In manufacturing, it can increase productivity, energy efficiency, and sustainability.

Course Objectives:
The objective of this course is to make students:

1. To impart basic idea in Industry 4.0.
2. To provide students with good depth of knowledge of designing Industrial 4.0 Systems for various application.
3. To learn the artificial intelligence and machine learning techniques/ tools in health care.
4. To understand the bigdata technology and its applications in health care.
5. To learn the design and analysis of Industry 4.0 systems for healthcare applications.

UNIT-I **9 Hrs**

Introduction: Introduction, Historical Context, General framework, Application areas, Dissemination of Industry 4.0 and the disciplines that contribute to its development, Artificial intelligence, The Internet of Things and Industrial Internet of Things, Additive manufacturing, Robotization and automation, Current situation of Industry 4.0.

UNIT-II **9 Hrs**

Cyber Physical System: Introduction to Cyber Physical Systems (CPS), Architecture of CPS- Components, Data science and technology for CPS, Emerging applications in CPS in different fields. Case study: Application of CPS in health care domain.

UNIT-III **9 Hrs**

Artificial Intelligence & Machine Learning: Artificial Intelligence: Artificial Intelligence (AI) – What & Why? History of AI- Foundations of AI, the AI Environment, Application Domains and Tools.

Machine Learning- Introduction–Definition–Types of Machine Learning–Supervised, Unsupervised, Reinforcement Learning–Algorithms for Machine Learning–Problems solved by Machine Learning-Applications areas of Machine Learning in Health care.

UNIT-IV **9 Hrs**

Big Data & Cloud Computing: What is Big Data, Evolution of Big Data, sources of Big Data? Characteristics of Big Data Vs – Big Data Myths- Data Discovery-Traditional Approach, Big Data Technology: Big Data Technology Process– Applications of Bigdata in Healthcare.

Cloud Computing: Need– Definition – Types of Cloud-Types of Services– SaaS, PaaS, Iaas

UNIT-V **9 Hrs**

Impact of Industry 4.0 on Healthcare Industry: An introduction Discover how Industry 4.0 is impacting and transforming the Healthcare Industry including self-diagnosis systems for patients, real-time diagnosis, 3D printed organs and Internet-of-Medical Things (IOMT).

Course Outcomes:

Upon completion of the course, student will be able to:

1. Understand the basic concepts of Industry 4.0 and the other related fields
2. Analyze, design and develop systems to solve the Engineering problems by integrating thermal, design and manufacturing Domains.
3. Understand the various artificial intelligence and machine learning tools in health care domain.
4. Apply bigdata technology in health care applications.
5. Apply the learned Engineering knowledge for the Development of society and self.

Text Books:

1. Jean-Claude André, ―Industry 4.0, Wiley- ISTE, July 2019, ISBN: 781786304827, 2019.
2. Diego Galar Pascual, Pasquale Daponte, Uday Kumar, ―Handbook of Industry 4.0 and SMART Systems, Taylor and Francis,2020

Reference Books:

1. P. Kaliraj, T. Devi, BigDataApplicationsinIndustry4.0, 2022, ISBN9781032008110, CRC Press, Taylor & Francis Group
2. P. Kaliraj, Devi Thirupathi, "Artificial Intelligence Theory, Models and Applications", Auerbach Publications, CRC Press, Taylor and Francis group, 2021.
3. Ethem Alpaydin, "Introduction to Machine Learning", Third Edition, MIT Press, 2014.
4. P. Kaliraj, T. Devi, Industry 4.0 and Education: Transformative Technology and Applications, 2022, CRC Press, Taylor & Francis Group.

TAUT2206 **MEDICAL TERMINOLOGY** **L T P C**
3 0 0 3

Course Description:

The purpose of this course is to develop a student's understanding and use of hospital and medical terminology. There is a focus on understanding the terns commonly used to identify the cause and effects of disease conditions.

Course Objectives:

1. To understand the associate medical terms with specific body systems.
2. To identify and interpret diagnostic and symptomatic terms related to the diseases specific to each body system.
3. To describe designated diagnostic testing procedures (laboratory, x-ray, surgical, pharmacy, etc.).
4. To Enable students to understand, use, and correctly pronounce a wide range of medical terms.
5. To Prepare students to effectively communicate with healthcare professionals and patients using accurate medical terminology.

UNIT-I **9 Hrs**

Basics of medical terminology, Specialties in a Hospital, The Human body in health and disease

UNIT-II **9 Hrs**

The Skeletal System, The Muscular System, The lymphatic and immune systems

UNIT-III **9 Hrs**

The Respiratory System, The Circulatory System, The Digestive System, The Urinary System

UNIT-IV **9 Hrs**

The Nervous system, Special senses - Eyes and Ears, Skin - The Integumentary system

UNIT-V **9 Hrs**

The Endocrine system, The Reproductive System, Diagnostic procedures, Nuclear Medicine and Pharmacology

Course Outcomes:

Upon successful completion of the course student would be –

1. Able to Identify and interpret complex medical terms by breaking them into their component word parts in order to decipher their meaning.
2. Able to understand common diseases and disorders of the body systems
3. Able to identify diagnostic tools and techniques for the common diseases and disorders of the human body
4. Able to interpret medical records, lab reports, and other documentation to ensure clear and precise communication within healthcare teams and with patients
5. Able to learn the roots, prefixes, and suffixes that form medical terms, as well as the terminology related to various body systems, diseases, procedures, and treatments. Students will be able to deconstruct complex terms into their component parts to understand their meanings.

Text Books:

1. Medical Terminology for Health Professions, 7th Edition by Ann Ehrlich; Carol L Schroeder, ISBN 13: 9781111543297, Published by Delmar Cengage Learning (2013)
2. Workbook for Ehrlich/Schroeder's Medical Terminology for Health Professions, 7th by Carol Schroeder, Ann Ehrlich Published by Delmar Cengage Learning; 7th edition, 2012, ISBN-13 : 978-1111543280

Reference Books:

1. Quick and Easy Medical Terminology - With Access by Peggy C. Leonard, ISBN13: 978-0323595995, 9th Edition
2. Medical Terminology Systems: A Body Systems Approach - With Access by Barbara A. Gylys, ISBN13: 978-0803658677, 8th Edition
3. Understanding Medical Terminology by Agnes C. Frenay, ISBN13: 978-0697140586, 9th Edition

TAUT2207 **SOCIAL NETWORK ANALYSIS** **L T P C**
3 0 0 3

Course Description:

A thorough introduction to Social Network Analysis (SNA), an interdisciplinary topic that studies the connections and interactions between people, groups, and things in various social contexts, is provided in this course. Students will receive a broad understanding of the core ideas, approaches and uses of SNA in a variety of disciplines. The course will cover data gathering methods, network visualization, fundamental network metrics, sophisticated network ideas and practical SNA implementations. Students will learn the skills necessary to evaluate social networks and gain useful insights from intricate network data through hands-on exercises.

Course Objectives:

1. To introduce students to the foundational concepts and historical background of Social Network Analysis (SNA).
2. To familiarize students with the basic building blocks of social networks, including nodes and edges and different types of social networks (e.g., online, offline, professional, friendship).
3. To provide students with an understanding of key network measures such as degree centrality, betweenness centrality, clustering coefficients and network density.
4. To demonstrate real-world applications of SNA, such as social network mining, influence and opinion dynamics, social network marketing and cybersecurity.
5. To equip students with practical skills for analyzing and interpreting social network data.

UNIT-I **9 Hrs**

Overview of Social Network Analysis: Definition, history and key concepts. Nodes and Edges: Understanding the basic building blocks of social networks. Types of Social Networks: Exploring different types of social networks (e.g., online, offline, professional, friendship).Importance and Applications of SNA: How SNA is used in various fields (e.g., Engineering, Sociology, Psychology, Marketing and Business).

UNIT-II **9 Hrs**

Data Collection Methods: Techniques for gathering social network data (e.g., surveys, interviews, online platforms). Data Representation: Different formats for representing network data (e.g., adjacency matrix, edge list).Network Visualization: Introduction to visualization tools for nd interpreting network structures.

UNIT-III **9 Hrs**

Degree Centrality: Identifying influential nodes based on their connections. Betweenness Centrality: Understanding nodes that act as bridges in the network. Clustering Coefficients: Analyzing the degree of interconnectedness within local neighbourhoods. Network Density: Assessing the overall connectivity of a social network.

UNIT-IV **9 Hrs**

Small World Phenomenon: Exploring the "six degrees of separation" concept. Homophily and Social Influence: Understanding how social networks shape individuals' behaviour and beliefs. Network Resilience and Robustness: Examining the impact of node removal on the network's stability. Network Motifs: Identifying recurring patterns in complex social networks.

UNIT-V **9 Hrs**

Social Network Mining: Using SNA to extract meaningful patterns and insights from large-scale networks. Influence and Opinion Dynamics: Analyzing how information spreads through social networks. Social Network Marketing: Leveraging SNA for targeted marketing campaigns and product promotion. Online Social Networks and Cyber security: Understanding network-based threats and vulnerabilities.

Course Outcomes:

By the end of the course, students will be able to:

1. Comprehend the foundational concepts, methodologies and tools of Social Network Analysis.
2. Extract meaningful insights from social network data, identifying influential nodes and understanding network dynamics.
3. Apply SNA concepts to real-world challenges in areas such as marketing, cyber security and social dynamics.
4. Utilize SNA techniques to inform decision-making processes.
5. Conduct and interpret SNA in various domains effectively.

Text Books:

1. Social Network Analysis: Methods and Applications" by S. K. Garg, 2019, Wiley India.
2. Introduction to Social Network Analysis: Concepts, Methods and Applications" by R. K. Singh, 2020, Springer India.

Reference Books:

1. Social Network Analysis: Methods and Applications" by Stanley Wasserman, Katherine Faust (1994, Cambridge University Press)
2. Analyzing Social Networks" by Stephen P. Borgatti, Martin G. Everett, Jeffrey C. Johnson (2013, SAGE Publications)
3. Networks, Crowds and Markets: Reasoning About a Highly Connected World" by David Easley, Jon Kleinberg (2010, Cambridge University Press).

TAUT2208

ANTIBIOTIC RESISTANCE & BIOMEDICAL WASTE MANAGEMENT **L T P C**

3 0 0 3

Course Description:

This course covers antibiotics and drug resistance, including mechanisms and trends, and explores biomedical waste management, focusing on segregation, treatment, and disposal. Emphasis is placed on antimicrobial stewardship and modern technologies for handling biomedical waste and ensuring environmental safety.

Course Objectives:

Students undergoing this course are expected to:

1. Understand the history, mechanisms, and types of antibiotic resistance.
2. Analyze trends in drug resistance and actions to combat it.
3. Evaluate the consequences of antibiotic resistance and implement antimicrobial stewardship.
4. Learn principles and practices of biomedical waste management and environmental safety.
5. Utilize modern technologies and personal protective equipment for effective biomedical waste handling.

UNIT-I **9 Hrs**

Antibiotics: Antibiotic Resistance, History of antibiotics, How resistance happens and spreads, Types of resistance- intrinsic, acquired, passive.

UNIT-II **9 Hrs**

Drug resistance - I: Trends in drug resistance, Actions to fight resistance, Bacterial persistence, Antibiotic sensitivity

UNIT-III **9 Hrs**

Drug resistance - II: Consequences of antibiotic resistance, Antimicrobial Stewardship – Barriers and opportunities, tools and models in hospitals.

UNIT-IV **9 Hrs**

Biomedical waste management and environmental safety - I: Definition of Biomedical, Waste, Waste minimization, BMW – Segregation, collection, transportation, treatment and disposal (including colour coding).

UNIT-V **9 Hrs**

Biomedical waste management and environmental safety - II: Liquid BMW, Radioactive waste, Metals / Chemicals / Drug waste, BMW Management & methods of disinfection, Modern Technology for Handling BMW, Use of Personal protective equipment (PPE), Monitoring & controlling cross-infection (Protective devices).

Course Outcomes:

At the end of this course, students should be able to:

1. Explain antibiotic resistance, its history, and mechanisms.
2. Analyse trends and strategies in drug resistance management.

