



**LINGAYA'S  
VIDYAPEETH**

Deemed-to-be University  
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**LINGAYA'S VIDYAPEETH,  
FARIDABAD**

**NATIONAL ASSESSMENT ACCREDITATION COUNCIL  
SSR (2<sup>nd</sup> CYCLE)**

## INDEX

### Key Indicator – 1.3 Curriculum Enrichment

<b>Metric</b>	<b>Particular</b>	
1.3.1	Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment & Sustainability and other value framework enshrined in Sustainable Development goals and National Education Policy – 2020 into the Curriculum	
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**1.3.1 List of Courses on crosscutting issues relevant to Gender, Environment and Sustainability, Human Values, Health Determinants, Right to Health Issues, Emerging demographic changes, and Professional Ethics.**

S.No.	Name of the Programme	Course Code	Name of the Course
1	B.A. (H) Psychology	BPSY-105	Biopsychology
2	B.A. (H) Psychology	BPSY-GE-132A	Stress Management
3	B.A. (H) Psychology	BPSY-203A	Understanding Psychological Disorders
4	B.A. (H) Psychology	BPSY-206A	Counselling Psychology
5	B.A. (H) Psychology	BPSY-206B	Abnormal Psychology
6	B.A. (H) Psychology	BPSY-301	Understanding and Dealing with Psychological Disorders
7	B.A. (H) Psychology	BPSY-307	Psychology and Mental Health
8	B.A. (H) Psychology	BPSY-302	Psychology of Disability
9	B.A. (H) Psychology	BPSY-102	Psychology of Individual Differences
10	B.A. (H) Psychology	BPSY-201	Social Psychology
11	B.A. (H) Psychology	BPSY-202	Applied Social Psychology
12	B.A. (H) Psychology	BPSY-306	Community Psychology
13	B.A. (H) Psychology	BPSY-GE-232A	Psychology for Health & Wellbeing
14	B.A. (H) Psychology	BPSY-207	Environmental Psychology
15	B.A. (H) English	BEN-GE- 232B	Contemporary India: Women and Empowerment
16	B.A. (H) English	BEN-203	Gender Sensitization
17	B.A. (H) English	BEN-306	Women's Writing
18	B.Ed.	BED212F	Education of the Marginalized Groups
19	B.Ed.	BED212D	Peace Education
20	B.Ed.	BED212C	Adult & Population Education
21	B.Ed.	BED212B	Health & Physical Education
22	B.Ed.	BED202	Gender, School and Society
23	B.Ed.	BED208	Environmental Education
24	B.Ed.	BED212A	Human Rights & Value Education
25	M.Ed.	MED-223	Environmental Education
26	B.Arch.	BAR-153	Presentation Skills
27	B.Arch.	BAR-452	Professional Office Training
28	B.Arch.	BAR-401	Environmental Studies for Architecture
29	B.Arch.	BAR-310A	Human Values
30	B. Pharmacy	BP802T	Social & Preventive Pharmacy
31	B. Pharmacy	BP812ET	Dietary Supplements and Nutraceuticals

32	B. Pharmacy	BP206T	Environmental Sciences
33	B.B.A.-L.L.B.	BBA LLB-312	Environmental Laws
34	B.B.A.-L.L.B.	BBA LLB-505	Gender Justice & Feminist Jurisprudence
35	B.Sc. (H) Chemistry	CE-108	Environmental Science & Ecology
36	B.Sc. (H) Physics	CE-108	Environmental Science & Ecology
37	B.Sc. (H) Mathematics	CE-108	Environmental Science & Ecology
38	B.A. (H) Psychology	CE-108	Environmental Science & Ecology
39	B.A. (H) English	CE-108	Environmental Science & Ecology
40	B.B.A.	BBA-104	Business Ethics & Social Responsibility
41	B.B.A.	BBA-307A	Public Relations & Corporate Image
42	MBA	PEP-102	Universal Human Values
43	M.B.A.	MBA-109	Business Ethics & Corporate Social Responsibility
44	B.Com. (H)	CE-108	Environmental Science & Ecology
45	L.L.B.	LLB-104	Environmental Law
46	L.L.B.	BL-308	Human Rights Law
47	B.Tech. (Civil Engineering)	BS 156	Environmental Science & Chemistry Lab
48	B.Tech. (Civil Engineering)	PEP-102	Universal Human Values
49	B.Tech. (Civil Engineering)	BS-110	Environmental Science & Chemistry
50	B.Tech. (Electronics & Communication Engineering)	MC-101	Environmental Science
51	B.Tech. (Mechanical Engineering)	ME-321	Sustainable Energy Engineering
52	B.Tech. (Mechanical Engineering)	BS-110	Environmental Science & Chemistry
53	B.Tech. (Mechanical Engineering)	PEP-102	Universal Human Values

## SEMESTER I

COURSE CODE		COURSE TITLE				COURSE- WISE CLASS				L-T-P	CREDITS	
BPSY-105		Biopsychology				CORE				4-0-0	4	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4
CO1	1	2							3	1	1	
CO2	2	3							2			
CO3			3	2					3		2	
CO4	1		2	3	1				3		1	

**Course Outcomes:** At the end of the course the student will be able to:

CO1: Describe the nature, scope, the ethical considerations and different branches of biopsychology.

CO2: Examine the basic structure of neurons, its parts, the electrical and chemical transmission of synapses.

CO3: Evaluate the nature of the neurotransmitters, psychological disorders applicable to the imbalances of the neurotransmitters and Neuroplasticity of Brain

CO4: Analyze the structure and functional classification of major glands in the neuroendocrine system.

**Unit Wise Syllabus:**

**Unit 1: Introduction to biopsychology:** Nature and scope; Methods and ethics in biopsychology; Divisions of biopsychology.

**Unit 2: The Functioning brain:** Structure and functions of neurons; neural conduction and synaptic transmission.

**Unit 3: Organization of Nervous system:** CNS & PNS: Structure and functions. Functional abnormalities of neurotransmitters: dopamine and serotonin hypothesis. Neuroplasticity of Brain (neural degeneration, neural regeneration, and neural reorganization).

**Unit 4: Neuroendocrine system:** Structure, functions and abnormalities of major glands: Thyroid, Adrenal, Gonads, Pituitary, Pancreas and Pineal.

**Suggested Readings:**

1. N.R. Carlson. 2008. Foundations of Physiological Psychology. Singapore: Pearson
2. C.F. Levinthal. 1983. Introduction to Physiological Psychology. New Delhi: PHI
3. F. Leukel. 1985. Introduction to Physiological Psychology. CBS publishers, New Delhi

**SEMESTER I**

COURSE CODE		COURSE TITLE				COURSE- WISE CLASS				L-T-P		CREDITS	
BPSY-107		General Psychology				CORE				3-1-0		4	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	
CO1	1	2							3				
CO2	2	3							2	3	1		
CO3			3	2					2	3	1		
CO4	1		2	3	3				2	1	3		

**Course Outcomes:** At the end of the course the student will be able to:

CO1: Identify the nature, sub-fields and applications of psychology.

CO2: Explain individuals on the basis of different theories of personality relating to psychoanalysis, humanistic and different general and specific theories of intelligence.

CO3: Justify different types of developmental processes from infancy to old age in the context of cognitive aspect, stages of moral development and the psychosocial aspects.

CO4: Analyze the field of psychology and its applications on the broader sectors of work and health.

**Unit Wise Syllabus:**

**Unit 1: Orientation to Psychology:** Nature, fields and applications of psychology; Cognitive Processes: Learning, memory and problem solving; Conative Processes: Motivation, types of motives (Sociogenic/Psychogenic motives); Affective Processes: Emotion, Positive and negative emotion

**Unit 2: Psychology of Individual Differences:** Theories of personality: Freudian psychoanalysis, type and trait; humanistic; Theories of intelligence: Spearman 'g' theory, Sternberg and Gardner; Emotional intelligence; Assessment of intelligence and personality

**Unit 3: Understanding Developmental Processes:** Cognitive Development: Piaget; Moral Development: Kohlberg; Psychosocial Development: Erikson

**Unit Wise Syllabus:**

**Unit-1:** Introduction to Cognitive Psychology: History, Approaches and Methods of Cognitive Psychology and Neurosciences; States of Consciousness- Modern Theories of Consciousness; Metacognition

**Unit-2:** Attention: Nature of Attention; Selective Attention; Divided Attention; Attention and the Effects of Practice- Stroop Task; Habituation and Adaptation

**Unit-3:** Language: Structure and Properties of Language; Language Comprehension and Production; Theories of Language; Language and Cognition

**Unit-4:** Problem Solving and Decision Making: Concept and Categorization; Methods & Blocks to Problem Solving; Models of Decision Making

**Suggested Readings:**

1. Fundamentals of Cognitive Psychology (2007) by Ronald Kellogg.
2. Edward E Smith., Stephen M. Kosslyn. Cognitive Psychology. Pearson
3. R.S. Lazarus. Patterns of adjustment. New Delhi: McGraw-Hill

**SEMESTER-II**

COURSE CODE		COURSE TITLE					COURSE- WISE CLASS			L-T-P		CREDITS	
BPSY-GE-132A		Stress Management					GE			3-1-0		4	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	
CO1	2								3		1		
CO2	2								2		1		
CO3	1			2					2		2		
CO4	1			3	2				2		3		

**Course Outcomes:** At the end of the course the student will be able to:

CO1: Describe the nature and symptoms of stress.

CO2: Determine different sources of stress.

CO3: Justify the effects of stress on health and develop an understanding of eustress.

CO4: Analyze different techniques to manage stress like yoga, meditation, relaxation and coping strategies.