3. Assess the consequences of antibiotic resistance and implement antimicrobial stewardship.
4. Understand principles and practices of biomedical waste management.
5. Apply modern technologies and PPE for effective biomedical waste handling and infection control.

Text Books:

1. "Antibiotics: Actions, Origins, Resistance" by Christopher Walsh
2. "Antimicrobial Stewardship: Principles and Practice" by Matthew Laundy, Lynda A. Sisson, and Matthew Dryden.

Reference Books:

1. "Biomedical Waste Management in Hospitals: A Manual for Health Professionals" by Sushrut S. N. H.

TAUT2209 BEHAVIOR CHANGE COMMUNICATION L T P C
3 0 0 3

Course Description:
This course introduces students to the fundamentals of behavioral theory, research and interventions in health education and promotion. The course will expose students to a wide range of theories, basic statistics and the use of open-source software in the analysis and evaluation of health aspects at the community level in a holistic manner. Furthermore, students will understand the concept of intersectoral and multidisciplinary coordination in order to improve data visualization in health education and promotion through the use of appropriate statistical tools.

Course Objectives:
1. To understand the behavioral, social and cultural factors associated with health and illness.
2. To explore factors that influence and barriers to practicing health behavior and changing poor health habits across age groups.
3. To understand the structure of society, the role of society and various types of communication and identify the role of society, community, health education and communication in health.
4. To describe the methods, models, tools and processes used in understanding health behavior change, health education and promotion.
5. To apply relevant social and behavioral theories to diagnose and understand individual, social network, organizational, community and policymaker behaviors associated with the planning, implementation, evaluation and maintenance of community-based primary health care programs.

UNIT-I 5 Hrs
Introduction to Social and Health Behavioral Health, Importance of social and behavioral factors in health, Historical perspectives on population and diseases.

UNIT-II 8 Hrs
Health behavior: role of behavior factors in disease and disorders, Health behavior, health habits, Illness behavior, Practicing and changing health behavior, Barrier to modify poor health behavior, intervening with children, adolescents, adults and at risk, social determinants of Health, Changing health habits.

UNIT-III 12 Hrs
Basic concepts of society, community, and family, Society: features and types, Concept of culture: characteristics, elements, variability, social institutions: marriage and family. Working with communities, Community: Definition, concept of community participation, Benefits of community participation, Health communication, Communication: Definition, scope and requirements, Types of communication, Components of communication, Communication stages, Common communication approach, Methods of communication, Characteristics of effective communication, Barriers of effective communication.

UNIT-IV 10 Hrs
Health Behavior Models, Social Epidemiology, Health belief model, Theory of planned behavior, Transtheoretical Model and change process, Social network theory, Diffusion of innovation, Social reaction to diseases, Comparative health cultures, Health disparities.

UNIT-V **10 Hrs**

Introduction Social network analysis, Basic of social network analysis, Introduction to open-source software and classification in health approaches, Introduction to Node XL software, Install, data visualize, data analysis and application among community level for policy-maker behaviors associated with the planning, implementation, evaluation, and maintenance of community-based health programs.

Course Outcomes:

End of the course completion student would be

1. Understand behavioral, social and cultural factors associated with health and illness.
2. Develop strategies to address barriers to practicing healthy behaviors and changing poor health habits across age groups.
3. Analyze the structure of society and various types of communication and identify the role of society, community, health education and communication in health.
4. Apply appropriate methods, models, tools and processes for understanding health behavior change, health education and promotion.
5. Utilize SNA tools, strategies and social and behavioral theories to diagnose and understand individual, social network, organizational, community and policymaker behaviors in community-based primary health care programs.

Text Books:

1. Essentials of health behavior: Social and behavioral theory in public health by Mark Edberg (Jones and Bartlett publishers
2. Mahajan BK. Methods in Bio-statistics. Jaypee Brothers, Medical Publishers (p) Ltd., G16, EMCA House, 23/23B, Ansari Road, Daryaganj, Post Box: 7193, New Delhi 110 002, India, 1991. List Current Essential Reference

Reference Books:

1. Foster and Anderson: Medical Anthropology, Wiley, New York
2. Anderson & Taylor, Sociology: Understanding a Diverse Society.
3. Neubeck and Glasberg, Selected Material from Sociology: Diversity, Conflict, and Change.

TAUT2201A **DISABILITY MANAGEMENT** **L T P C**
3 0 0 3

Course Description:
Disability Management course is designed to provide students with an in-depth understanding of the strategies, practices, and policies essential for supporting individuals with disabilities in various settings. This course covers the principles and techniques of disability management, focusing on creating inclusive environments in the workplace, educational institutions, and the community.

Course Objectives:

1. Understand the social, medical, and legal aspects of disability.
2. Evaluate the impact of disability on individuals and society.
3. Analyze policies and regulations related to disability management.
4. Develop strategies for supporting individuals with disabilities in various contexts.
5. Promote inclusivity and diversity in the workplace and community.

UNIT-I Introduction to Disability Management **9 Hrs**
Definition and classification of disabilities**,** Historical perspectives on disability**,** Disability as a social construct**,** Medical aspects of Disability**,** Common medical conditions leading to disability**,** Assessing functional limitations and impairments.

UNIT- II Social and Psychological Aspects of Disability **9 Hrs**
The impact of disability on quality of life, Stigma and discrimination, Coping and psychological adjustment to disability, Role of healthcare professionals in disability management, Psychological Interventions and Chronic Health Disorders; Therapies, Pharmacological Interventions, Individual Therapy, Relaxation, Stress Management and exercise, Social Support Interventions, Help on the Internet, Support Groups .

UNIT- III Legal and Ethical Framework **9 Hrs**
Disability rights and legislation, Equal opportunity and anti-discrimination laws, Ethical considerations in disability management, Emerging technologies and their impact on disability management, the future of disability policy and practice.

UNIT- IV Workplace Disability Management **9 Hrs**
Reasonable accommodation and the Americans with Disabilities Act (ADA), Return-to-work programs Workplace diversity and inclusion, Current Issues .

UNIT- V Community and Public Health Approach **9 Hrs**
Community resources and services for individuals with disabilities, Accessibility and universal design Disability awareness and advocacy, Analysis of real-life cases in disability management, Developing disability management plans, Accommodation strategies and their implementation, Current Issues and Future Trends.

Course Outcomes:
By the end of the course, the students would be able to;

1. Understand various aspects and causes of disability.
2. Get insight on the efficacy of interventions and therapies to deal disability.
3. Assess the ethical and legal consideration of disability.
4. Acknowledge the importance of ADA act and it implementation in workplace.
5. Know and participate in various community based disability programs.

Text Books:

1. Preventing chronic disease: a vital investment. WHO global report. Geneva, World Health Organization, 2005 (http://www.who.int/chp/chronic_disease_ report/en, accessed 15 May 2008).
2. Singh D. Transforming chronic care: evidence about improving care for people with long-term conditions. Birmingham, University of Birmingham, 2005.

Reference Books:

1. Chronic diseases [web site]. Geneva, World Health Organization, 2008 (http://www.who.int/topics/chronic_disease/en, accessed 15 May 2008).
2. National Center for Health Statistics definitions: health condition [web site]. Atlanta, United States Centers for Disease Control and Prevention, 2008.

TAUT2201B **DISASTER MANAGEMENT** **L T P C**
3 0 0 3

Course Description:

The Disaster Management course is designed to provide students with a comprehensive understanding of the principles, strategies, and practices essential for effectively managing disasters. This course explores the various types of natural and human-made disasters, their causes, impacts, and the processes involved in mitigating, preparing for, responding to, and recovering from such events.

Course Objectives:

The main objectives of this course are to:

1. To impart knowledge and concepts of disaster, disaster management and disaster risk reduction.
2. To enhance the students understanding on Hazard Vulnerability and Risk Analysis
3. To develop positive attitude towards practical response to different stages of disaster
4. To management by adopting advance technology and sustainable development.
5. To ensure disaster response skills in assessment, analysis, intervention and evaluation in the Practice of reducing disaster risk.

UNIT- I **9 Hrs**

Concepts of Disaster and Vulnerability

- Hazards and disasters - Concepts, vulnerability and risks
- Hazard and disaster type- Natural, Water-related, Pandemic and Human induced hazards and disasters
- Causes and impacts of disasters- Impact on natural eco-system; physical, psychological and social impact
- Disaster and financial resilience
- GIS and Remote Sensing

Disaster vulnerability profile of India - Specific to geographical regions and states (as per regional significance).

UNIT-II **9 Hrs**

Disasters Intervention Practices

- Disaster Management Cycle-Rescue, relief, rehabilitation, reconstruction, prevention, mitigation and preparedness
- Disaster risk reduction (ORR) - community based ORR, Institutions concerned with safety, Disaster mitigation and construction techniques as per Indian Standard
- Early warning systems
- Trauma and Stress management
- First-aid and emergency procedures

Awareness generation strategies for the community on safe practices in disaster (as per regional significance)

UNIT-III **9 Hrs**

Disaster Management

Components of disasters management - Preparedness of rescue & relief, mitigation, rehabilitation & reconstruction

Institutional framework of disaster management in India (NDMA-SDMA-DDMA, NDRF, Civic volunteers, NIDM),

Phases of disasters/risk management and post-disaster responses Compensation and insurance

UNIT-IV **9 Hrs**

Applications of remote sensing & GIS in disaster management

- Capacity building for disaster/damage mitigation (structural and non-structural measures).
- Disaster risk reduction strategies and National Disaster Management Guidelines
- Disaster Management Act-2005
- Regional issues as per regional requirement/ university can take minimum two topics as per High Powered Committee.

UNIT- V **9 Hrs**

Practical exposure requirements: Field work/ community visit and Vulnerability Mapping, Safe community planning and implementation, Mock Drill/ Regional issues as per region/university

Course Outcomes:

Upon completion of this course, the student will be able to:

1. Define and analysis factors contributing to disasters, threats to development, life and nature
2. Demonstrate, and practice disaster risk reduction activities towards sustainable development
3. Formulate, organize and assess disaster risk reduction
4. Plan activities according to the nature of disasters and factors of vulnerabilities
5. Able to mitigate disaster and educate communities

Mode of Evaluation: Continuous Assessment Test, Quizzes, Assignments, Multiple choice questions test, field work report, project report.

Text Books:

1. "Disaster Management" by Harsh K. Gupta
2. "Disaster Management: Future Challenges and Opportunities" by Jagbir Singh

Reference Books:

1. Singh, R. (2017), "Disaster Management Guidelines for Earthquakes, Landslides, Avalanches and Tsunami". Horizon Press Publications
2. Taimpo (2016), "Disaster Management and Preparedness" CRC Press Publications
3. Nidhi, G.D. (2014), "Disaster Management Preparedness". CBS Publications Pvt. Ltd.
4. Gupta, A. K., Nair, S.S., Shiraz, A. and Dey, S.(2013), "Flood Disaster Risk Management- CBS Publications Pvt. Ltd.
5. Singh, R. (2016), "Disaster Management Guidelines for Natural Disasters" Oxford University Press Pvt. Ltd.

TAUT2201C HUMAN VALUES & PROFESSIONAL ETHICS L T P C
3 0 0 3

Course Description:

The Human Values and Professional Ethics course aims to explore the fundamental principles that underpin ethical behavior and moral reasoning. This course provides students with an understanding of core human values and ethical frameworks, fostering the development of personal integrity, social responsibility, and professional ethics. Through this course, students will engage with key philosophical theories, contemporary ethical issues, and the application of ethical principles in various contexts.

Course Objectives:

1. Understand the need, guidelines, content, and process for Value Education.
2. Understand the concept of harmony within oneself.
3. Understand the values in human relationships.
4. Understand the interconnectedness and mutual fulfillment among the four orders of nature.
5. Understand the implications of a holistic understanding of harmony on professional ethics.

UNIT-I **9 Hrs**

Introduction – Need, guidelines, content and process for Value Education Value Education

- Understanding the need, basic guidelines, content and process for Value Education
- Self-exploration what is it? Its content and process; "Natural acceptance" and Experiential Validation as the mechanism for self-exploration.

UNIT-II **9 Hrs**

Understanding harmony in the human being- Harmony in myself!

- Understanding human being as a coexistence of the sentient I and the material body
- Understanding the harmony of I with the body: Sanyam and Swasthya; correct appraisal of physical needs, meaning of prosperity in detail.

UNIT-III **9 Hrs**

Understanding harmony in the Family and Society- Harmony in Human relationship

- Understanding values in human –
- Human relationship; meaning of Nyaya and program for its fulfillment to ensure Ubhay- trupti; Trust (Vishwas) and Respect (Samman) as the foundational values of relationship
- Visualizing a universal harmonious order in society-Undivided Society (Akhand Samaj), Universal Order (Sarvabhaum Vyawastha) from family to world family.

UNIT-IV **9 Hrs**

Understanding Harmony in Nature; Coexistence

- Interconnectedness and mutual fulfillment among the four orders of nature-recyclability and self-regulation in nature.

- Holistic perception of harmony at all levels of existence.

UNIT-V **9 Hrs**

Implications of the above Holistic understanding of harmony on professional ethics

- Definitiveness of Ethical Human Conduct
- Basis for Humanistic Education, Humanistic Constitution and Humanistic Universal Order
- Competence in professional ethics
- Ability to utilize the professional competence for augmenting universal human order

Course Outcomes:

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

1. Students will be able to explain the need, guidelines, content, and process for Value Education.
2. Students will demonstrate an understanding of the harmony within oneself, identifying the sentient self and the material body.
3. They will be capable of visualizing and explaining the concept of a universal harmonious order from the family level to the global level.
4. They will recognize and explain the importance of recyclability and self-regulation in nature, and develop a holistic view of harmony at all levels of existence.
5. They will be able to define and advocate for ethical human conduct in their professional lives.

Text Books:

1. "Value Education and Professional Ethics"** by R.S. Naagarazan
2. "Human Values and Professional Ethics"** by Rishabh Anand

Reference Books:

1. Mind and Body: Holistic Approach"by Dr. V.K. Sharma
2. "Integrative Body-Mind Training"** by Yi-Yuan Tang
3. Understanding Harmony in the Family and Society
4. "Human Values and Professional Ethics"** by Jayashree Suresh
5. "Ethics in Engineering Practice and Research"** by Caroline Whitbeck

TAUT2201D INFECTION PREVENTION AND CONTROL L T P C
3 0 0 3

Course Description:

This course covers infection control principles, antibiotic resistance, and antimicrobial stewardship. Students will learn about sterilization, disinfection, hand hygiene, PPE, and managing drug resistance in healthcare settings.

Course Objectives:

Students undergoing this course are expected to:

1. Understand evidence-based infection control practices.
2. Learn prevention and control of healthcare-associated infections.
3. Analyse the history and mechanisms of antibiotic resistance.
4. Examine trends and actions to combat drug resistance.
5. Implement antimicrobial stewardship in hospitals.

UNIT-I **9 Hrs**

Evidence-based infection control principles and practices: Sterilization, Disinfection, Effective hand hygiene, Use of Personal Protective Equipment (PPE).

UNIT-II **9 Hrs**

Infection control: Prevention & control of common healthcare-associated infections, Components of an effective infection control program, Guidelines (NABH and JCI) for Hospital Infection Control.

UNIT-III **9 Hrs**

Antibiotics: Antibiotic Resistance, History of antibiotics, How resistance happens and spreads, Types of resistance- intrinsic, acquired, passive.

UNIT-IV **9 Hrs**

Drug resistance: Trends in drug resistance, Actions to fight resistance, Bacterial persistence, Antibiotic sensitivity.

UNIT-V **9 Hrs**

Consequences of antibiotic resistance, Antimicrobial Stewardship – Barriers and opportunities, tools and models in hospitals

Course Outcomes:

At the end of this course, students should be able to:

1. Apply effective infection control practices.
2. Prevent and manage healthcare-associated infections.
3. Explain the history and spread of antibiotic resistance.
4. Identify and combat drug resistance trends.
5. Implement antimicrobial stewardship strategies.

Text Books:

1. "Infection Prevention and Control: Theory and Practice for Healthcare Professionals" by Debbie Weston
2. "Antibiotics: Actions, Origins, Resistance" by Christopher Walsh

Reference Books:

1. "Antimicrobial Stewardship: Principles and Practice" by Matthew Laundy, Lynda A. Sisson, and Matthew Dryden

TAUT2201E **NSS & YOUTH DEVELOPMENT** **L T P C**
3 0 0 3

Course Description:
The National Service Scheme (NSS) aims to develop students' personalities through community service and national integration. It encourages students to work towards societal development, fostering a sense of responsibility and civic duty. The program bridges academic learning and real-life experiences, promoting overall personal growth and social awareness among youth.

Course Objectives:

1. To explain the nature, functions and importance of NSS.
2. To explain the role of NSS in the context of youth, community and voluntary service.
3. To develop the necessary communication and soft skills.
4. To appreciate the importance of health, hygiene and sanitation for a healthy nation.
5. To develop the concept and skills of managing environment issues and disaster management.

UNIT-I
9 Hrs

Youth Development Program in India and Role of Youth Leaders National Youth Policy; Youth Development Program at National Level, State Level, Volunteer Level; Youth centric and youth led organizations Role and Importance of youth leadership, Leadership capability and its development.

UNIT-II **9 Hrs**

Meaning type of leader, Qualities, Traits, Role, Importance of a Good Leader Social, psychologic factors affecting the youth.
Life Skills-Self-awareness, Empathy, Effective Communication, Decision Making; Role of Music and Art in Youth Development.

UNIT-III **9 Hrs**

Basic Features of the Indian Constitution consumer protection act right to Information; Child Protection Act, Problems of Aging: Problems Protection of Interests.

UNIT-IV **9 Hrs**

Side effects of modern lifestyle and their countermeasures Diet, exercise, sleep in Indian lifestyle; Collection, Utilization and Camp; Management of Camps; Biography of Swami Vivekananda.

UNIT-V **9 Hrs**

Field Work - Rural visit- campaign- rally- Competitions.

Course Outcomes:
After the completion of this course, the learners will be able to:

1. Explain the role and functions of NSS.
2. Appraise the role of NSS volunteers in developing the society as a whole.
3. Develop the necessary skills of effective communication, leadership and healthy living.
4. Develop the necessary skills to mitigate disasters and other environmental challenges.

5. Develop consciousness about personal health and hygiene.

Text Books:

1. Communication Skills by N Rao & R P Das (HPH)
2. Biodiversity, Environment & Disaster Management by Shamna Hussain (Unique Publishers)

Reference Books:

1. NSS Manual published by the Ministry of Youth Affairs & Sports, Govt. of India
2. National Youth Policy Document
3. National Service Scheme - A Youth Volunteers Programme For Under Graduate Students as Per UGC Guidelines by J D S Panwar, A K Jain & B K Rathi (Astral)
4. Environmental Studies by P K Pandey (Mahaveer Publications)

BHPL2501 PRACTICUM IN DEVELOPMENTAL PSYCHOLOGY L T P C
0 0 4 2

Prerequisites: Completion of foundational courses in psychology, including introductory psychology and developmental psychology

Course Description:
Practicum in Developmental Psychology is an applied course designed to provide students with practical experience in working with individuals across the lifespan and applying developmental psychology principles in real-world settings. This course offers hands-on opportunities for students to engage in developmental assessment, intervention, and research under the supervision of experienced practitioners or faculty members.

Course Objectives:
Upon successful completion of Practicum in Developmental Psychology, students will be able to:
5. Apply developmental psychology theories and concepts to real-world settings, demonstrating an understanding of developmental processes across the lifespan.
6. Conduct developmental assessments using appropriate methods and tools, demonstrating competence in observation, data collection, and interpretation..
7. Engage in reflective practice and critical thinking, integrating theoretical knowledge with practical experiences to inform professional decision-making.
8. Collaborate effectively with interdisciplinary teams and stakeholders to address developmental needs and promote holistic well-being.

List of Experiments:

11. To assess individuals' cognitive flexibility, problem-solving abilities, and executive functions (Tools: The Wisconsin Card Sorting Test (WCST).
12. To Assess the behaviour problem in children (Tool: Child Behavior Checklist (CBCL)
13. To assess the developmental milestones and delay in children (Tool: "Vineland Adaptive Behavior Scales"/ "Developmental Milestones Checklist" by AAP and CDC).
14. To assess the Maladaptive response of subject to illness (Tool: Illness behaviour scale).
15. To assess the QOL of the subject using WHOQOL-BREF (Tool: WHOQOL- BREF)
16. To assess the health and functioning of patients in primary care practices (Tool: COOP).
17. To assess the level of intelligence among mentally retarted children of different age groups (Tool: Gesells's Drawing Test).
18. To assess the inter-generational conflict between younger and older generations (Tool: Inter-generational Conflict scale).
19. To measure an individual's vocational interest (Tool: Thurstone Interest Schedule).
20. To assess the level of emotional maturity of the subject (Tool: Emotional Maturity Scale-EMS)

Course Outcomes:

By the end of Practicals in developmental Psychology, students will be able to:

1.Demonstrate cultural competence and sensitivity in working with diverse populations, recognizing the role of culture and context in shaping development.

2. Engage in reflective practice and critical thinking, integrating theoretical knowledge with practical experiences to inform professional decision-making.

3. Adhere to ethical guidelines and professional standards in working with individuals and families in developmental psychology settings.

Text Books:

5. Munn, N. L., Fernald, L. D., Jr., & Fernald, P. S. (1969). Introduction to psychology (2nd ed.). Houghton Mifflin.

6. Respective Manuals WCST, CBCL, Vineland, WHO-BREF, COOOP, EMS, Gessel's and Thurstone interest scehdule.

References:

3. Theories of Developmental Psychology - Patricia H. Miller, Jan 12, 2010 · Worth Publishers,

4. Sparrow, S. S., Cicchetti, D., & Balla, D. A. (2005). Vineland Adaptive Behavior Scales, Second Edition (Vineland-II) [Database record]. PsycTESTS. https://doi.org/10.1037/t15164-000.

SEMESTER-IV

BHPT2504 Course: HEALTH PSYCHOLOGY- III L T P C
3 1 0 4

Course Description:
This course helps the student to understand the course of illness among the human population. The Course includes the various aspects of illness, causes,gender differences and approach to the illness for a better quality of life.

Course Objectives:
Students undergoing this course are expected to:
1. To understand the role of psychology in chronic illness such as HIV, AIDS and Cancer
2. To learn Complications of Chronic Illness such as Obesity and CHD and treatment for illness
3. To understand the concept of mortality and morbidity and improve quality of life
4. Able to learn the gender differences in health
5. To learn the new emerging needs and challenges in health psychology

UNIT I: Psychology throughout the course of illness-I (14 Hrs)

HIV and AIDS, the role of psychology in the study of HIV, susceptibility to the HIV, progression from HIV to AIDS, psychology and longevity, cancer, prevalence of cancer, initiation and promotion of cancer, psychological causes of cancer, longevity and treating symptoms of cancer.

UNIT II: Psychology throughout the course of illness-II (10 Hrs)

Obesity, problems with obesity, obesity treatment, benefits of treatment, treatment alternatives, coronary heart disease, prevalence and risk factors, role of psychology in CHD, consequences of diseases.

UNIT III: Measuring health status: mortality rates to quality of life (10 Hrs)

Mortality rates, morbidity rates, measures of functioning, subjective health status, quality of life, Psycho-neuroimmunology, shift in perspectives, quality of life and predictor of longevity.

UNIT IV: Sex and Gender differences in Health (12 Hrs)

Concept of sex, developmental models, contraceptive uses, risk of STDs, sex education, social norms of gay community: Concept of gender, social perception of women, the burden of beauty on women's health, gender differences in mortality and morbidity, factors related to gender differences in health, gender differences in mental health.

Unit V: Health psychology- Challenges for the future (14 Hrs)

Health Promotion -enhancing illness prevention, refocusing on health promotion, management of stress, caring for terminally ill, Management of Serious illness, Trends in Health Psychology, integrating knowledge of psychology and behavioural sciences in medical curriculum, health psychology in India.