**Unit Wise Syllabus:**

**Unit-1:** Stress: Introduction, Nature of Stress, Symptoms of Stress

**Unit-2:** Sources of Stress: Environmental, Social, Physiological and Psychological

**Unit-3:** Stress and Health: Effects of Stress on Health, Eustress

**Unit-4:** Managing Stress: Methods - Yoga, Meditation, Relaxation Techniques, Problem Focused and Emotion Focused Approaches

**Suggested Readings:**

1. R.S. Lazarus. 1980. Patterns of adjustment, New Delhi: McGraw-Hill
2. W. Neiten and M.A. Lloyd. 2007. Psychology applied to Modern life. Thomson Detmar Learning.

**SEMESTER-II**

COURSE CODE		COURSE TITLE						COURSE- WISE CLASS			L-T-P		CREDITS	
BPSY-GE-132B		Psychology of Language						GE			3-1-0		4	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4		
CO1	2	3		1					3	1	2			
CO2	2	3		1					2	3				
CO3	2	1		2					2	1				
CO4	1	2	2	3	2				2	1				

**Course Outcomes:** At the end of the course the student will be able to:

CO1: Describe psycholinguistics, historical origins behaviourism influence of Noam Chomsky, Neurological mechanisms of language production and comprehension.

CO2: Examine the evolution of language, characteristics of speech and models of speech perception

CO3: Evaluate variations due to socioeconomic status, gender differences in language behavior and linguistic system influence perception.

CO4: Analyse the factors influencing language acquisition



**Suggested Readings:**

1. E. Aronson, T.D. Wilson and R.M. Akert. 2010. Social Psychology (7th ed.). Boston: Prentice Hall.
2. R.A. Baron, N.R. Branscombe, D. Byne, D. and G. Bhardwaj. 2010. Social Psychology (12th Edition). Delhi, Pearson.
3. N.K. Chadha (ed). 2012. Social Psychology: McMillan Publishers, New Delhi

**SEMESTER-III**

COURSE CODE		COURSE TITLE					COURSE- WISE CLASS			L-T-P		CREDITS	
BPSY-203A		Understanding Psychological Disorders					DCE			4-1-0		5	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	
CO1	3	2			1				3		1		
CO2	2	1							2		1		
CO3	2	1	1	2	1				2		2		
CO4	1		2	3	2				2	1	2		

**Course Outcomes:** At the end of the course the student will be able to:

CO1: Identify the difference between normality and abnormality, issues of diagnostic features, classification, assessments needed and nature of clinical assessment.

CO2: Explain the clinical features and the causative factors of Neurotic Disorders.

CO3: Evaluate the clinical picture of mood, eating and sexual disorder.

CO4: Analyze the clinical picture of psychotic, personality and developmental disorders.

**Unit Wise Syllabus:**

**Unit 1: Understanding Abnormality:** Issues in defining Normality and Abnormality; Issues in diagnosis and classification; Nature of Clinical Assessment 16

**Unit 2: Clinical Picture and etiology of Disorders I:** Clinical Picture and etiology of Disorders I: Anxiety disorders (any 2 disorders); somatoform disorders – Hypochondriasis and Conversion disorders

**Unit 3: Clinical Picture of:** Mood disorders; eating disorders; Sexual disorders: gender identity disorder

**Unit 4: Clinical Picture:** Schizophrenia; Personality Disorder (any one); borderline personality disorder /Anti-Social Personality Disorders; Disorders of Development (any two): Learning disorder/ Mental Retardation, ADHD/ Autism.

**Suggested Readings:**

1. Carson R.C. and Butcher J.N. (1992) Abnormal Psychology and Modern Life (IX th Edition)  
New York: Harper Collins
2. Kaplan H.J. and Saddock B.J. (1988) A Comprehensive Textbook of Psychiatry, Vol I and II,  
Baltimore: Williams and Wilkins

**SEMESTER-III**

COURSE CODE		COURSE TITLE					COURSE- WISE CLASS			L-T-P		CREDITS	
BPSY-203B		Effective Decision Making					DCE			4-1-0		5	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	
CO1	2	2							2	1			
CO2	3	3							2		1		
CO3				2	2				2	3			
CO4	1		2	3	2			1	1	1			

**Course Outcomes:** At the end of the course the student will be able to:

CO1: Determine importance of good decision making and various strategies which will enable them to make good decisions in life.

CO2: Explain decisions regarding career.

CO3: Evaluate decision making in interpersonal context

CO4: Analyze various areas where decision making is important.

**Unit Wise Syllabus:**

**Unit 1: Introduction:** What is decision making? Importance of making good decisions.

**Unit 2: Decisions regarding career:** Discovering self and creating a healthy acceptance of self; Learning to connect with self with vocational choices/career.

Intervals; Relation between Confidence Intervals and Hypothesis Testing; Advantages of Confidence Intervals.

**Unit-3:** Hypothesis Testing for Differences among Three or More Groups: One-Way Analysis of Variance (ANOVA) The Null and Alternative Hypotheses; The Basis of One-Way Analysis of Variance; Partition of the Sums of Squares; Degrees of Freedom; Variance Estimates and the F Ratio; The ANOVA Summary Table; Raw Score Formulas for Analysis of Variance only; Comparison of t and F; Post Hoc Comparisons.

**Unit-4:**

Hypothesis Testing for Categorical Variables and Inference about Frequencies: The Chi-Square (Logic and its assumptions); Calculation of the Chi-Square Goodness- of-Fit-Test- One Way Classification; Chi Square for Two Classification Variables Contingency Table Analysis; Interpretation of the Outcome of a Chi-Square Test; Nonparametric Approaches; It's Uses and Applications; Comparison with Parametric Tests.

**Suggested Readings:**

1. S.A. Haslam and C. McGarty, C. 2003. Research methods and statistics in psychology. London: Sage
2. H.E. Garrett. 1979. Statistics in Psychology and Education, New York, Vakils
3. N.K. Chadha. 1991. Statistics for Behavioral and Social Sciences. Reliance Pub. House: New Delhi

**SEMESTER-IV**

COURSE CODE		COURSE TITLE					COURSE- WISE CLASS			L-T-P		CREDITS	
BPSY-206A		Counselling Psychology					DCE			4-1-0		5	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	
CO1	2	2		1	3				3		1		
CO2	2	1							2	1	2		
CO3	3	2	3	2					2	1	2		
CO4	1	1	2	3	2				1	2	3		

**Course Outcomes:** At the end of the course the student will be able to:

CO1: Identify the nature, goals of counseling, professional ethics, and its status in India.

CO2: Explain the basic therapeutic process involved in counseling process.

CO3: Evaluate various techniques of counseling pertaining to different schools of Psychology along with due emphasis on Indian techniques.

CO4: Analyze the applications of counseling into the broader sectors like family therapy, career counseling, grief resolution, suicide and sexual abuse.

**Unit Wise Syllabus:**

**Unit-1:** Introduction: Nature and Goals; Counseling as a profession: Professional Ethics (Latest Version of American Counseling Association – ACA); The Effective Counselor: Personality Characteristics; Status of Counseling Psychology in India.

**Unit-2:** Therapeutic Process: Building Therapeutic Relationships; Working in a Therapeutic Relationship; Termination.

**Unit-3:** Techniques of Counseling: Psychoanalytic Techniques; Humanistic Techniques; Behavioral Techniques; Cognitive Techniques; Indian Techniques: Yoga and Meditation.

**Unit-4:** Applications: Child Counseling; Family Therapy; Career Counseling; Crisis Intervention: Suicide, Grief, and Sexual Abuse.

**Suggested Readings:**

1. G.S. Belkin. 1988. Introduction to Counseling. W. C.: Brown Publishers
2. S.T. Gladding. 2009. Counseling: A comprehensive Profession. Pearson: Delhi
3. J. Nelson. 1982. Theory and Practice of Counseling Psychology. New York: Holt Rinehart & Winston

**SEMESTER-IV**

COURSE CODE		COURSE TITLE					COURSE- WISE CLASS			L-T-P		CREDITS	
BPSY-206B		Abnormal Psychology					DCE			4-1-0		5	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	
CO1	3	2		1					2		3		
CO2	2	3							2		2		
CO3	2	1	3	2	1				2	1	2		
CO4	1		2	3	1				3	2	1		

CO4: Analyze the applications of counseling into the broader sectors like family therapy, career counseling, grief resolution, suicide and sexual abuse.

**Unit Wise Syllabus:**

**Unit-1:** Introduction: Nature and Goals; Counseling as a profession: Professional Ethics (Latest Version of American Counseling Association – ACA); The Effective Counselor: Personality Characteristics; Status of Counseling Psychology in India.

**Unit-2:** Therapeutic Process: Building Therapeutic Relationships; Working in a Therapeutic Relationship; Termination.

**Unit-3:** Techniques of Counseling: Psychoanalytic Techniques; Humanistic Techniques; Behavioral Techniques; Cognitive Techniques; Indian Techniques: Yoga and Meditation.

**Unit-4:** Applications: Child Counseling; Family Therapy; Career Counseling; Crisis Intervention: Suicide, Grief, and Sexual Abuse.

**Suggested Readings:**

1. G.S. Belkin. 1988. Introduction to Counseling. W. C.: Brown Publishers
2. S.T. Gladding. 2009. Counseling: A comprehensive Profession. Pearson: Delhi
3. J. Nelson. 1982. Theory and Practice of Counseling Psychology. New York: Holt Rinehart & Winston

**SEMESTER-IV**

COURSE CODE		COURSE TITLE					COURSE- WISE CLASS			L-T-P		CREDITS	
BPSY-206B		Abnormal Psychology					DCE			4-1-0		5	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	
CO1	3	2		1					2		3		
CO2	2	3							2		2		
CO3	2	1	3	2	1				2	1	2		
CO4	1		2	3	1				3	2	1		

**Course Outcomes:** At the end of the course the student will be able to:

CO1: Identify the etiological understanding and therapeutic interventions for the various psychological disorders.