Total - 60 Hours

Course Outcomes:

At the end of this course, students should be able to:

1. Knowledge of course of illness of HIV, AIDS, Cancer and Treatment of Chronic illness
2. Knowledge of complications With Obesity and Cardiovascular Disease and Treatment
3. Knowledge of Morbidity, Mortality, prevalence and importance of improving quality of life
4. Aware of gender differences in health with special focus on Mental Health
5. Knowledge of Trends in health psychology, scope in India and challenges in future

Test Books:

4. Shelly E. Taylor (2018), Health Psychology, 10th Ed. Mc Graw Hill Education, New York
5. Jane Ogden (2004): Health Psychology, third Edition, McGraw Hill House, Berkshire, England
6. Manika Ghosh (2022): Health Psychology-concepts in Health and Well-being, Fourth impression, Pearson India Education Services, U.P, India

Reference Books:

4. Allen, F. (2011). Health psychology and behaviour. Tata McGraw Hill Edition. Dimatteo,
5. M. R., & Martin L. R. (2011). Health psychology. India: Dorling Kindersley.
6. Sarafino, E.P. (2002). Health psychology: Bio psychosocial interactions (4th Ed.).NY: Wiley. Gary Poole, Deborah Hunt Matheson, David N Cox (2016), the Psych

BHPT2505	Course: PSYCHOPATHOLOGY	L	T	P	C
		3	1	0	4

Course Description:

This course will introduce historical view of abnormality, different classification system, causative factors of psychopathology and describes about anxiety and mood and psychotic disorders and its management.

Course Objectives:

Students undergoing this course are expected to:

1. To acquaint the students with the history and meaning of abnormal behaviour
2. To develop in them awareness about classification systems
3. To acquaint the students with the basic minor and major disorders
4. To have an understanding regarding the causal patterns and treatment of disorders
5. Acquire knowledge on management.

Unit I: Abnormal Psychology (12 Hours)

The concept of normality and abnormality, Different Criteria. Historical views of abnormal behaviour: current status, classification systems-ICD, DSM, The evolution of DSM, The DSM 5definition of mental disorder, DSM 5: major changes in classification. Merits and demerits of classification. Prevalence and incidence of mental disorders.

Unit II: Casual factors of Abnormal behaviour (12 Hours)

Causes and risk factors - Necessary, sufficient and contributory causes, feedback and circularity in abnormal behaviour, Diathesis-stress models, Viewpoints for understanding the causes of abnormal behavior -Biological view points and causal factors, Psychological view points, The Psychological causal factors, Socio-cultural view points and Sociocultural causal factors.

Unit III: Anxiety Disorders (12 Hours)

Fear and anxiety. Anxiety Disorders -Specific Phobias, Social Phobias, Panic disorder, Agoraphobia, Generalized Anxiety Disorder and separation anxiety disorder. Causal factors: Biological and psychosocial causal factors. Treatment and outcome. Obsessive compulsive disorder, Body dysmorphic disorder, Hoarding disorder, Hair-pulling disorder (Trichotillomania).Causal factors:

Unit IV: Mood Disorders (12 Hours)

Mood Disorders: Types- Unipolar depressive disorders and Bipolar disorders, Prevalence. Unipolar depressive disorders- Major depressive disorder- Different specifiers, Persistent depressive disorder (Dysthymic disorder), Premenstrual Dysphoric Disorder. Causal

factors: Biological, Psycho social and Socio cultural factors. Treatment and outcome. Bipolar and related disorders- Cyclothymic disorder, Bipolar I disorder, Bipolar II disorder, Causal factors: Biological, Psychological factors. Treatment and outcome

Unit V: Schizophrenia, delusional disorder and Addiction (12 Hours)

Schizophrenia- Clinical picture, Subtypes of schizophrenia, Causal factors: Biological causal factors, Psychosocial and socio cultural causal factors. Treatment and Outcome; Delusional disorder- Clinical features, types, etiology, and treatment; Schizo affective disorder. Addiction definition; Bio-psychosocial Model of Addiction, Stages of Addiction, Addiction and the Family System, Prevention and Intervention Strategies, Relapse Prevention.

Total - 60 Hours

Course Outcomes:

By the end of the course, the student is expected to;

1. Able to apply Gain knowledge on self awareness and classification systems in clinical settings.
2. Able to understand the diagnostic rituals.
3. Analyse the causal factors for pathology.
4. Apply the management techniques for Specific disorders.
5. Acquire knowledge on revolution in abnormal psychology.

Text books:

1. American Psychiatric Association (2013).*Diagnostic and Statistical Manual of Mental Disorders- DSM 5* (5th ed.), Washington D.C: American Psychiatric Publishing.
2. Sadock, B.J., Sadock, V.A, & Ruiz, P. (2015).*Kaplan and Sadock's Synopsis of Psychiatry*, Behavioral Sciences / Clinical Psychiatry (11thed.). New Delhi: Wolter Kluwe

Reference Books:

1. Butcher, J. N., Hooley, J. M., &Mineka, S. (2015).*Abnormal Psychology* (16th ed.), England: Pearson Education Ltd.

BHPT2506 Course: COUNSELING IN HEALTH PSYCHOLOGY L T P C
3 1 0 4

Course Description:
This course deals with the counseling skills required by the students for effective counseling of the patients in the hospital setup. The course helps to equip the students to develop the rapport building, understand the ethical considerations and apply the theories for effective counseling.

Course Objectives:
Students undergoing this course are expected to:

1. Learn an overview of counseling techniques and approaches within the context of health psychology.
2. Explores the fundamental principles of counseling, including client
3. Learn about assessment, communication skills, ethical considerations in counseling.
4. Gain knowledge on application of psychological theories in health-related settings.
5. Learn about the Culture competence and cultural sensitivity in counseling.

Unit I: Introduction to Counseling (12 Hours)
Introduction of counseling in health psychology, Importance of counseling , Ethical considerations in health psychology counseling

Unit II: Theories and Approaches in Counseling (12 Hours)
Psychoanalytic theory, Humanistic and person-centered approaches, Cognitive-behavioral therapy, Integrative and eclectic approaches

Unit III: Communication and Interpersonal Skills (12 Hours)
Active listening, Empathy and rapport building, Non-verbal communication; Building trust in counseling relationships

Unit IV: Assessment and Diagnosis (12 Hours)
Assessment methods in health psychology, Psychological testing, Diagnostic criteria in mental health, Ethical considerations in assessment

Unit V: Cultural Competence in Counseling and Ethical Considerations (12 Hours)
Cultural diversity and its impact on counseling, Cultural sensitivity and competency; Strategies for cross-cultural counseling, Codes of ethics and professional standards; Confidentiality and informed consent, Case studies and ethical dilemmas

Total - 60 Hours

Course Outcomes:
By the end of the course, the student is expected to:

1. Apply the key concepts and theories in health psychology in counseling.
2. Apply counseling techniques effectively in health-related contexts.

3. Assess and evaluate clients' psychological and emotional well-being.
4. Develop effective communication and interpersonal skills.
5. Understand importance of Culture in counseling.

Text Books:

1. Counseling -A Comprehensive profession (2022)- Samuel Gladding and Promila Batra- 8th Ed. Pearson India Education Services Pvt. Ltd. .
2. Introduction to Counseling (2015): Robert Gibson and marianne Mitchell. 7th ed. Pearson India Education Services Pvt. Ltd. .

Reference Books:

1. Al-Khalili, J. (2009). *The secret life of chaos*. Documentary film directed by N. Stacey and produced by Furnace Ltd for BBC Television.
2. Cohn, H. W. (2002). *Heidegger and the roots of existential therapy*. London: Continuum.
3. Gillett, G. (1995). The philosophical foundations of qualitative psychology, *The Psychologist, 8* (3), 111–114.

BHPT2601 Elective -1: FUNDAMENTALS OF SOCIAL PSYCHOLOGY LT P C
3 0 0 3

Course Description:
This course helps to explore the social contexts and their importance in Psychology. The social contexts in behaviour play very important role.

Course Objectives:
The student is expected:
1. To understand the historical development of social psychology
2. To understand the concepts of mental health and mental illness.
3. To understand epidemiology and its relevance to public health.
4. To understand the theories of self-concept and identity development.
5. To understand the impact of family dynamics on individual development and well-being.

Unit - I: Introduction (9 Hours)
Overview of the profession and practice; history and growth; professional role and functions; current issues and trends; areas of specialization; ethical and legal issues; code of conduct.

Unit - II: Mental health and illness (9 Hours)
Mental health care – past and present; stigma and attitude towards mental illness; concept of mental health and illness; perspectives – psychodynamic, behavioral, cognitive, humanistic, existential and biological models of mental health/illness.

Unit - III: Epidemiology (9 Hours)
Studies in Indian context; tools available/standardized for epidemiological surveys; socio-cultural correlates of mental illness; religion and mental health; psychological well-being and quality of life – measures and factors influencing.

Unit - IV: Self and relationships (9 Hours)
Self-concept, self-image, self-perception and self-regulations in mental health and illness; learned helplessness and attribution theories; social skill model; interpersonal and communication models of mental illness; stress diathesis model, resilience, coping and social support.

Unit - V: Family influences (9 Hours)
Early deprivation and trauma; neglect and abuse; attachment; separation; inadequate parenting styles; marital discord and divorce; maladaptive peer relationships; communication style; family burden; emotional adaptation; expressed emotions and relapse.

Total - 45 Hours

Course Outcomes:

By the end of the course:

1. Students will understand the history and growth of social psychology as a profession
2. Students will be able to define mental health and mental illness and distinguish between them.
3. Students will articulate the importance of epidemiology in studying patterns of mental health disorders.
4. Students will demonstrate an understanding of the influence of social norms, conformity, and obedience on individual behavior.
5. Students will propose evidence-based interventions to support healthy family functioning and address family-related challenges.

Text Books:

1. David G Myers (2010). Social Psychology 10th edn. Mc Graw Hill Publication.
2. Thomas E. State. University and Diana Sanchez (2022). An introduction to Social Psychology. Publisher: Thomas E. State. University

Reference Books:

1. An Introduction to Social Psychology, 2nd ed. Kuppuswamy, B. Konark Publishers: New Delhi

2. Culture, Socialization and human development, Saraswathi, T.S (1999). Sage publications: New Delhi

3. Asian perspectives in Psychology, Vol. 19. Rao, H.S.R & Sinha D. (1997). Sage publications: New Delhi

4. Indian Social Problems, Vol.1 & 2, Madan G.R (2003). Allied Publishers Pvt. Ltd., New Delhi.

BHPT2602 Elective -2: EDUCATIONAL PSYCHOLOGY L T P C

3 0 0 3

Course Description:

Educational Psychology is a foundational course that explores the psychological principles and theories underlying teaching, learning, and human development in educational settings. This course provides students with an understanding of how psychological concepts can inform instructional practices, curriculum development, and classroom management strategies.

Course Objectives:

1. Understand the key concepts and theories of educational psychology.
2. Examine the factors influencing learning and development in educational settings.
3. Explore various teaching strategies and instructional methods informed by psychological principles.
4. Evaluate different assessment techniques and their implications for student learning.
5. Develop strategies for promoting positive classroom environments and managing student behavior

Unit I: Introduction (9 Hours)

Introduction to Educational Psychology, Definition and scope of educational psychology Scope of Educational Psychology, Historical perspectives and major theories.

Unit II: Methods and System in Educational Psychology (9 Hours) Various methods of Educational Psychology and Systems or Schools of Psychology and Their Bearing on education- Synthesis of schools and recent trends in contemporary psychology.

Unit III: Classroom Management (9 Hours)

Classroom Management, Establishing a positive classroom climate, Behavior modification techniques, Responsive classroom approaches, Assessment and Evaluation, Types of assessment (formative vs. summative assessment), Standardized testing and alternative assessment methods, authentic assessment and performance-based assessment.

Unit IV:Individual Differences (9 Hours)

Individual Differences and Diversity, Role of genes and environment on individual differences Understanding and addressing diverse learning needs, Giftedness and learning disabilities, culturally responsive teaching practices.

Unit V: Applications of Educational Psychology (9 Hours)

Applications of Educational Psychology, ethical and legal practices,Applying psychological principles in instructional design, using technology to enhance teaching and learning, Promoting social-emotional learning and well-being in schools.

Total - 45 Hours

Course Outcomes:

1. Understand the principles and theories of educational psychology
2. Apply psychological principles to educational practice
3. Assess individual differences in learning
4. Use effective teaching strategies and instructional methods
5. Understand the ethical and legal considerations in education

Textbooks:

1. Mangal S. K. , Advanced Educational Psychology, Asoke K. Ghosh, PHI Learning Private Limited Delh
2. Santi Dutt, Educational Psychology, New Central Book Agency (P) Ltd. Kolkata

References:

1. Aggarwal J. C., (1995) Essentials of Educational Psychology, Shipra Publishers, Delhi,.
2. Chatterjee S. K. (2000) Advanced Educational Psychology Books & Allied Pvt. Ltd. Delhi.
3. Chauhan S. S. (1990) Advanced Educational Psychology, Vikas Publication House, Delhi.

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BHPT2603 Elective-3: Emotional Intelligence and Mental Health L T P C
3 0 0 3

Course Description:

Emotional Intelligence and Mental Health is an advanced course that explores the intricate relationship between emotional intelligence (EI) and mental well-being. This course delves into the theoretical underpinnings of emotional intelligence, its measurement, and its impact on various aspects of mental health, including psychological resilience, coping mechanisms, interpersonal relationships, and overall psychological well-being.

Course Objectives:

1. Understand the role of emotional intelligence in mental health.
2. Develop skills in recognizing and regulating emotions.
3. Understand the impact of stress on mental health and develop strategies for managing stress.
4. Understand the importance of self-compassion in promoting positive mental health.
5. Develop critical thinking and analytical skills in relation to emotional intelligence and mental health.

Unit 1 Introduction to Emotional Intelligence and Mental Health (9 Hours)

Definition and history of emotional intelligence, the role of emotional intelligence in mental health, Professional organizations and ethical codes related to emotional intelligence

Unit 2 Theoretical Perspectives on Emotional Intelligence (9 Hours)

Ability model of emotional intelligence, Trait model of emotional intelligence; Mixed model of emotional intelligence, Mindfulness and Mental Health; Mindfulness and Mental Health

Unit 3: Stress and Mental Health, Resilience and Mental Health (9 Hours)

The impact of stress on mental health, Stress management techniques (e.g., relaxation techniques, time management, exercise) Definition and benefits of resilience, Factors that contribute to resilience, Building resilience in oneself and others

Unit 4: Self-Compassion and Mental Health, Emotions and Relationships (9 Hours)

Definition and benefits of self-compassion, Practice of self-compassion; Relationship between self-compassion and mental health, Emotions and Relationships

Unit 5: Emotional Intelligence in the Workplace, Ethics and Emotional Intelligence (9 Hours)

Emotional intelligence and job performance, the role of emotional intelligence in leadership, Emotional intelligence training in the workplace, Ethical issues related to emotional intelligence, Professional codes and standards related to emotional intelligence

Total - 45 Hours

Course Outcomes:

The course helps;

1. Students understand what is Emotional Intelligence.
2. Applying Emotional Intelligence in Relationships.
3. Promoting Mental Health and Well-being.
4. Managing Emotions in Professional Settings.
5. Developing Self-Compassion

Text Books:

1. Emotional Intelligence: A Practical Guide to Making Friends with Your Emotions and Raising Your EQ by Ian Tuhovsky, Publication- 2015, CreateSpace Independent Publishing Platform.

Reference books:

1. Goleman, D. (2005). Emotional intelligence. Bantam Books.
2. Neff, K. (2011). Self-compassion: Stop Beating Yourself Up and Leave Insecurity Behind. HarperCollins.

BHPT2604 Elective- 4: APPLICATION OF AI IN PSYCHOLOGY L T P C
3 0 0 3

Course Description:

This course explores the intersection of artificial intelligence (AI) and psychology, focusing on how AI technologies are transforming various aspects of psychological research, assessment, diagnosis, therapy, and beyond. Students will examine cutting-edge AI techniques and applications within the field of psychology, including natural language processing, machine learning, computer vision, affective computing, and virtual agents. Through lectures, discussions, case studies, and hands-on projects, students will gain a comprehensive understanding of the current state and future potential of AI in psychology.

Course Objectives:

1. Understand the foundational concepts of artificial intelligence and its relevance to psychology.
2. Explore various AI techniques and methodologies applicable to psychological research and practice.
3. Critically analyze the ethical, social, and cultural implications of AI in psychology.
4. Evaluate the effectiveness and limitations of AI-based interventions in psychological assessment and therapy.
5. Develop practical skills in implementing AI tools and algorithms for psychological research and applications.

Unit 1: Introduction to AI and Natural Language Processing (NLP) in Psychological Research (9 Hours)

Overview of artificial intelligence and its sub-fields, Historical context and development of AI in psychology, Ethical considerations in the use of AI technologies in psychology.
Basics of natural language processing and its applications in psychology, Sentiment analysis, language generation, and text mining in psychological studies, Hands-on workshop: NLP tools and techniques for psychological text analysis

Unit- 2: Machine Learning in Psychological Assessment (9 Hours)

Introduction to machine learning algorithms and techniques, Predictive modeling and classification in psychological assessment, Case studies: AI-driven personality assessment, emotion recognition, and mental health screening.

Unit 3: Computer Vision, Virtual Agents and Therapeutic Interventions: (9 Hours)

Overview of computer vision technologies and their relevance to psychology, Facial expression analysis, gesture recognition, and gaze tracking in psychological research, Understanding virtual agents and chatbots in psychological therapy, Virtual reality (VR) applications for exposure therapy and cognitive behavioral interventions, Designing and implementing AI-driven virtual agents for mental health support

Unit 4: Ethical and Societal Implications of AI in Psychology (9 Hours)

Ethical guidelines and considerations for the use of AI in psychological research and practice; Addressing biases and fairness in AI-based psychological assessments and interventions. Debates surrounding privacy, consent, and data security in AI-driven psychology

Unit- 5: Emerging AI technologies and and Project Showcase (9 Hours)

Integrating AI with traditional psychological methods and theories, Student presentations: Proposals for AI-driven research projects in psychology, Hands-on project work: Implementing AI techniques in psychological research or application. Presentation of student projects and discussion of findings, Reflections on the course and future directions in AI psychology.

Total : 45 Hours

Course Outcomes:

By the end of the course, the students wold be able to;

1. Understand relevance of AI and NLP to psychology.
2. Apply AI in the psychologcial assessment.
3. Use the various AI applications available in therapies.
4. Follow the ethic in use of AI.
5. Gain insight on different AI technologies and get hands on practice on them.

Text books:

1. "Artificial Intelligence: A Guide to Intelligent Systems" by Michael Negnevitsky
2. "AI and the Future of Work: How Humans and Robots Work Together" by Paul R. Daugherty and H. James Wilson

Reference books:

1. "Handbook of Research on Synthetic Emotions and Sociable Robotics: New Applications in Affective Computing and Artificial Intelligence" edited by Jordi Vallverdú.
2. Website: APA Technology, Mind, and Society.
3. Website: Frontiers in Artificial Intelligence - Cognitive Science

BHPL2502 PRACTICUM IN HEALTH AND SOCIAL PSYCHOLOGY LT P C
0 0 4 2

Prerequisites: Completion of foundational courses in psychology, including introductory psychology and courses in health psychology and social psychology.

Course Description:
Practicum in Health and Social Psychology is an advanced course designed to provide students with hands-on experience in applying psychological principles and research methods to address issues related to health, well-being, and social behavior. This course integrates theoretical knowledge with practical skills through experiential learning opportunities, field placements, and research projects in health and social psychology settings.

Course Objectives:
The practicals will equip students with;
1. psychological theories and concepts to understand health-related behaviors, attitudes, and outcomes.
2. Collaborate effectively with interdisciplinary teams and stakeholders to address health disparities and social determinants of health.
3. Communicate professionally and ethically with clients, colleagues, and community partners in diverse settings.
4. Reflect on personal values, biases, and professional development needs in the context of health psychology practice.

List of Experiments:

1. To measure the intensity and depth of depression symptoms experienced by an individual over past two weeks. (Tool: Beck Depression Scale)
2. To assess the positive negative and affective symptoms of individuals who have psychotic disorders (Tool: Brief Psychiatric Rating Scale).
3. To asses the individual psychological well-being and distress (Tool: General Well-being Scale)
4. To study the Sociometry status of individual in a group (Tool: Sociometry Scale)
5. To asses the individuals social support system (Tool: RAND Social Health Battery).
6. To assess the State and trait anxiety of the subject (Tool: State- Trait Anxiety Inventory-STAI).
7. To asses the individual's lifestyle (Tool: Life style Scale)
8. To assess the levels of depression, anxiety and stress using the DASS21 scale among a sample population. (Tool: DASS-21).

9. To asses and quantify levels of anxiety depression in individuals within a hospital setting (Tool: HAD scale).

10. To assess the mood and behavior changes that may be associated with acute pain (Tool: The Pain and Distress Scale- William W.K. Zung, 1983).

Course Outcomes:

By the end of Practicals in developmental Psychology, students will be able to:

1. Implement evidence-based interventions to promote health, prevent illness, and address psychosocial factors impacting well-being.
2. Demonstrate competence in conducting assessments, developing intervention plans, and evaluating outcomes in health and social psychology practice.
3. Critically evaluate research literature and apply research findings to inform evidence-based practice in health and social psychology.

Text Books:

1. Munn, N. L., Fernald, L. D., Jr., & Fernald, P. S. (1969). Introduction to psychology (2nd ed.). Houghton Mifflin.
2. Respective ManualsBDS, RAND, DASS,HAS, P &D Scale, Life style scale.

References:

1. Health Psychology: Biopsychosocial Interactions, 9th Edition. Edward P. Sarafino, Timothy W. Smith.
2. Principles and Applications of Assessment in Counseling. Susan C. Whiston. Cengage Learning, Feb 10, 2016

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SEMESTER-V

BHPT3501 **Course: STRESS AND COPING** **L T P C**
3 1 0 4

Course Description:
The course on stress and coping helps the students to understand the concept of stress, reactions to stress and causes of illness due to stress. The course highlights about the comprehensive methods on stress management and also suggest some techniques to manage stress.

Course Objectives:
The students will be able:

1. To understand concept of stress, sources of stress and its physiology
2. learn about the stress and measurement and moderators of stress
3. To learn to manage stress and learn the coping styles
4. To learn the importance of social support in managing stress
5. To understand the importance of resilience in stress management.

UNIT I: Understanding Stress **(12 Hours)**

Common sense of understanding stress, early research in stress, nature and meaning of stress, theories of stress, developmental stress models, sources of stress, after effects of stress.

UNIT II: Physiology of Stress **(12 Hours)**

Role of physiology in stress, stress reactivity, measuring stress, stress and changes in behavior, stress and changes in physiology, individual variability in tress-illness link, psycho-neuro-immunology and stress, impact of chronic stress.

UNIT III: Moderator and effects of stress **(12 Hours)**

Individual differences in stress reactivity, moderators of stress- personality, attributional style, gender, social support, psychological consequences of stress, measurement of stress.

UNIT IV: Coping with stress **(12 Hours)**

Meaning and definitions of coping, styles of coping, individual differences in coping with stress, goals of coping, stress management, basic techniques in stress management, self-development approach.

Unit V: Resilience and social support **(12 Hours)**

What is resilience, what is social support, social support and influence on health, moderation of stress by social support, enhancing social support, who is hostile, link hostility to stress and illness, what is control, control effect on stress-illness link.

Total- 60 Hours

Course Outcomes:

At the end of the course, the student sis expected to:

1. Gain knowledge of causes, types, effects of stress and measurement of stress
2. Understand about stressors and its moderators
3. Aware of coping styles and importance of social support
4. Apply the coping skills to manage stress
5. Evaluate the best techniques for stress management.

Text Books:

1. Shelly E. Taylor (2018), Health Psychology, 10th Ed. Mc Graw Hill Education, New York
2. Jane Ogden (2004): Health Psychology, third Edition, McGraw Hill House, Berkshire, England
3. Manika Ghosh (2022): Health Psychology-concepts in Health and Well-being, Fourth impression, Pearson India Education Services, U.P, India

Reference Books:

1. Misra,G. (1999).Stress and Health. New Delhi: Parson India Publication Pvt. Ltd.

BHPT3502 Course: COUNSELING IN SPECIAL AREAS L T P C
3 1 0 4

Course Description:
"Counseling in Special Areas" is a specialized course that explores various dimensions of counseling within specific populations or contexts. Topics covered may include counseling techniques, assessment methods, ethical considerations, and cultural competence tailored to meet the needs of diverse groups such as children and adolescents, couples and families, individuals with disabilities, survivors of trauma, or individuals struggling with addiction, among others.