CO2: Explain how to deal with moderate to severe psychopathology.

CO3: Evaluate behavioral, cognitive explanations and interventions

CO4: Analyze family therapy, group therapies and efforts towards integration of approaches.

**Unit Wise Syllabus:**

**Unit 1:** Biological etiology-explanations and interventions for Mood disorders and Schizophrenia:

Application in case of mood disorders and schizophrenia

**Unit 2:** Insight oriented explanations and interventions: Psychoanalytic perspective – Conversion Disorder, OCD, Dissociative disorder; Humanistic and Existential perspective – Application in case of Crises intervention

**Unit 3:** Behavioral and Cognitive explanations and interventions: Application in case of any two from phobias/panic disorder, depression/eating disorders

**Unit 4:** Going beyond the Individual and Singular Approaches: Family therapy and group therapies, Efforts towards integration of approaches.

**Suggested Readings:**

1. R.C. Carson, J.N. Butcher, S. Mineka and J.M. Hooley. 2014. Abnormal Psychology. New Delhi: Pearson.74
2. D. H. Barlow and V.M. Durand. 2005. Abnormal Psychology: An Integrated Approach (4th Ed.). Wadsworth: New York.
3. N. Frude. 1998. Understanding abnormal psychology. Oxford: Blackwell Publishers.

**SEMESTER-IV**

COURSE CODE	COURSE TITLE										L-T-P	CREDITS			
	Psychology for Health & Wellbeing											3-1-0	4		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1		PSO2	PSO3	PSO4
CO1	2	1									2		1		
CO2	2	3									3		1		
CO3	2		3	2	1						3		1		
CO4	1		2	3	1						2	1			

## SEMESTER-V

COURSE CODE	COURSE TITLE					COURSE- WISE CLASS			L-T-P	CREDITS		
<b>BPSY-301</b>	<b>Understanding and Dealing with Psychological Disorders</b>					CORE			4-0-0	4		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4
CO1	3	2			1				3		1	
CO2	2	1		1					2			2
CO3	2	1	1	2	1				2	1		2
CO4	1		2	3	2				2		3	

**Course Outcomes:** At the end of the course the student will be able to:

CO1: Determine diagnosis with the help of DSM-V and ICD-11 criteria of mental disorders.

CO2: Assess the severity of the intellectual and behavioural issues of clients with the help of tests and interviews.

CO3: Evaluate projective techniques by presenting ambiguous stimuli and unburdening the unconscious conflicts within the client through Rorschach, TAT, CAT and few personality inventories.

CO4: Analyze psychotherapeutic modalities like psychoanalysis, cognitive behavioural therapies, affective therapies and systemic therapies according to client suitability.

### Unit Wise Syllabus:

#### Unit-1: Introduction to Psychodiagnostics:

Definition, concept and description of Psychodiagnostics, objectives and stages in Psychodiagnostics.

#### Unit-2: Assessment Techniques in psychology:

Methods of behavioural and intellectual assessment, batteries of test and assessment interview, report writing and recipient of report, ethical issues in assessment.

#### Unit-3: Projective Techniques in Psychodiagnostics:

Rorschach test, Thematic Apperception Test, Children's Apperception Test, Personality Inventories.

#### Unit-4: Psychotherapeutic Methods:

Introduction to Psychotherapy, Psychoanalysis, Interpersonal psychotherapy, Cognitive Behavioural Therapies, Client Centered Therapy, Couple and Family Therapy.

**Suggested Readings:**

1. R.C. Carson, J.N. Butcher, S. Mineka and J.M. Hooley. 2014. Abnormal Psychology. New Delhi: Pearson.74
2. D. H. Barlow and V.M. Durand. 2005. Abnormal Psychology: An Integrated Approach (4<sup>th</sup> Ed.). Wadsworth: New York.
3. N. Frude. 1998. Understanding abnormal psychology. Oxford: Blackwell Publishers.

**SEMESTER V**

COURSE CODE		COURSE TITLE				COURSE- WISE CLASS			L-T-P		CREDITS	
BPSY-303		Developmental Psychology				CORE			4-0-0		4	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4
CO1	3	2		1	1				3			
CO2	2	1		1					2	1		
CO3	2	1		3	1				2	2		
CO4	1			3	2				3		1	

**Course Outcomes:** At the end of the course the student will be able to:

CO1: Describe the characteristic features of lifespan development, different types of development, and theories of human development.

CO2: Determine physical, motor development and attachment theories.

CO3: Examine physical development during adolescence, sexual differences in males and females, and various forms of self and relationships.

CO4: Evaluate physical, psychological and social changes during adulthood, middle age and old age.

**Unit Wise Syllabus:**

**Unit 1: INTRODUCTION TO LIFESPAN DEVELOPMENT:** Definition, Concept, Characteristic Features, Theories of Human Development (Psychodynamic theory [Freud and Erikson], Humanistic Theory [Maslow and Rogers], Behaviourist Theory [Pavlov and Skinner], Cognitive theory [Piaget], Prenatal Development, Perinatal, Antenatal and Postnatal-Development.



## SEMESTER V

COURSE CODE		COURSE TITLE					COURSE- WISE CLASS			L-T-P		CREDITS	
BPSY-307		Psychology and Mental Health					CORE			4-0-0		4	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	
CO1	3	2		1	1				3				
CO2	2	1		1					2		2		
CO3	2	1	1	2	1				2		2		
CO4	1		2	3	3				2	1	3		

**Course Outcomes:** At the end of the course the student will be able to:

CO1: Describe the concept and importance of mental health, reducing the stigma of mental health, mental health issues in adolescence and young adults.

CO2: Explain common mental health problems like anxiety, depression and managing treatment measures for suicide.

CO3: Evaluate psychotic, neurotic and developmental disorders according to diagnostic criteria and features.

CO4: Analyze Interventions for mental health with the help of counselling, therapy, guidance and mentoring.

**Unit Wise Syllabus:**

**Unit-1:** Mental Health: Concept of Mental Health; Importance of Mental Health, Reducing the stigma of Mental Illness; Mental Health Issues in Adolescence and Young Adults: Bullying, Academic Grades, Body Image, Relational Issues, Sexual Orientation

**Unit-2:** The Dark Clouds: Anxiety, Depression, and Suicide: Basic Understanding and Preventive Treatment Measures

**Unit-3:** Mental Health Disorders and Diagnosis: Overview of Important Psychological Disorders (Schizophrenia, OCD, Developmental Disorders- Autism, Learning Disabilities); Understanding Diagnostic Standards

**Unit-4:** Mental Health Intervention: Recognizing the signs that someone may need support; Knowing what to do and what not to do when a person reaches out for help; Psychological First Aid, Guiding the person towards appropriate professional help: Medical Aid, Counselling, Therapy, Guidance, Mentoring; Peer Mentoring: Concept and Skills; Understanding Care Giver's burden.

**Suggested Reading:**

1. Louis Peter Thrope, The Psychology of Mental Health, 2<sup>nd</sup> Ed., ISBN 0471069248, 9780471069249

**SEMESTER V**

COURSE CODE		COURSE TITLE						COURSE- WISE CLASS			L-T-P		CREDITS	
BPSY-309		Psychological Perspective to Human Resources Management						SEC			2-1-0		3	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4		
CO1	3	2		1					2		1			
CO2	2	1		1					1			1		
CO3	2	1	1	2	3				2		1			
CO4	1		2	3	2				2	1				

**Course Outcomes:** At the end of the course the student will be able to:

CO1: Explain the basic ability to assist HR departments in fulfilling human resource functions, particularly related to recruitment, selection, performance appraisal, and training.

CO2: Examine skills to conduct job analysis that could form the basis of selection instruments as well as performance appraisal system.

CO3: Create multi-cultural understanding of HRM and sensitivity towards diversity.

CO4: Analyze cultural differences, International HRM and context of globalization.

**Unit Wise Syllabus:**

**Unit-1:** Introduction to Human Resource Management (HRM): Strategic and traditional HRM; HRM and HRD, Issues in HRM

**Unit-2:** Person-Organization Fit: Job analysis; Recruitment and Selection; Performance Appraisal

## SEMESTER VI

COURSE CODE	COURSE TITLE					COURSE- WISE CLASS			L-T-P		CREDITS	
BPSY-302	Psychology of Disability					CORE			3-1-0		4	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4
CO1	3								3			
CO2	2	1		1					3			
CO3	2	3		2	1			1	2	1		
CO4	1	1		3	3			2	1		3	

**Course Outcomes:** At the end of the course the student will be able to:

CO1: Describe disability from the psychological perspective

CO2: Explain various theories of disability.

CO3: Evaluate social, cultural, historical and political phenomena associated with disability.

CO4: Design interventions to deal with disabilities.

### Unit Wise Syllabus:

**Unit-1:** Conceptualizing Disability: An Introduction, Beliefs and attitudes towards disability, Definitional conundrum, Diagnosis and assessment and its critique

Understanding Disability Policy in India: Equal opportunities Bill, Rehabilitation Council of India, National Trust, Issues of language and its consequent labeling: How disability gets constructed: The power of language

**Unit-2:** Theorizing Disability: Charity Model: Welfare Model; Medical Model; Social Model: culture as disability; Empowerment Model

**Unit-3:** Making of a disabled Identity, Documenting Disability: Problems of Certification, Issues of Access: Built and Psychological, Issues of Education and Employment, Family, Care & Support Structures, Intimacy and Sexuality: Marriage, Companion relationships

**Unit-4:** Designing Interventions: Psychotherapeutic approaches, Appreciating heterogeneity of different disabilities; Contemporary debates: euthanasia and prenatal selection.