Course Objectives:

1. To familiarize students with the unique characteristics and challenges of counseling in specific areas or with particular populations.
2. To develop advanced counseling skills and techniques tailored to the needs of the target population or context.
3. To enhance students' understanding of ethical considerations and cultural competence relevant to counseling within these specialized areas.
4. To provide opportunities for students to engage in reflective practice and self-awareness regarding their own biases and assumptions when working with diverse populations.
5. To explore current research and best practices in counseling within specialized areas and encourage critical thinking and evidence-based decision-making**.**

Unit-1: Child and Adolescent Counselling (12 Hours)
Introduction, Developmental Changes during Adolescence, Behavioural and Emotional Disorders, Developmental Disorders, Substance Use, Impacts of Substance use on Adolescents, Counseling Children and Adolescents, Counseling in Substance Use Disorder, Prevention and Treatment, Commonly Used Approaches to Treat Substance Use Disorders.

Unit 2: School and Career Counselling (12 Hours)
School Counselling, Importance of School Counselling, Role of the School Counselor, Ethics in School Counselling, Scope of School Counselling, School Counselling in India, Career Counselling, Nature of Career Counselling, Structure of Career Counselling, Theories of Career Development, Trait and Factor Theory, Developmental Theories, Social-Cognitive Career Theory, Constructivist Career Theory, Career Counselling in India

Unit 3: Couple and Family Counselling (12 Hours)
Introduction, Need for Couple and Family Counselling, Nature, Scope and Goals of Couple and Family Counselling, Key Concepts in Couple and Family Counselling, Developmental Models of Family Life, Techniques used in couple and family counselling, Family Counselling: Theoretical Approaches And Therapy

Unit-4: Counselling at Workplace (12 Hours)
Introduction, What is Workplace Counselling?, Nature and Culture of Organizations, Defining Workplace Counselling, History of Workplace Counselling, Models of Workplace Counselling, Purpose of Workplace Counselling, Benefits of Workplace Counselling, Setting up of Workplace Counselling in the Organization, Challenges to Counsellors in Workplace Counselling, Ethical Dilemmas faced by Counsellors in Workplace Counselling, Future Scope of Workplace Counselling

Unit- 5: Indian Approaches to Counselling and Counselling and Technology(12 Hours)

Introduction, Counselling in Indian Context: Indigenous Approaches, Implications of Indian Cultural Context for Counseling, Understanding Counselling and Technology, Online Counselling, Advantages of Online Counselling, Disadvantages of Online Counselling, Ethical Considerations.

Total: 60 Hours

Course Outcomes:

By the end of the course, students should be able to:

1. Demonstrate an understanding of the unique characteristics and challenges faced by the children and adolescents.
2. Apply advanced counseling techniques and interventions tailored to meet the needs of within the specialized area school and career.
3. Evaluate ethical dilemmas and apply ethical principles in counseling practice within the Couple and Family counseling.
4. Demonstrate cultural competence and sensitivity in working with diverse populations, recognizing the impact of cultural factors on counseling relationships and outcomes.
5. Critically evaluate research literature and integrate evidence-based practices into counseling within Indian context and apply advanced techniques in counseling

TextBooks:

Geldard, K. and Geldard, D. (2011). Counselling Children: A Practical Introduction New Delhi: Sage.

IGNOU- e Gyankosh -material -BLOCK 4 - Areas of Application Of Counselling,

References:

1. Simmons S, Suárez L. (2016). Substance Abuse and Trauma.Child Adolesc Psychiatr Clin N Am. Oct; 25(4): 723-34. doi: 10.1016/j.chc.2016.05.006

Alan E Kazdin (1987). Conduct Disorders in Childhood and

2. Adolescence. Newbury Park, Calif.: Sage Publication

BHPT3503 Course Name: Research Methods in Psychology L T P C

3 1 0 4

Course Description:

"Research Methodology" is a foundational course designed to introduce students to the principles, techniques, and processes involved in conducting research across academic disciplines. This course provides students with a comprehensive overview of research design, data collection methods, data analysis techniques, and ethical considerations in research. Through a combination of theoretical instruction, practical exercises, and real-world examples, students will develop the knowledge and skills necessary to critically evaluate research literature, design their own research projects, and contribute to the advancement of knowledge in their respective fields.

Course Objectives:

1. To understand research and its significance in various fields of psychology.
2. To understand and differentiate between various research methodologies, including qualitative, quantitative, and mixed methods.
3. To understand the concept of sampling and its importance in research.
4. To familiarize with statistical software packages commonly used in psychology research.
5. To understand the process of data analysis in psychology research.

Unit-1 Introduction To Research (10 Hrs)

The concept of research, characteristics of good research, Application of Research, Meaning and sources of Research problem, characteristics of good Research problem, Research process, outcomes, application of Research, Meaning and types of Research hypothesis, Importance of Review of Literature, Organizing the Review of Literature.

Unit-2 Types Of Research: (10 Hrs)

Types of research, pure (basic, fundamental) and applied research, qualitative and quantitative. Research Design: Meaning, need, types of research design – Exploratory, Descriptive, Casual research Design, Components of research design, and Features of good Research design. Experiments, surveys and case study Research design.

Unit 3- Sampling Methods /Tools of Data Collection (12 Hrs)

Sampling: Its importance, Purpose; Types of Sampling: Probability and Non probability, Sampling Error; Sources of Data: Primary and Secondary; Methods of Data Collection: Observation, Participant observation, Case study and Interview – Nature and Importance, Types of interviews; Tools of Data collection: Survey, Mailed questionnaire and Interview schedule; Construction and qualities; Uses of scaling techniques, Data and Levels of Measurement.

Unit 4 – Basic Statistics for Psychology Research (12 Hrs)

Descriptive statistics: Measures of central tendency (mean, median, mode); Measures of dispersion (range, mean deviation, quartile deviation, standard deviation, coefficient of variation); Measures of correlation (Spearman's Rank Correlation, Pearson Product Moment Correlation and regression analysis) Inferential Statistics: Parametric (test of difference of means of two samples) and Non - Parametric statistical tests (Chi-square, Wilcoxon T statistic, Mann–Whitney U statistic). • Computer applications related to quantitative and qualitative data analysis

Unit: 5 Analyses of Data and Report Writing and Sustainable Development (11 Hrs)

Editing, Coding and Tabulation: Need and Importance; Methods of Analysis of data: quantitative and Qualitative analysis, Content analysis and Case analysis and Statistical analysis; Report writing: Purpose, Structure and Procedures, styles of research report writing. Research Proposal Writing, Funding agencies and Publications. Ethics in Research - Plagiarism - Definition, different forms, consequences, unintentional plagiarism, copyright infringement, collaborative work. Qualities of good Researcher.

Introduction to SDG 3: Interdisciplinary approaches to health; Health belief model; Prevalence and impact of mental health disorders; Impact of lifestyle choices on health; Public health approaches to reducing substance abuse; Factors contributing to health disparities; Impact of socioeconomic status, race, and gender on health; Major global health challenges; Role of media and technology in health promotion; Health policy and its impact on well-being.

Total: 60 hours

Course Outcomes:

1. Students will get an idea about the importance of research in advancing knowledge and addressing real-world problems.
2. Students will demonstrate a clear understanding of qualitative, quantitative, and mixed-methods research approaches.
3. Students will understand a thorough understanding of sampling methods and their application in psychology research.
4. Students will be able to analyze the data using statistical software and interpret the output generated by the software.
5. Students will be able to adhere to professional standards of writing, including clarity, conciseness, and academic integrity and sustainable development goals.

Text Books:

1. . Krishnaswamy O.R,2016, Methodology of Research in Social Sciences, Mumbai, Himalaya Publishing House.
2. Laldass D.K., 2000, Practice of Social Research, New Delhi, Rawat Publications

3. Paneerselvam R, 2008, Research Methodology, New Delhi, Prentice Hall of India

Reference books:

1. Black James A. & Champion DeanJ, 1976, Methods and issues in Social Research, New York., JohnWiley.

2. Festinger,L.&Katz. D, 1953, Research Methods in Behavioral Sciences; the Dyden Press, New York.

BHPT3601 Elective 1 : MENTAL HEALTH AND HYGIENE L T P C
3 0 0 3

Course Description:
"Mental Health and Hygiene" is an introductory course designed to provide students with a comprehensive understanding of mental health concepts and practices aimed at promoting psychological well-being and resilience. This course explores various aspects of mental health, including factors influencing mental health, common mental health disorders, effective coping strategies, and preventive measures. Through a combination of theoretical instruction, case studies, discussions, and practical exercises, students will develop the knowledge and skills necessary to recognize signs of mental health issues, promote mental wellness, and engage in self-care practices.

Course Objectives:
The student is expected:
1. To learn various disabilities causes and prevention
2. To understand the mental hygiene and mental health
3. To deal with mental health and hygiene
4. To learn causes and prevention of mental illness
5. To learn to deal with disabilities

Unit I: Concepts of Mental Health (9 Hours)

Meaning of Mental Health; Definitions of Mental Health; Aims and purpose of mental health; Characteristics reflecting the concept of mental health

Unit II: Concepts of Mental Hygiene (9 Hours)

Meaning of mental hygiene; Definitions of Mental hygiene; Aims and purpose of mental hygiene; Possibility of measuring and prevention

Unit III: Causes and Prevention (9 Hours)

Autism, Mental Illness and Multiple Disabilities: Definition, types and characteristics; Causes: Pre-natal, Natal, Post-natal; Prevention: Primary, Secondary, Tertiary; Immunization, Nursing care and First aid; Hygiene, Nutrition, Diet and Childhood diseases; Genetic Counselling.

Unit IV: Understanding the Mental Disabilities (9 Hours)

Concept and Definition of Impairment, Disability and Handicap; Historical and National developments and Constitutional obligations for children with disabilities; Categories of Disability as per the PWD Act 1995; Prevalence and Incidence in India; Social and Educational needs of children with disability.

Unit V: Strategies to deal **(9 Hours)**

Characteristics of Mentally healthy person; warning signs of poor mental health; promotive and preventive mental health-; strategies and services; ego defence; mechanisms and implications; strategies for adjusting with environment

Total - 45 Hours

Course Outcomes:

1. Able to deal children with disabilities
2. Understand the mental health disorders and mental health issues
3. Able to deal with mental disturbed person by applying appropriate strategies
4. Able to importance of mental and hygiene
5. Able to know the causes and take care of prevention.

Textbooks:

1. S.S. Chauhan (2002) Education of Exceptional Children.
2. S. K Mangal (2018), Mental health and hygiene; Avichal Publications.

Reference Books:

1. Arthur E. Dell Orto, Paul W. Power (2007) The Psychological and Social Impact of Illness and Disability.
2. Vicki L. Schwean, Donald H. Saklofske (1999) Handbook of Psychosocial Characteristics of Exceptional Children .
3. Seamus Hegarty, Mithu Alur (2002) Education and Children with Special Needs: From Segregation to Inclusion.

BHPT3602 Elective 2 :POSITIVE PSYCHOLOGY L T P C
3 0 0 3

Course Description:
"Positive Psychology" is an interdisciplinary course that explores the scientific study of human flourishing, well-being, and optimal functioning. This course examines theories, research findings, and practical applications aimed at understanding and enhancing positive aspects of human life. Through a combination of theoretical lectures, experiential activities, case studies, and discussions, students will delve into topics such as positive emotions, strengths and virtues, resilience, happiness, mindfulness, gratitude, and the pursuit of meaning and purpose.

Course Objective:

1. To introduce concepts of positive psychology
2. To acquaint students with positive subjective states and processes
3. To enable students to appreciate importance of human strengths and virtues.
4. To help students understand the importance of Individual traits.
5. To make students understand the importance of mindfulness in various walks of life.

Unit-1: Introduction to Positive Psychology (9 Hours)

Need for a science of human strengths and virtues; Deconstruction of illness ideology and inclusion of human strengths; Positive Psychology: Assumptions, Goals and Definitions ; History of positive psychology; three pillars of positive psychology

Unit-2: Positive Subjective States (11 Hours)

Model of well-being; Subjective well-being and positive emotions; Hedonic vs. eudaimonic happiness; PERMA model (Positive emotions, Engagement, Relationships, Meaning, Accomplishment); the flow experience; Positive Emotions; Optimism and Hope Character Strengths and Virtues.

Unit-3: Classification of Strengths (7 Hours)

Character strengths and their role in well-being and Cultivating strengths

Unit-4: Positive Individual Traits (9 Hours)

Love and self-compassion; self-efficacy; Creativity &Wisdom; Purpose, courage and resiliency; Empathy and Altruism

Unit-5: Positive Relationships and Mindfulness-based interventions (9 Hours)

The role of social connections in well-being; Communication and conflict resolution; Building and maintaining healthy relationships; Mindfulness and Positive Psychology; Mindful awareness of positive experiences; Mindfulness practices for well-being

Total: 45 hours

Course Outcomes:

1. Students will demonstrate a solid understanding of the core concepts, theories, and principles of positive psychology.
2. Students will critically evaluate empirical research findings in positive psychology,
3. Students will demonstrate the ability to design, implement, and evaluate evidence-based positive psychology interventions aimed at enhancing well-being,.
4. Students will engage in self-reflection and self-awareness activities to enhance their own well-being, identify personal strengths and values, and develop strategies for cultivating resilience,
5. Students will integrate positive psychology concepts, strategies, and techniques into their professional practice areas, including counseling, coaching, education, healthcare, organizational development, and community

Text books:

1. Badhwar, N. K. (2014). Well-being: Happiness in a worthwhile life. New York, NY: Oxford University Press.
2. Oxford Handbook of Positive Psychology and Work Edited by Nicola Garcea, Susan Harrington, and P. Alex Linley.

References:

3. Lyubomirsky, S. (2013). The myths of happiness: What should make you happy, but doesn't, what shouldn't make you happy, but does. New York, NY: Penguin.
4. Mahrer, A. R. (2009). The optimal person. Laval, QC: Howard Gontovnick Publications. Metz, T. (2013). Meaning in life. New York, NY: Oxford University Press
5. Ungar, M. (2008). Resilience across cultures. British journal of social work, 38(2), 218-235.

BHPT3603 Elective 3 :PSYCHOLOGICAL FIRST AID L T P C
3 0 0 3

Course Description:

"Psychological First Aid" is a specialized course designed to equip individuals with the knowledge and skills necessary to provide immediate psychological support to individuals experiencing distress in the aftermath of a crisis or traumatic event. This course emphasizes principles of trauma-informed care, crisis intervention, and supportive communication techniques. Through a combination of theoretical instruction, case studies, role-playing exercises, and simulations, participants will learn how to assess and address psychological needs, provide emotional support, and facilitate coping and resilience in individuals affected by crisis situations.

Course Objectives:

1. To familiarize participants with the principles and goals of psychological first aid.
2. To enhance participants' understanding of trauma reactions and crisis dynamics.
3. To develop participants' skills in assessing psychological needs and providing immediate support to individuals in crisis.
4. To promote cultural competence and sensitivity in providing psychological first aid to diverse populations.
5. To raise awareness of the importance of self-care for responders and strategies for mitigating burnout and secondary trauma.

Unit 1: (9 Hours)

Introduction to Psychological First Aid (PFA) - Concept and Development of PFA - Core Competencies of PFA

Unit 2: (9 Hours)

The RAPID model (Reflective listening, Assessment of needs, Prioritization, Intervention, and Disposition)

Unit 3: (9 Hours)

Four Basic Standards of Psychological First Aid - Goals of Psychological First Aid - Five Components of Psychological First Aid - What Makes a PFA Practitioner Effective - Dos and Don’ts of Psychological First Aid - Ethical Guidelines

Unit 4: (9 Hours)

Self-Care - Practising Good Self-Care - Consequences of Poor Self Care - Symptoms of Burnout - Vicarious Trauma - Helping Yourself During a Mental Health Crisis

Unit 5: (9 Hours)

Team Care – Seeking support - People Who Likely Need Special Attention - Evaluation

Total: 45 Hours

Course Outcomes:
On successful completion of the course, students will be able to
1. Learn and apply psychological first aid
2. Manage psychological crisis reactions
3. Understand goals and principles of PFA
4. Practice self-care
5. Increasing the learners' abilities in managing psychological crisis situations

Textbooks:

1. American Psychiatric Association. (1954). Psychological first aid in community disasters. Washington, DC:
2. Erskine, R. G. (2015). Relational Patterns, Therapeutic Presence : Concepts and Practice of Integrative Psychotherapy. London: Routledge.

Reference Books:

1. Baker, E. K. (2003). Caring for ourselves as psychologists. The Register Report, 28, 7–10. http://www.nationalregister.org/trr.html.
2. Everly, G. S., Jr. (1999). Toward a model of psychological triage. International Journal of Emergency Mental Health, 1, 151–154.

Website and e-Learning Source
www.MentalHealthFirstAid.org
https://academy.theknightsofsafety.com/courses/psychological-first-aid
https://www.mooc-course.com/course/psychological-first-aid-coursera/
https://www.redcross.org/take-a-class/coronavirus information/psychological-first-aid-online-course
https://www.futurelearn.com/courses/psychological-first-aid-for-children and-young-people

BHPT3604 Elective 4 :Fundamentals of Occupational Therapy L T P C
3 0 0 3

Course Description:

This course introduces students to the foundational principles, theories, and practices of occupational therapy. It covers the history and development of occupational therapy, the role of occupational therapists in various settings, and the core concepts that guide their interventions. Students will also explore the principles of human occupation, client-centered practice, and the therapeutic use of everyday activities to promote health, well-being, and participation in daily life.

Course Objectives:

1. Understand the history and evolution of occupational therapy as a profession.
2. 3. Explore the core principles and theories that underpin occupational therapy practice. Identify the roles and responsibilities of occupational therapists in different healthcare settings.
3. Gain knowledge of human development across the lifespan and its relevance to occupational therapy.
4. Understand the components of a client-centered approach to occupational therapy practice.
5. Develop basic communication and therapeutic skills necessary for working with clients.

UNIT- 1: Introduction (9 Hours)

The Making and Mattering of Occupational Science, 2 What Is Occupation? Occupation and Development:- A Contextual Perspective, Understanding Family Perspectives on Illness, and Disability Experience, Contribution of Occupation to Health, and Well-Being, Health Promotion, Community Integration, Occupational Justice

UNIT-2: Profile of the Occupational Therapy Profession (9 Hours)

The History of Occupational Therapy, Contemporary Occupational Therapy Practice Worldwide, Occupational Therapy in Professional Organizations, Occupational Therapy Practitioners:Competence and Professional Development

Unit-3: OT Values and Beliefs in Action and Communication (9 Hours)

Ethical Decision Making in Occupational Therapy Practice, Client-Centered Collaboration, Evidence-Based Practice Using Available Evidence to Inform Practice, 31 Protecting Vulnerable Clients, Preventing and Responding to Client Maltreatment
Through Direct Service, Case Management and Advocacy,

Unit-4: OT Evaluation and Intervention (9 Hours)

Activities of Daily Living and Instrumental Activities of Daily Living, Caregiving and Child rearing, Occupational Therapy Evaluation and Intervention Related to Education and work, Personal Factors Affecting Performance, Musculoskeletal Factors, Motor Skills and Occupational Performance: Assessments and Interventions, Psychobiological Factors, Evaluation and Intervention for Cognitive Perceptual Impairments, Sensation and Sensory Processing, Sensory Integration.

Unit- 5:Communication and Expert Practice (9 Hours)

Team Interaction Model sand Team Communication , Documentation in Practice, Professional Presentations and Publications, Client Education, School-Based Practice: Enabling Participation, There's No Place Like Home: Occupational, Therapy Services for People Who Are Homeless

Total: 45 hours

Course Outcomes:

At the end of the course;

1. Students will demonstrate a comprehensive understanding of the core principles, philosophy, and history of occupational therapy.
2. Students will be able to identify and analyze the various occupational performance areas, including activities of daily living (ADLs).
3. Students will acquire skills in conducting assessments of occupational functioning, including standardized assessments, observation techniques.
4. Students will demonstrate the ability to develop client-centered, occupation-based intervention plans tailored to clients' unique goals.
5. Students will use outcome measures and evidence-based practices to evaluate the effectiveness of occupational therapy interventions,

Textbook:

1. Occupational Therapy for Physical Dysfunction. Mary Vining Radomski, Catherine A. Trombly Latham. Lippincott Williams & Wilkins, 2008 .

References:

1. "Occupational Therapy in Mental Health: A Vision for Participation" by Catana Brown and Virginia C. Stoffel, 2011 by F. A. Davis Company
2. "Occupational Therapy: Performance, Participation, and Well-Being" by Charles H. Christiansen, Carolyn M. Baum, and Julie D. Bass-Haugen, SLACK Incorporated, 2014.

BHPC3501 Course Name: CLINICAL -CASE STUDY L T P C
0 0 8 4

Course Description:
This intention of the course is to provide in-hand experience, in the context of how to diagnose a case and apply the diagnostic criteria in the clinical setting. The students will gate experience how to diagnose a mental health problems based on diagnostic system, such ICD or DSM. They will be also received experience in how to manage the mental health disorders and how to deal with them.

Course Objectives:
1.Provide knowledge on Case History Taking.
2.Acquired knowledge on Mental Status Examination.
3.To understand the mental health disorders in the clinical setting.
4.To understand the application of diagnostic system.
5.To diagnose clinical case like anxiety, depression, psychosis etc. and their management.

Case study Profiles:
1.Anxiety Disorder profiles.
2.Depression Disorder profile.
3.Psychosis related disorder profile.
4.Alcohol use disorder profile.
5.Intellectual disability profile.
6.Behavioural addiction related profile.
7.Personality disorder related profile.
8.Anxiety related disorder profile.
9.Bipolar disorder related profile.
10.Somatic Symptom and Related Disorders profile.
11.Other childhood related disorders profile.
12.Dissociative related disorders profile.
(At least 10 profile need to study)

Course Outcomes:
At the end of the course students will be –
1.Able to diagnose a case with the help of diagnostic system.
2.To apply clinical skills for treatment purpose.
3.Acquire clinical knowledge on different disorders.
4.To apply theoretical concept in the clinical setting.
5.Acquire vast clinical experience related to mental disorder

Text Books:
1.American Psychological Association. (1998). Diagnostic and statistical manual of mental disorders (4th.ed.): Text revision (DSM-IV-TR). New Delhi: Jaypee Brothers Medical Publishers (pvt.)Ltd.

2.World Health Organization.(1992).The ICD-10 Classification of mental and behavioural disorders: Clinical descriptions and diagnostic guidelines (10thed.). Geneva.

References:

1.Ahuja N (2002). A short text book of Psychiatry (5th edition). New Delhi: Jaypee Brothers.
2.Sadock, B.J. & Sadock, V. A. (2003). Kaplan & Sadock's Synopsis of psychiatry: Behavioral sciences/clinical psychiatry (9th. Ed.). Philadelphia: Lippincott Williams &Wilkins.

SEMSTER- VI

BHPT3504 FUNDAMENTALS OF COMMUNITY PSYCHOLOGY **L T P C**
3 1 0 4

Course Description:
This course introduces students to the principles, theories, and methods of community psychology. Community psychology focuses on understanding and addressing social issues, promoting well-being, and fostering social change within diverse community contexts. Through lectures, discussions, case studies, and community-based projects, students will explore key concepts such as ecological systems theory, empowerment, social justice, and community intervention strategies.

Course Objectives:
1. Understand the historical development and foundational principles of community psychology.
2. Examine the ecological perspective and its application to understanding human behavior within the context of communities.
3. Explore the role of culture, diversity, and social identity in shaping community dynamics and well-being.
4. Critically evaluate theories and research methods used in community psychology.
5. Develop practical skills in designing, implementing, and evaluating community-based interventions.