**Suggested Readings:**

1. Dalal A .K Misra Girishwar (2010). The Core and Context of Indian Psychology Psychology and Developing Societies, 22, (1), 121–155
2. Ghai, A. (2015). Rethinking Disability in India. India: Routledge
3. Goodley. D & Lawthom. R. (2006). Disability And Psychology: Critical Introductions and Reflections. Palgrave Macmillan

**SEMESTER VI**

COURSE CODE		COURSE TITLE					COURSE- WISE CLASS			L-T-P		CREDITS	
BPSY-304A		Indian Psychology					DCE			4-1-0		5	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	
CO1	3	3		1					2				
CO2	2	2		1					2	1			
CO3	2	1	3	2	1				3				
CO4	1	1	2	3	2				2		2		

**Course Outcomes:** At the end of the course the student will be able to:

CO1: Determine the important paradigms of Indian Psychology.

CO2: Assess the concept of consciousness and self in Indian Psychology.

CO3: Explain the different Godward emotions and the core psychological concepts available in Indian Psychology.

CO4: Evaluate the application of Indian Psychological concepts of Yoga.

**Unit Wise Syllabus:**

**Unit-1:** Four important paradigms: Positivism, Post-positivism, the Critical perspective; and Social Constructionism; the Consciousness and Self in Indian Psychology.

**Unit-2:** Buddhist psychology, Bhakti and Sufism: The Godward Emotions.

**Unit-3:** Samakhya, Vedanta and Upanishads; Psychology and the Puranas.

**Unit-4:** Integral Yoga System, Yoga- Health and Well-Being.

## SEMESTER II

COURSE CODE	COURSE TITLE					COURSE- WISE CLASS			L-T-P	CREDITS		
<b>BPSY-102</b>	<b>Psychology of Individual Differences</b>					CORE			4-0-0	4		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4
CO1	1	2							2	2	1	
CO2	2	3							1		3	1
CO3			3	2					2		1	
CO4	1		2	3	1				2		1	

**Course Outcomes:** At the end of the course the student will be able to:

CO1: Describe the nature of personality, relationship between cultures, gender and personality and perspectives on personality.

CO2: Distinguish between psychometric and cognitive approaches of intelligence, nature and nurture, relationship between intelligence and creativity.

CO3: Evaluate the nature and types of motivation, motivation in education sector, workplace and theories of Motivation.

CO4: Analyze the nature of emotions and different universal expressions of emotions.

**Unit Wise Syllabus:**

**Unit-1:** Personality: Nature of Personality; Biological Foundations of Personality; Culture, Gender and Personality; Perspectives on Personality: Psychodynamic, Phenomenological- Humanistic and Social Cognitive

**Unit-2:** Concept of Intelligence: Psychometric and Cognitive Approaches to Intelligence; Gardner's Multiple Intelligences; Issues in the Measurement of Intelligence: Nature Versus Nurture, Growth, Gender and Culture; Group Differences in Intelligence; Extremes of Intelligence, Intelligence and Creativity

**Unit-3:** Motivation: Nature, Types of Motivation: Biogenic and Sociogenic; Theories of Motivation, Culture and Motivation, Enhancing Motivation in Educational and Work Setting

**Unit-4:** Emotion: Nature, Theories of Emotion, Expressions of Emotion: Universal Versus Culture Specific

**Suggested Readings:**

1. D.P. Schultz and S.E. Schultz. 2009. Theories of Personality (9<sup>th</sup> Ed). Belmont, CA: Wadsworth, Cengage Learning.
2. Feist. 2008. Theories of Personality (7<sup>th</sup> Ed). Mc Graw Hill Higher Education

**SEMESTER II**

COURSE CODE		COURSE TITLE					COURSE- WISE CLASS			L-T-P		CREDITS	
BPSY-104A		Development of Psychological Thought					DCE			4-1-0		5	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	
CO1	1	3		2					2	3	1		
CO2	2	2							3	1	2		
CO3	1	1	3	2					2	1	3		
CO4	1	2	2	3	2				3	1	2		

**Course Outcomes:** At the end of the course the student will be able to:

CO1: Describe Indian and Western views in understanding human psyche.

CO2: Distinguish between different western views and debating principles of development of psychological thoughts.

CO3: Justify the major contributions and perspectives of Positivists in development of psychological thoughts.

CO4: Analyse the major contributions of different schools in development of psychological thoughts and the theories and principles of psychology.

**Unit Wise Syllabus:**

**Unit-1:** Understanding Psyche: Indian Views on Consciousness: Yoga and Vedanta; Early Western Views (Structuralism, Functionalism, and Gestalt); Debates in Western Psychology, Free Will and Determinism, Empiricism and Rationalism; Content and Methodological Shifts across schools of Psychology

**Unit-2:** Positivist Thrust: Rise of Behaviourism (Watsonian Perspective); Shift from Behaviourism to Neo Behaviourism (With reference to Hull, Tolman and Skinner); Transition from Behaviourism to Cognitive Psychology (Information Processing Approach)

## SEMESTER-III

COURSE CODE	COURSE TITLE					COURSE- WISE CLASS			L-T-P		CREDITS	
BPSY-201	Social Psychology					CORE			4-0-0		4	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4
CO1	3	1		1					3	2		
CO2	2			2					3	2		
CO3	3		3	2					2	3	1	
CO4	1		2	3	3				1	2	1	

**Course Outcomes:** At the end of the course the student will be able to:

CO1: Identify the scope, history of Social Psychology and its relationship with other disciplines.

CO2: Examine the social world through cognitive and perceptual processes and the role of attitude in social behaviour.

CO3: Evaluate social interaction and influences through the concepts of interpersonal attraction, helping behaviour and aggressive behaviours.

CO4: Analyze the nature of group and consequences of belonging to it.

**Unit Wise Syllabus:**

**Unit 1: Introduction:** Nature and scope of social psychology; Overview of the history of social psychology (including development in India); Relationship with sociology and anthropology

**Unit 2: Understanding and evaluating the social world:** Social cognition, social perception, Attitudes, Attitude-behaviour link; Strategies for attitude change

**Unit 3: Social interaction and Influence:** Interpersonal attraction, Pro-Social Behaviour, Aggression, Social Influence

**Unit 4: Group Dynamics and Inter-group relations:** Nature of groups, Consequences of belonging (performance, decision making, cooperation and conflict), Nature of intergroup relations (prejudice, intergroup conflict, intervention techniques)

**Suggested Readings:**

1. E. Aronson, T.D. Wilson and R.M. Akert. 2010. Social Psychology (7th ed.). Boston: Prentice Hall.
2. R.A. Baron, N.R. Branscombe, D. Byne, D. and G. Bhardwaj. 2010. Social Psychology (12th Edition). Delhi, Pearson.
3. N.K. Chadha (ed). 2012. Social Psychology: McMillan Publishers, New Delhi

**SEMESTER-III**

COURSE CODE		COURSE TITLE					COURSE- WISE CLASS			L-T-P		CREDITS	
BPSY-203A		Understanding Psychological Disorders					DCE			4-1-0		5	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	
CO1	3	2			1				3		1		
CO2	2	1							2		1		
CO3	2	1	1	2	1				2		2		
CO4	1		2	3	2				2	1	2		

**Course Outcomes:** At the end of the course the student will be able to:

CO1: Identify the difference between normality and abnormality, issues of diagnostic features, classification, assessments needed and nature of clinical assessment.

CO2: Explain the clinical features and the causative factors of Neurotic Disorders.

CO3: Evaluate the clinical picture of mood, eating and sexual disorder.

CO4: Analyze the clinical picture of psychotic, personality and developmental disorders.

**Unit Wise Syllabus:**

**Unit 1: Understanding Abnormality:** Issues in defining Normality and Abnormality; Issues in diagnosis and classification; Nature of Clinical Assessment 16

**Unit 2: Clinical Picture and etiology of Disorders I:** Clinical Picture and etiology of Disorders I: Anxiety disorders (any 2 disorders); somatoform disorders – Hypochondriasis and Conversion disorders



## SEMESTER-IV

COURSE CODE	COURSE TITLE					COURSE- WISE CLASS			L-T-P	CREDITS		
BPSY-202	Applied Social Psychology					CORE			4-0-0	4		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4
CO1	3	2							3			
CO2	2	2		2	1				2	3	1	
CO3	1		3	2	1				3	1		
CO4	1	1	2	3	1				2		3	

**Course Outcomes:** At the end of the course the student will be able to:

CO1: Identify the nature and methods of applied social psychology.

CO2: Determine intergroup relations, issues related to groups, environment and the legal system.

CO3: Evaluate discrimination and diversity on the basis of economic, cultural, religious and other aspects.

CO4: Analyze the intervention systems and its evaluation for effective programs.

**Unit Wise Syllabus:**

**Unit-1:** Introduction: Nature of Applied Social Psychology, Social influences on behavior, Levels of Analysis, Overview of methods

**Unit-2:** Applications: Intergroup Relations (Prejudice, Conflict, Conflict Management); Health; Environment and Legal System

**Unit-3:** Discrimination and Diversity (Economic, Culture, Religious, Social, Gender)

**Unit-4:** Intervention and Evaluation: Process of Intervention; Need for evaluation for effective Programs; Case Studies in Indian Context

**Suggested Readings:**

1. Baron, R.A., Byrne, D. & Bhardwaj, G. (2010). Social Psychology (12th Ed.). New Delhi: Pearson.
2. Franzoi, S.L. (2009). Social Psychology (5th Ed.). New York: McGraw-Hill.
3. Taylor, S.E., Peplau, L.A. & Sears, D.O. (2006). Social Psychology (12<sup>th</sup> Ed.). New Delhi: Pearson

**Suggested Readings:**

1. D. Matsumoto. 1996. Culture and Psychology. Pacific Grove: Brooks/Cole Pub
2. C. Ratner. 2008. Cultural psychology: Cross-cultural psychology and indigenous psychology. NY: Nova Science Publisher Inc
3. M.H. Segall, P.R. Dasen, J.W. Berry and Y.H. Poortinga. 1999. Human behavior in global perspective. Needham Heights, MA: Allyn & Bacon

**SEMESTER VI**

COURSE CODE		COURSE TITLE					COURSE- WISE CLASS			L-T-P		CREDITS	
BPSY-306		Community Psychology					CORE			4-0-0		4	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	
CO1	3	2		1					3				
CO2	2	3		2	1				2		2		
CO3	2	1	1	2	1				2		1		
CO4	1	1	2	3	2				2	1	3		

**Course Outcomes:** At the end of the course the student will be able to:

CO1: Describe community psychology, types of communities, models and methods.

CO2: Examine an appreciation of the core values that guide community psychology and facilitate community functions.

CO3: Justify the link between individuals and communities and deal with social issues more effectively.

CO4: Design interventions with respect to health promotion programs in communities, community Programme for child and maternal health, for physically challenged and elderly people in the Indian context through case studies.

**Unit Wise Syllabus:**

**Unit-1:** Introduction: Definition of Community Psychology; Types of Communities; Models; Methods of Community Psychology Research.

**Unit-2:** Core Values: Individual and Family Wellness; Sense of Community; Respect for Human Diversity; Social Justice; Empowerment and Citizen Participation; Collaboration and Community Strengths.

**Unit-3:** Communities as Setting for Health Promotion: Process of Community Organization for Health Promotion, Community Program for Child and Maternal Health, Physically Challenged and Old Age in the Indian Context.

**Unit-4:** Interventions: Community Development and Empowerment; Case Studies of Community Intervention Programs by the Governmental and Non-governmental Organizations in Indian Context such as Rural Panchayat Programs, Children’s Education, Citizen Right, Self- Help Group, Substance Abuse.

**Suggested Readings:**

1. J.F. McKenzie, R.R. Pinger and J.E. Kotecki. 2005. An introduction to community health. United States: Jones and Bartlett Publishers.
2. G. Misra (Ed). 2010 Psychology in India. Indian Council of Social Science Research. Dorling Kindersley (India) Pvt Ltd. Pearson Education.
3. B.D. Poland, L.W. Green, & I, Rootman. 2000. Setting for Health Promotion: Linking Theory and Practice, Sage Publication, New Delhi.

**SEMESTER VI**

COURSE CODE		COURSE TITLE					COURSE- WISE CLASS			L-T-P		CREDITS	
BPSY-GE-332A		Training & Development					GE			3-1-0		4	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	
CO1	2	1		1	1			1	2				
CO2	1			1	1			1	1				
CO3	1			2	1			2	2				
CO4	1			3	1			1	1		2		

**Course Outcomes:** At the end of the course the student will be able to:

CO1: Describe the concept and practice of training.

CO2: Explain the tasks of training function.

CO3: Evaluate various training methods.

CO4: Analyze development in the modern organizational setting.

**Course Outcomes:** At the end of the course the student will be able to:

CO1: Identify the etiological understanding and therapeutic interventions for the various psychological disorders.

CO2: Explain how to deal with moderate to severe psychopathology.

CO3: Evaluate behavioral, cognitive explanations and interventions

CO4: Analyze family therapy, group therapies and efforts towards integration of approaches.

**Unit Wise Syllabus:**

**Unit 1:** Biological etiology-explanations and interventions for Mood disorders and Schizophrenia:

Application in case of mood disorders and schizophrenia

**Unit 2:** Insight oriented explanations and interventions: Psychoanalytic perspective – Conversion

Disorder, OCD, Dissociative disorder; Humanistic and Existential perspective – Application in case of Crises intervention

**Unit 3:** Behavioral and Cognitive explanations and interventions: Application in case of any two

from phobias/panic disorder, depression/eating disorders

**Unit 4:** Going beyond the Individual and Singular Approaches: Family therapy and group therapies,

Efforts towards integration of approaches.

**Suggested Readings:**

1. R.C. Carson, J.N. Butcher, S. Mineka and J.M. Hooley. 2014. Abnormal Psychology. New Delhi: Pearson.74
2. D. H. Barlow and V.M. Durand. 2005. Abnormal Psychology: An Integrated Approach (4th Ed.). Wadsworth: New York.
3. N. Frude. 1998. Understanding abnormal psychology. Oxford: Blackwell Publishers.

**SEMESTER-IV**

COURSE CODE	COURSE TITLE										COURSE- WISE CLASS		L-T-P		CREDITS	
	Psychology for Health & Wellbeing										GE		3-1-0		4	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4		
CO1	2	1									2		1			
CO2	2	3									3		1			
CO3	2		3	2	1						3		1			
CO4	1		2	3	1						2	1				

**Course Outcomes:** At the end of the course the student will be able to:

CO1: Describe the spectrum of health and illness for better health management.

CO2: Determine the different models of health and illness on the basis of medical, bio psychosocial, holistic health and the concept of wellbeing.

CO3: Explain stress, coping, its consequences on health and different management techniques.

CO4: Evaluate behaviours which will be productive for health like proper exercise, nutrition and illness management, human strengths & virtues

**Unit Wise Syllabus:**

**Unit 1: Illness, Health and Wellbeing:** Continuum and Models of health and illness: Medical, Bio psychosocial, holistic health; health and wellbeing.

**Unit 2: Stress and Coping:** Nature and sources of stress; Effects of stress on physical and mental health; Coping and stress management

**Unit 3: Health Management:** Health-enhancing behaviours: Exercise, Nutrition, Health compromising behaviours; Health Protective behaviours, Illness Management

**Unit 4: Human strengths and life enhancement:** Classification of human strengths and virtues; cultivating inner strengths: Hope and optimism; gainful Employment and Me/We Balance.

**Suggested Readings:**

1. A. Carr. 2014. Positive Psychology: The science of happiness and human strength.UK: Routledge.
2. M. Forshaw. 2013. Health psychology. New Delhi: Pearson.
3. J.W. Hick. 2015. Advanced Psychology: Health Psychology. London: Hodder and Stoughton.

**SEMESTER-IV**

COURSE CODE	COURSE TITLE										COURSE- WISE CLASS	L-T-P	CREDITS	
BEN-GE-232B	Contemporary India: Women and Empowerment										GE	3-1-0	4	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1										3				
CO2										3				
CO3										2				
CO4										3				
CO5										2				

**Unit Wise Syllabus:**

**Unit -1:** Child Development: Concept and Principles of Development; Difference between growth and development; stages of child development; Research Methods in Child development (Observation, Case history, Interview, Questionnaire and Experimental Method). Nature vs nurture. Factors influencing development: Hereditary and Environmental Influences on development; Milestones of development; Hazards of development; Developmental delays; Development tasks.

**Unit-2:** Theories of development: Sigmund Freud's psychosexual theory, Piaget's theory of cognition Vygotsky's Psychosocial-Development and Erikson's psychosocial theory.

**Unit-3:** Physical, Motor Social and Emotional Development: Physical Growth, Brain Development, Factors affecting physical growth, motor development in childhood. Cognitive Development: Stages in language development; Problems in language development-language delay, stuttering, lip sing, stammering, receptive aphasia and expressive aphasia; Cognitive impairment (autism and learning disabilities). Process of socialization; Significance of play; Types of play; development of emotions; Factors affecting emotional development: Parenting and attachment styles.

**Unit-4:** Personality Development: Emergence of self; Development of self-concept and self-esteem; Development of gender roles. Socio-Cultural Contexts of Child Development: Family, peers, schooling, media and culture.

**Suggested Readings:**

1. Ramnath Sharma & Rachna Sharma. Child Psychology. Atlantic Publishers and Distributors.
2. K.C. Panda. Elements of Child Development. Kalyani Publishers
3. Barbel Inhelder. The Psychology of the Child. Basic books

**SEMESTER-III**

COURSE CODE		COURSE TITLE					COURSE- WISE CLASS			L-T-P		CREDITS	
BPSY-207		Environmental Psychology					CORE			4-0-0		4	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	
CO1	3	2				1			2	2	1		
CO2	2	3				1			2		2		
CO3	2	1		2		1			3	1	1		
CO4	1	1		3	2	1			2		3		

**Course Outcomes:** At the end of the course the student will be able to:

CO1: Identify the environmental consequences on the affective, behavioural and cognitive aspects.

CO2: Explain the pro-environment behaviours and various human-environment transactions.

CO3: Analyse the influence of climate change on psycho-social health, wellbeing and various environmental predictors of climate change.

CO4: Evaluate the consequences of resource scarcity on well-being of individual and various interventions to resolve the adverse effects.