Unit- 1: Introduction to Community Psychology and Ecological Perspectives
(12 Hours)

Overview of community psychology: history, scope, and key concepts; Ecological systems theory and its relevance to understanding communities; Ethical considerations in community psychology research and practice, Ecological systems theory: micro, meso, exo, and macro systems, Social networks and social support in community contexts, Case study analysis: Applying ecological frameworks to real-world issues

Unit- 2: Community Needs Assessment and Asset Mapping **(12 Hours)**

Introduction to community needs assessment and asset mapping techniques, Participatory research methods and community engagement strategies, Practical workshop: Conducting a community needs assessment

Unit- 3: Empowerment and Social Justice **(12 Hours)**

The concept of empowerment in community psychology, Social justice principles and their application to community interventions, Advocacy and activism: Promoting social change at the community level.

Unit-4 Culture, Diversity, Inclusion and Intervention Strategies **(12 Hours)**

Understanding cultural competence and its importance in community psychology; Intersectionality and its impact on community well-being; Addressing cultural barriers in community-based interventions, Overview of community intervention models: prevention, promotion, and intervention; Community organizing and mobilization techniques; Case studies: Successful community interventions and their impact

Unit- 5: : Program Evaluation and Emerging issues and challenges in community psychology (12 Hours)

Introduction to program evaluation methods and frameworks, Utilization-focused evaluation and participatory evaluation approaches, Practical workshop: Designing an evaluation plan for a community intervention, Emerging issues and challenges in community psychology; Innovations in community-based research and practice, Reflections on the course and pathways for further study or engagement in community psychology

Total: 60 hours

Course Outcomes:

1. students will demonstrate an understanding of the ecological perspective and social systems theory as foundational frameworks in community psychology.
2. Students will develop skills in conducting community needs assessments and asset mapping to identify strengths, resources, and areas for improvement within communities.
3. Students will acquire skills in collaborative problem-solving and community organizing, working with diverse stakeholders to address social issues, promote social justice, and create positive change within communities.
4. Students will demonstrate cultural competence and sensitivity in working with diverse communities, respecting and valuing cultural differences, and adapting interventions to meet the needs of diverse populations.
5. Students will adhere to ethical guidelines and principles of social justice, human rights, and community empowerment in their practice.

Text Books:

1. "Community Psychology: In Pursuit of Liberation and Well-being" by Geoffrey Nelson, Isaac Prilleltensky, and Pranee Liamputtong. 4th ed.
2. "Community Psychology: Foundations for Practice" by Jennifer Kofkin Rust, Bret Kloos, and Leonard A. Jason. 2012, 6th ed.

References:

1. "Empowerment Evaluation: Knowledge and Tools for Self-assessment, Evaluation Capacity Building, and Accountability" by David M. Fetterman and Abraham Wandersman,2019, 3rd ed.

BHPT3605 **Elective- 1: CHILD PSYCHOLOGY** **L T P C**
3 0 0 3

Course Description:

Child Psychology is a foundational course that provides students with a comprehensive understanding of the psychological development of children from infancy through adolescence. This course explores the biological, cognitive, emotional, and social processes that shape children's behavior and experiences, as well as the factors that influence their development within various contexts.

Course Objectives:

The students is expected to learn;

1. Scope and significance of child psychology
2. theories of childhood and understand the previous case studies
3. the multiple characters of children and dimensions of adjustment in children
4. the contemporary issues of Childhood
5. Causes for maladaptive behaviour in childhood.

Unit I: Introduction to child Psychology **(9 hours)**

Definition & Nature of Child Psychology, Scope of Child Psychology, Historical Perspectives Methods in Child Psychology, Importance of child study, Significance of mental health problems among children, Causes of mental health problems

Unit II: Determines of Child Psychology **(9 hours)**

Mechanisms of Hereditary & environment, Genetic Code Genetic and Chromosomal Abnormalities Genetic testing, Neurocognitive development, Nature and nature controversy in childhood

Unit III: Psycho-social dimensions of childhood **(9 hours)**

Adjustment, Types of Adjustment Factors leading to Maladjustment, personal factors, family stress, conflicts, frustration and Sources of frustration and consequences of frustration & stress, Expression of emotion, parenting styles

Unit IV: Contemporary issues of childhood **(9 hours)**

Conduct disorders, Depressive and Bipolar disorder, Anxiety and Obsessive-Compulsive disorder, Trauma and Stressor-Related disorders, feeding & eating disorders.

Unit V: Social Problems **(9 hours)**

Juvenile Delinquency- Meaning, definition, nature, types and Causes- Child abuse, Child labour, Preventive and Reformatory and Rehabilitation Measures.

Total: 45 Hours

Course Outcomes:

Upon successful completion of Child Psychology, students will be able to:.

1. Identify key developmental milestones and transitions across various domains of development, including physical, cognitive, emotional, and social development.
2. Analyze the interaction between genetic and environmental factors in shaping children's development, including the role of nature versus nurture.
3. Apply knowledge of child development to real-world situations, such as parenting, education, healthcare, and social policy, to promote positive outcomes for children and families.
4. Recognize signs of developmental delays, behavioral problems, and psychological disorders in children and adolescents, and understand the importance of early identification and intervention.
5. Demonstrate effective communication and interpersonal skills when working with children, families, and professionals in diverse settings, including ethical considerations and professional boundaries.

Text books:

1. Behera, D. K (Ed.) (2007) Childhoods in South Asia : New Delhi. Pearson-Longman.
2. Sharma, D. (2003). Infancy and childhood in India. In, D. Sharma (Ed.), Childhood, family and sociocultural change in India (13 - 47). New Delhi: Oxford. Selected short stories about childhood in regional contexts

References:

1. Krishnan, L. (1998). Child rearing: An Indian perspective. In, A. K. Srivastava (Ed.), Child development: An Indian perspective. Pp. 25 – 55. New Delhi: National Council for Educational Research and Training.
2. Naima Khatoon. Child psychology (2012). Pearson

BHPT3606 Elective- 2: REHABILITATION PSYCHOLOGY L T P C
3 0 0 3

Course Description:
Rehabilitation Psychology is an advanced course that explores the psychological aspects of disability, chronic illness, and rehabilitation across the lifespan. This course examines the biopsychosocial model of disability and the role of psychological factors in adjustment, coping, and adaptation to physical and cognitive impairments.

Course Objectives :
1. To understand historical development and models of disabilities of Rehabilitation psychology.
2. To gain knowledge disabilities among individuals.
3. To be able to assess the disability in various domains
4. To understand the behaviour management of disability
5. To know about various organizations involved in rehabilitation services.

Unit-I: Introduction (9 hours)
a) Rehabilitation Psychology - Field and Scope - Foundations- historical development.
b) Models of disabilities – Disability in Indian setting the past and present scenario.

Unit- II: Individuals with Disabilities (9 hours)
a) Disabilities in early and middle childhood, adolescence and early & late adulthood,
b) Sensory and physical disabilities, Learning and behavioral disability, Needs and concerns of disabled in all groups

Unit – III: Assessment of Disability and Psychological Aspects (9 hours)

a. Diagnostics and assessment – Learning and behavioural disability – Research methods
b. Psychosocial aspects of disability: Attitudes, stereotypes prejudices and discrimination towards the disabled Minority and under privileged status.

Unit – IV: Behavioural Management (9 hours)
a. Behavioural analysis – Principles and Techniques
b. Common Techniques of Management of problems of the disabled.

Unit – V: Organization of Services (9 hours)

a. Organization and management of rehabilitation services – Collaboration with families of disabled persons – Special education strategies for learning and behavioural disability – Assistive technologies and quality of life in the disabled.
b. Statutory provisions and policy on disability rehabilitation – Areas of governmental focus – Financial and social security – Constitutional and policy provisions – Role of NGOs in rehabilitation of disabled – Professional standards, ethical concerns.

Total: 45 Hours

Course Outcomes:

Upon successful completion of Rehabilitation Psychology, students will be able to:

1. Describe the psychological processes involved in adaptation, adjustment, and rehabilitation for individuals with disabilities and chronic health conditions.

2. Apply theoretical frameworks and evidence-based practices in rehabilitation psychology to assess, intervene, and support individuals with disabilities across the lifespan.

3. Demonstrate cultural competence and sensitivity in working with individuals from diverse backgrounds and understanding the impact of cultural factors on rehabilitation outcomes.

4. Collaborate effectively with interdisciplinary teams, including healthcare professionals, rehabilitation counselors, educators, and community advocates, to provide comprehensive care and support for individuals with disabilities.

5. Evaluate the effectiveness of rehabilitation interventions and programs using outcome measures, research evidence, and client feedback to inform evidence-based practice and promote continuous quality improvement.

Text Books:

1. Karna, G.N (2002) Disability Studies in India – Retrospects and prospects (SDRS), New Delhi: Gyan Publishing House.
2. Loright B.A (1960), Physical Disability: A Psychological Approach New York: Harper & Row.
3. Smart, J (2002) Disability Society and the Individual. Austin, TX: Pro-ed.
4. Verma V.P. (2002). Social Rehabilitation of the Blind. International Jr. of Disability studies, 1, (1) pp 72-80.

References:

1. Bateman, B.D & Herr. C.M. (2006). Writing Measurable IEP Goals and Objectives, Verona. WI: Attainment Co. Inc.
2. Frank, R. & Eliot, J. (2002). Hand Book of Rehabilitation Psychology, Washington DC: American Psychological Association.
3. Gargivlo, R.M. (2006). Special Education in Contemporary Society An introduction to Experimental Psychology 2’ ed. Belmont, CA: Wordsworth / Thomson.

BHPP3501 **Course Name: GROUP PROJECT** **L T P C**
0 0 24 12

Prerequisites: Completion of foundational courses in psychology

Course Description:
Group Project Work on a Psychological Area is an advanced course designed to provide students with hands-on experience in conducting collaborative research projects on a selected psychological topic or area of interest. This course emphasizes the application of research methods, critical thinking skills, and teamwork in designing, implementing, and presenting empirical research studies within the field of psychology.

Through a series of structured group projects, students will have the opportunity to explore a specific psychological area in depth, develop research questions, design methodologically rigorous studies, collect and analyze data, and present findings to their peers and faculty members. Emphasis will be placed on integrating theoretical knowledge with practical research skills to address real-world issues and contribute to the advancement of psychological science.

Course Objectives:
1. To demonstrate proficiency in designing, implementing, and evaluating research projects within a selected psychological area or topic of interest.
2. To apply critical thinking skills to formulate research questions, hypotheses, and research designs that address theoretical and practical issues within the field of psychology.
3. To utilize appropriate research methods and statistical techniques to collect, analyze, and interpret data, drawing valid conclusions based on empirical evidence.
4. To work collaboratively in small groups to effectively manage research projects, allocate responsibilities, and communicate findings to peers and faculty members.
5. To demonstrate ethical conduct and integrity in research with human participants, adhering to professional standards and guidelines for responsible conduct of research.

Key components of the course include:

1. **Topic Selection and Proposal Development:** Students will collaborate to select a psychological area or research topic of interest, develop research questions, and formulate a research proposal outlining the rationale, objectives, hypotheses, and proposed methodology for their group project.
2. **Research Design and Methodology:** Students will design methodologically sound research studies, select appropriate research designs and data collection methods, develop research instruments (e.g., surveys, interviews), and address ethical considerations in research with human participants.

3. **Data Collection and Analysis:** Students will collect, manage, and analyze data using appropriate statistical techniques and software, interpret findings, and draw conclusions based on empirical evidence obtained from their research studies.
4. **Collaboration and Communication**: Students will work collaboratively in small groups to distribute tasks, coordinate research activities, communicate effectively, and resolve conflicts to ensure the successful completion of group projects within established timelines.
5. **Presentation and Dissemination:** Students will prepare and deliver oral presentations and written reports summarizing their research findings, methodology, and implications for the selected psychological area. They will also have the opportunity to disseminate their research through poster presentations, conference submissions, or publications.

Course outcomes:

Upon successful completion of Group Project, students will be able to:
1. Present research findings clearly and concisely in oral and written formats, using appropriate terminology and visual aids to communicate with diverse audiences.
2. Evaluate the strengths, limitations, and implications of research findings for theory, practice, and future research within the selected psychological area.
3. Reflect on personal and group learning experiences, identify areas for improvement, and demonstrate a commitment to lifelong learning and professional development in the field of psychology.