**Unit Wise Syllabus:**

**Unit 1 Perceiving the Environment:** Understanding the Environment and Need for Conservation; How Environment Influences Our Cognition, Emotions and Actions

**Unit 2 Pro-Environment Behaviours:** Awareness of Natural Resources, Barriers to Engaging in Pro-environmental Behaviour; Change of Attitude and Behaviours for Conservation of Natural Resources and Reducing Pollution, Psycho-Social Implications, Pro-Environment Action, Waste Management

**Unit 3 Climate Change:** Cognitive, Motivational, Socio-Cultural Factors, Environmental Predictors of Climate Change and Its Implication on Health and Wellness

**Unit 4 Towards Sustainability:** Cognitive and Behavioural Consequences of Resource Scarcity (Water, Energy, Food, Money Etc.); Developing Behavioural and Psychological Interventions To Resolve The Issues

**Suggested Readings:**

1. Steg. L, Berg A & Groot J. Environmental Psychology (2<sup>nd</sup> ed). Wiley Blackwell
2. Robert G Jones. Psychology of Sustainability (2014). T and F India.

- Unit 2: Stress and Coping: Nature and sources of stress; Effects of stress on physical and mental health; Coping and stress management
- Unit 3: Health Management: Health-enhancing behaviors: Exercise, Nutrition, Health compromising behaviors; Health Protective behaviors, Illness Management
- Unit 4: Classification of human strengths and virtues; C Hope and optimism; gainful Employment and Me/We Balance

**Suggested Readings:**

1. Carr, A. (2004). Positive Psychology: The science of happiness and human strength.UK: Routledge.
2. DiMatteo, M.R. & Martin, L.R. (2002). Health psychology. New Delhi: Pearson.
3. Forshaw, M. (2003). Advanced Psychology: Health Psychology. London: Hodder and Stoughton. Hick,J.W.(2005). Fifty signs of Mental Health.A Guide to understanding mental health. Yale University Press. Snyder, C.R., &Lopez, S.J. (2007). Positive psychology: The scientific and practical explorations of human strengths. Thousand Oaks, CA: Sage. Taylor, S.E. (2006). Health psychology, 6th Edition. New Delhi: Tata McGraw Hill.

**SEMESTER IV**

COURSE CODE	COURSE TITLE	COURSE-WISE CLASS	L-T-P	CREDITS
BEN-GE-232B	Contemporary India- Women & Empowerment	GE	3-1-0	4

**Course Outcomes:** At the end of the course, students should be able to:

- ★ CO1: Describe social constructions of gender and patriarchy
- ★ CO2: Interpret contemporary representations of women femininities, gender-parity and power.
- ★ CO3: Examine the historic role of Women’s movements in India
- ★ CO4: Develop a nuanced understanding of how to perceive, read, understand,interpret and intervene ethically in debates on the subject.
- ★ CO5: Analyze the role of feminism and female voices in the prescribed texts

**Unit-Wise Syllabus:**

- **Unit-1:** Social Construction of Gender (Masculinity and Femininity) and Patriarchy



- **Unit-2:** History of Women's Movements in India (Pre-independence, post-independence) Women, Nationalism, Partition, Women and Political Participation
- **Unit-3:** Women and Law, Women and the Indian Constitution, Personal Laws (Customary practices on inheritance and Marriage), (Supplemented by a workshop on legal awareness)
- **Unit-4:** Women and Environment: State interventions, domestic violence, female feticide, sexual harassment
- **Unit-5:** Female Voices: Rokeya Shekhawat Hossein. Sultana's Dream.

**Suggested Readings:**

1. Chopra, R. (ed.). (2006). Reframing Masculinities: Narrating the Supportive Practices of Men. Orient Black swan. Delhi.
2. Geetha, V. (2006). Gender. Bhatkal & Sen. Calcutta.
3. Gerda Lerner, (1985). Creation of Patriarchy, Oxford University Press. London.
4. Glover, D. & C. Kaplan. (2009). Genders. Routledge. New York.
5. Gnew, Sneja.(1991).A Reader in Feminist Knowledge. Routledge. New York.
6. John. M. E. (ed). (2008). Women's Studies in India: A Reader. Penguin India. New Delhi.
7. Adolescent Girls Empowerment Program (AGEP) & Health and Life Skills Curriculum. (2013). UK Aid and Population Council.
8. Agochiya Devendra (2009), Every Trainer's Hand Book, (2nd Edn.), Sage Publications, California.
9. Boydell Tom et al., (1996), Identifying Training Needs, University Press India Ltd.
10. Butler, Judith. &Joan Scott. (eds.). 1992. Feminists Theorize the Political. Routledge. New York.
11. Cherry Smith. (1997). 'Queer Notions', in Sandra Kemp and Judith Squires (eds.). Feminisms. Oxford University Press. New York.
12. Connell, R W. (1987). Gender and Power. Polity Press. Cambridge

**SEMESTER IV**

COURSE CODE	COURSE TITLE	COURSE-WISE CLASS	L-T-P	CREDITS
BPSY-GE-232C	Inter Group Relations	GE	3-1-0	4

**Suggested Readings:**

1. *Seven Habits of Highly Effective Teens*- Sean Covey, Fireside Publishers, 1998.
2. *How to win Friends and Influence People*- Dale Carnegie, Simon & Schuster, 1998.
3. *Emotional Intelligence*- Daniel Coleman, Bantam Book, 2006.

**SEMESTER III**

COURSE CODE	COURSE TITLE	COURSE-WISE CLASS	L-T-P	CREDITS
BEN-203	Gender Sensitization	AECC	3-0-0	3

**Course Outcomes:** At the end of the course, students should be able to:

- ✦ CO1: Determine the issues surrounding sex, gender and sexuality
- ✦ CO2: Explain gendered perspective in work and life.
- ✦ CO3: Justify legal aspects related to gender
- ✦ CO4: Critically evaluate sexual harassment as a social evil
- ✦ CO5: Analyze Intersections of Gender, Caste, Class, Region, Religion and Disability

**Unit-Wise Syllabus:**

- **Unit 1:** Sex, Gender, and Sexuality
  - 1.1 Introduction to debates on the social construction of sex and gender
  - 1.2 Cultural construction of masculinity and femininity
  - 1.3 Understanding sexual preference as a right
- **Unit 2:** Gender, Family, Community, and the State
- **Unit 3:** Gender Rights and the Law
  - 3.1 Right to property
  - 3.2 Personal laws
  - 3.3 Violence against women
- **Unit 4:** Sexual harassment
  - 4.1 Rape
  - 4.2 Domestic violence
- **Unit 5:** Understanding Intersections of Gender, Caste, Class, Region, Religion, and Disability

**Suggested Reading:**

1. *Sex, Gender, and Society*- Ann Oakley. Temple Smith, 1972, pp 99-127, 158-172.
2. *Identity and Networks: Fashioning Gender and Ethnicity across Cultures*- Deborah Fahy Bryceson & Judith Okely (editors), 2007.

**SEMESTER III**

COURSE CODE	COURSE TITLE	COURSE-WISE CLASS	L-T-P	CREDITS
BEN- 205	American Literature	CORE	4-1-0	5

**Course Outcomes:** At the end of the course, students should be able to:

- ✪ CO1: Identify the history and culture of America with the help of prescribed text and select readings.
- ✪ CO2: Determine the different genres and the contribution of the writers prescribed for study as well as the development of characters.
- ✪ CO3: Explain the American concept of freedom, liberty, and life.
- ✪ CO4: Analyze the concept, development, and degeneration of the American Dream
- ✪ CO5: Evaluate the major conventions, tropes, and themes of Puritan and early American literature;

**Unit Wise Syllabus:**

- **Unit-1:** Herman Melville: *Moby Dick*/Ralph Elison: *The Invisible Man*
- **Unit-2:** Walt Whitman:- *O Captain, My Captain*, Robert Frost: *The Road Not Taken*, *Stopping by the Woods on a Snowy Evening*.
- **Unit-3:** Ernest Hemingway: *The Old man and The Sea*
- **Unit-4:** Arthur Miller: *Death of a Salesman*/*The Crucible*
- **Unit-5:** Nathaniel Hawthorne: *The Scarlett Letter*/Louisa May Alcott: *Little Women*

**Suggested Readings:**

1. , 'What is an American'- Hector St John Crevecoeur, (Letter III) in *Letters from an American Farmer*, Penguin, 1982, pp. 66–105.
2. *American Literature*- Nandana Dutta & Pramod K. Nayar, Orient BlackSwan, 2016.
3. *A History of American Literature*- Percy H. Boynton, Kessinger Publications, 2007.

## SEMESTER VI

COURSE CODE	COURSE TITLE	COURSE-WISE CLASS	L-T-P	CREDITS
BEN-306	Women's Writing	CORE	4-1-0	5

**Course Outcomes:** At the end of the course, students should be able to:

- ★ CO1: Demonstrate an understanding of the major themes in women's literary texts.
- ★ CO2: Examine history through women's voices and perspectives.
- ★ CO3: Interpret the meaning and significance of feminine voices and concerns in the prescribed texts
- ★ CO4: Develop the relationship between gender and writing in the history of English literature
- ★ CO5: Classify theoretical terminology of feminist criticism with an increased sensibility towards issues of women's literary and political marginalization, and their continual resistance to both.

### Unit-Wise Syllabus

- **Unit-1:** Emily Bronte: *Wuthering Heights/Jane Eyre*.
- **Unit-2:** Maya Angelou: *I Know Why a Caged Bird Sings/And Still I Rise*
- **Unit-3:** Alice Walker: *The Colour Purple/Bell Hooks: Wounds of Passion: A Writing Life*
- **Unit-4:** Chitra Banerjee Divakaruni: *The Palace of Illusions/Attia Hosain: Sunlight on a Broken Column*
- **Unit-5:** Kamala Das; *Sunshine Cat*, Emily Dickinson: *Because I Could not Stop for Death, Success is Counted Sweetest*, Sylvia Plath: *Lady Lazarus, Daddy*

### Suggested Readings:

1. Virginia Woolf, *A Room of One's Own* (New York: Harcourt, 1957) chaps. 1 and 6.
2. Simone de Beauvoir, 'Introduction', in *The Second Sex*, tr. Constance Borde and Shiela Malovany-Chevallier (London: Vintage, 2010) pp. 3–18.
3. Kumkum Sangari and Sudesh Vaid, eds., 'Introduction', in *Recasting Women: Essays in Colonial History* (New Delhi: Kali for Women, 1989) pp. 1–25.

4. Chandra Talapade Mohanty, 'Under Western Eyes: Feminist Scholarship and Colonial Discourses', in Contemporary Postcolonial Theory: A Reader, ed. Padmini Mongia (New York: Arnold, 1996) pp. 172–97.

## SEMESTER VI

COURSE CODE	COURSE TITLE	COURSE-WISE CLASS	L-T-P	CREDITS
BEN-308	Creative Writing and Media	SEC	3-0-0	3

**Course Outcomes:** At the end of the course, students should be able to:

- ✪ CO1: Interpret creativity as a complex and varied phenomenon that has an important relationship with social change;
- ✪ CO2: Distinguish between the language varieties and the nuances of language usage;
- ✪ CO3: Assess the art and craft of creative writing.
- ✪ CO4: Analyze the language and types of media writing across forms and genres
- ✪ CO5: Develop the skills of proofreading.

### Unit-Wise Syllabus:

- **Unit-1:** Introduction, History of Media
- **Unit-2:** What is Creative Writing? a) Defining and Measuring Creativity b) Inspiration and Agency Creativity and Resistance c) What is Creative Writing? Can it be taught? d) The importance of Reading
- **Unit-3:** The Art and Craft of Creative Writing a) Styles and Registers b) Formal and Informal Usage c) Language Varieties Language and Gender d) Disordered Language e) Word order Tense and Time Grammatical differences
- **Unit-4:** Writing for the Media a) Introduction to Writing for the Media b) Print Media c) Broadcast Media d) New Media e) Advertising and Types of Advertisements
- **Unit-5:** Revising Rewriting and Proof Reading (pages 205-208) a) Revising b) Rewriting c) Proof reading and proof-reading marks

### Suggested Readings:

1. A Beginners', Manual by Anjana Neira Dev et al. For the Department of English, University of Delhi (New Delhi: Pearson, 2008)
2. Raman, Usha. Writing for the Media. OUP, 2009.

**Course Title: Education of the Marginalized Groups**  
**Course Code: BED -212F**

**Credits: 4**  
**M.M:100**

**Objectives of the Course:**

- To acquaint the student-teachers of their constitutional rights and duties.
- To sensitize students towards the paradigm shift from welfare approach to development
- To the rights-based approach
- To understand the relevance of Right to Education as a tool for social empowerment of themarginalized sections of India.

**Unit I: Marginalization in Indian Context**

- Marginalization - Concept, Definitions and Implications for education
- Types of marginalization - Social, Political, Economic, Educational, Psychological
- Scope and importance of the study of marginalization
- Marginalization vs. Social Exclusion, Individual Exclusion vs. Community/Group Exclusion
- Marginalization, Discrimination and Disadvantage
- Reasons of Marginalization- Disadvantage, Deprivation, Economic, Political

**Unit II: Educational Status of Marginalized Groups in India**

- Perspectives on marginalization - Role of ideology in marginalization: Views of Mahatma Jyotiba Phule, Periyar E. V. Ramasamy, B. R. Ambedkar and RamManoharLohia
- Concept of Marginalized Groups, Characteristics of MarginalizedGroups
- Identification of Marginalized Groups - Scheduled Castes, Scheduled Tribes, OBCs, Primitive Groups, Religious and Linguistic Minorities, Women and Children, Economically WeakerSections.
- Constitutional provisions against any kind of Discrimination, Government Programmes, Schemes and Voluntary efforts to curbDiscrimination
- Role of Education and Right to Education Act, 2009 in Reproducing Dominanceand ChallengingMarginalization
- Role of Massive Open Online Courses (MOOCs) in Student Equity and Social Inclusion

**Unit III: Important International Treatise and International Laws for Protection of Human Rights**

- Human rights in India, role of organizations working forit
- India's commitment at international level for protection of humanrights
- India's Constitutional and legal framework for protection of fundamental rights and humanrights
- Constitutional rights of women, minorities and those on Schedules (SC,ST)
- States obligations for development of women, minorities, SCs, STs others-Plans and Programmes

**Unit IV: Issues, Concerns and Future Perspectives**

- Issues – Social security, educational development, vocational courses andavenues,
- Contextualization of education, partnership in governance and decision-making process
- Educational problems of marginalized groups- Enrolment, drop out, low achievement,
- Assimilation, equal rights to work
- Human rights issues related with equity andequality
- Repercussions and Consequences- Health related problems, rise in crimeand violence,
- Disharmony, rise in terrorism, social conflicts.

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- Coping strategies and interventions required for resolution of the consequences of Marginalization.
  - Future Perspectives and Policy directives in India Practical Assignments/Field Engagement (Anyone):
  - Case Study on one ongoing work for upliftment of marginalized people in your City/surrounding.
  - The students shall be engaged with the community through projects wherein they would
  - Look at the implementation of different aspects of RTE especially the clause on EWS.
  - The students would also be engaged in conducting a bridge course for students lagging behind in academics due to any reasons.
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**Course Title: Peace Education**  
**Course Code: BED 212D**

**Credits: 4**  
**MM: 100**

**Objectives of the Course:**

- To understand the concept of peace as an umbrella concept of all positive values.
- To understand the importance of peace education in personality development.
- To imbibe the knowledge, attitudes and skills of culture of peace needed to achieve and sustain a global culture of peace and values.
- To make future teachers aware of the scale and variety of conflicts affecting contemporary life and learn to deal with them through unilateral ethics
- To analyse the need for Peace Education to foster National and International Understanding.

**Course Content:**

**Unit I: Peace Education: Concept and Scope**

- Meaning of Peace: Umbrella term of all positive values to build a positive personality
- Meaning, Nature and Concepts of Peace Education
- Aims and Objectives of Peace Education
- Status of peace education in the curriculum and its relevance in present global scenario
- Different sources of peace: Philosophical, Religious, Social, Secular and Psychological.
- Classification of Peace: Individual and social; positive and negative peace
- Method of Peace in Mind: Learning Positive Lessons from Negative Experiences

**Unit II: Integrating Peace Education in the Present Curriculum**

- Integrating Peace Education in Curriculum: Subject context, subject perspectives, Teaching Methods, Co- curricular activities, Staff development, class- room management, School Management
- Practical steps to build Culture of Peace in schools: Simulations Classroom Discussions, Book Clubs, and Experience-Sharing Sessions
- Developing Attitude of Culture of Peace and Peace-Making: Mutual Respect, Tolerance, Patience, Seeking Spirit and Realistic, Objective Thinking through Accountability
- Educating for a Culture of Peace: Learning mutual respect, duty consciousness, leadership skills through unilateral ethics, introspection and mutual learning through duty-consciousness

**Unit III: Violence for Peace and conflict Resolution**

- Peace, Violence and conflict: conflict and violence—in life, media—a normal part of life; importance of not considering it a crisis but managing them to maintain peace
- Conflict Management: Maintaining Normalcy in Conflict; Managing Conflicts through dialogue and discussion, cooperation; peace education in managing conflicts in family and student life
- Non-Violent Activism: Speech, Behaviour and Action with others based on non-violence takes the justification of acting violently away from others; role of peace education in learning nonviolence
- Peace Education: Agencies Role of community, school and family in the development of values for Peaceful Coexistence



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**Unit IV: Global Issues and Peace Movements**

- Human Rights as a Duty: Learning to give human rights to others.
- Preservation of Ecology, population control, Economic Exploration: Limited Use as Duty-Conscious citizen; not indiscriminate use as rights-conscious citizens.
- Different peace Movements in India after independence
- Role of World Organizations in Promoting Peace Education: Case Study of UNESCO's Culture of Peace Program in global scenarios and suggestions

**Practical Assignments/Field Engagement (Any one):**

- Hold a Peacemaking Workshop in the School to understand the use of Conflict Management techniques
- Make a Report on how problems can be taken as challenges, not deprivation. What is its importance in personality and social development
- Develop a Personality Development Program that incorporates the Culture of Peace and Peacemaking techniques
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**Course Expected Outcomes:**

The students will be able to

<b>CEO1</b>	Discuss the concept and scope of Peace Education and peace as a concomitant of Human values
<b>CEO2</b>	Practice steps of building a culture of Peace in schools through integration in curriculum and attitudinal development.
<b>CEO3</b>	Appreciate the role of Conflict Management, Non-violent activism and Peace Education in dealing with violence and conflicts
<b>CEO4</b>	Evaluate the global issues and various Peace Movements initiated by world organizations to foster National and International understanding.

**Suggested Readings:**

- Adans, D. (Ed). (1997). UNESCO and a Culture of peace, promoting a global movement.
- Civilization. London: SAGE Publications, 1996.
- Diwaar, R.R., & Agarwal (1984). Peace education. New Delhi: Gandhi peace foundation.
- Education for Human Values (2003), sathyasai instructional centre for Human Values: New Delhi.
- Jagannath, M. (2005). Teaching of moral values development. New Delhi: Deep and Deep Publication.
- Johan, G.(1996). Peace by peaceful means. New Delhi: Sage Publication.
- Khan, Wahiduddin(2003). Ideology of Peace, Goodword, New Delhi.
- Kumar, M. (Ed). (1994). Non-violence, Contemporary Issues and Challenges. New Delhi: Gandhi Peace foundation.
- Morrison, M.L. (2003) Peace Education. Australia: McFarland.
- Passi, B.K., &Singh,P. (1999). Value education. Agra: Psychological Corporation.
- Ruhela, S.P. (1986) . Human Values and Education. New Delhi: Sterling publishing.
- Salomon, G., &Nevo, B. (2002). Peace Education: The concept, principles, and practices around the world. London: Lawrence Erlbaum Associates.
- Singh, Y.K. (2009) Value Education. New Delhi: APH Publishing Corporation.
- Singh, Y.K. ,&Natha, R. (2008) Value Education. New Delhi: A.P.H. Publishing

Corporation.

- Subramanian, K. (1990). Value Education. Madurai: Ravana Publication.
- UNESCO. Learning the Way of Peace: Teacher's Guide.
- UNICEF. The State of the World's Children (reports of the last five years).

**Course Title: Adult and Population Education**

**Credits:4**

**Course Code: BED212C**

**MM: 100**

**Objectives of the Course:**

- To enable the student teachers to develop an understanding of the meaning and concept of Adult Education.
- To impart knowledge to student teachers about the problems and difficulties coming in the way of achieving full literacy in the country.
- To acquaint the student teachers with chief characteristics of an adult learner, different methods and evaluation techniques of adult learning.
- To be aware of the population trends and spread of AIDS in the world.
- To understand that population becomes stable when there is little difference between birth and death rates.

**Course Content:**

**Unit I: Adult and Continuing Education**

- Meaning, Concept and Scope of Adult and Continuing Education.
- Need and Importance of Adult Education for the development of an Individual for Social Change.
- Adult Education in Independent India: Objectives Target, efforts, achievements and causes for slow progress.
- National Literacy Mission – Aims, objectives and strategies.

**Unit II: Teaching – Learning process in Adults**

- Androgogy- Nature and Scope. Basic difference between Pedagogy and Androgogy.
- Agencies and Organizations: Local, State and Central level, their problems.
- Adult Learner — Characteristics, problems and motivation.
- Adult teaching — Different methods, Role of Mass-media.
- Adult Education, lifelong learning and continuing Education
- Adult Education and Continuing education
- Role of ICT in Adult Education

**Unit III: Population and AIDS Education**

- Importance of Population Education – concept / meaning and objectives of population education – factors affecting population explosion – importance of Family Life Education, with reference to effect of Population Growth on: Economic Development, Social Development, Educational Development, Environmental and Natural Resources, Health and Nutrition
- Symptoms of AIDS – causes, Prevention of AIDS – AIDS Education – meaning and objectives. Role of different agencies in promoting AIDS Awareness Education – [Local, National and International Agencies – 2each]

**Unit IV: Integrated Population Education**

- Role of Government and Non-Govt. Agencies concerning Population Education.
- Integration of Population Concept in different School Subjects.
- Population Education through co-curricular activities.
- Role of the Teacher in Population Education Programs.

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**Practical Assignments/Field Engagement:**

- Conducting any one of the following surveys in the local area and prepare a report: Progress in the field of literacy AIDS awareness

**Course Expected Outcomes:**

The students will be able to

<b>CEO1</b>	Explain the concept, need and importance of Adult and Continuing Education
<b>CEO2</b>	Discuss the various teaching-learning processes and evaluation techniques for Adult Education
<b>CEO3</b>	Discuss the causes of population explosion, importance of Population Education and AIDS Education.
<b>CEO4</b>	Evaluate the role of government, non-governmental agencies, schools and the teacher in Population Education programs

**Suggested Readings:**

- Aggarwal, S. N., India's Population Problems, New Delhi, Tata McGrawHill, Pub.House, 1985.
- Ambasht, N.K. (2014)., Foundations of Adult Education in adult and lifelong learning, Indian Adult Education Association, New Delhi.
- Ghosh, B.N. (1978) Population Theories and Demographic analysis, MeenakshiPrakashan, New Delhi
- Jacobson WellardJU, (1979) Population Education; A knowledge base, NY, Teachers College ColumbiaUniversity.
- Mohankumar,V.(2014), Adult and lifelong learning: Selected articles Indian Adult Education Association.
- Sheshadri, C & J.L. Pandey (1991) Population Education: A national Source Book, ND, NCERT
- Shah, S.Y. (1999) Encyclopaedia of Adult Education, NLM, New Delhi. Bachelor of Education Prepared by Dr. Mukesh kumar, Mr. Rameez, MS. Yamini Bhanot, Ms. Vimmikumar

**Course Title: Health and Physical Education**  
**Course Code: BED212B**

**Credits –4**  
**MM: 100**

**Objectives of the Course:**

- To acquaint pupil teachers with the concept of holistic health.
- To enable them to understand the various dimensions & determinants of health.
- To acquaint them to school health program and its importance.
- To enable them to understand the need & importance of Physical Education.
- To develop organisation skills in organising inter house tournaments and sports meet.
- To understand the need and relevance of Yoga and develop the skills in yogic practices.

**Course Content:**

**Unit I: Health, Hygiene and Wellness**

- Concept of Mind and Healthy Mind, Relation of Healthy Mind and Healthy Body.
- Health: Concept, definition, dimensions and determinants.
- Health Education: Definition, aims and objectives.
- School Health Program: Health Services, Health Supervision and Health Instruction.
- Hygiene Education: Definition, aims and objectives.
- Role of teacher in development of health and good hygienic habits.
- Health and Wellness.

**Unit II: Areas of Concern for Health, Hygiene and Wellness**

- Communicable Diseases: Mode of Transmission, Methods of Prevention and Control.
- Nutrition: Elements of Balanced Diet, Food habits, Functions of Food and Malnutrition.
- Postures: Importance of Good Posture, Common Postural Defects and Remedial Exercises.
- Recreation: Meaning, Significance and Recreational Programs in Schools.
- Wellness common Health Problems and Preventions: Accidents, Environmental Pollution, Overpopulation, Alcoholism, Smoking, Drug Abuse.
- Health and Physical Education and its relation with other subjects like science, Social Science and Languages
- Sex Education and concerns for HIV/AIDS.

**Unit III: Physical Education and Integrated Personality**

- Physical Education: Concept, definition, aims and objectives
- Need, scope and Importance of Physical Education Programs at different school levels
- Organization and administration: planning, budgeting, fixture (Knock out and league)
- Athletic meet – Meaning, need and importance. Process to organize athletic meet at School level
- Concept of integrated personality and its realization through physical education program.
- Tournaments -Types, inter-house competition, sports meet.
- Rules and Regulations and skills of any one of the Games/events: Hockey, Badminton, Volleyball, Basketball, Football, Tennis, Table Tennis, Kho-Kho, Track and Field Events.

**Unit IV: Yoga and Physical Fitness**

- Introduction, Meaning and mis-concepts about Yoga

- Types of Yoga, Ashtang Yoga of Patanjali (Eight stages of Yoga)
  
- Effects of asana on our body and relation of Psychology with Yoga
- Meaning and Importance of Pranayama and Shudhikriya
- Importance of Meditation in school
- Physical fitness: Meaning, importance. Motor component of physical fitness (strength, flexibility, endurance, speed, Agility and neuro-muscular coordination).
- Training methods of physical fitness.

**Practical Assignments/Field Engagement (Any one):**

- Prepare a Project Report on: Three types of Sports Grounds.
- Organize sports meet at school level.
- Participate in any two games and sports activities of your choice in your institution
- Perform any three Yoga Asanas in supervision of your faculty mentor at an appropriate time of the day conducive for the same through Online Interacting Platforms.
- Prepare a plan of activities for three days out door camp.
- Prepare a league-cum-knockout fixture for teams (10-20) in number.

Course Title: **Gender, School and Society**  
Course Code: **BED202**

Credits: 4  
MM: 100

**Objectives of the Course:**

- To develop an understanding of the paradigm shift from Women studies to Gender Studies based on the historical backdrop.
- To reflect on different theories of Gender and Education.
- To analyze the institutions involved in Socialization processes and see how socialization practices impact power relations and identity formation.
- To foster gender sensitization in the classroom.

**Course Content:**

**Unit I: Key Concepts in Gender**

- Conceptual Foundation: Sex, Gender, Sexuality, Third Gender,
- Masculinity and Feminism
- Gender bias, Gender Equality and Gender Stereotypes
- Polyandrous, Matrilineal, Patrilineal and Matriarchal and Patriarchal Societies in India: Relevance and assessing Status of Education.

**Unit II: Gender Studies: Paradigm Shift**

- Paradigm shift from Women's studies to Gender Studies
- Historical backdrop: Some landmarks from social reform movements
- Theories on Gender and Education and their application in the Indian context
  - Socialization theory
  - Gender difference
  - Structural theory
  - Deconstructive theory

**Unit III: Society, Gender Issues and Education**

- Gender Identities and Socialization Practices in Family, other formal and informal organizations; Collection of folklores reflecting socialization processes.
- Gender Equity and Equality in Education in relation to caste, class, religion, ethnicity, disability and region (rural, urban and tribal areas).
- Gender and Media, Gender Based Violence and Crime against girls & women.
- Empowerment of Women: Strategies and Issues, Constitutional provisions and legislations for gender equality and women empowerment in India.

**Unit IV: Gender and School**

- Schooling of Girls: Inequalities and Resistances (issues of Access, Societal attitude, Retention and Exclusion).
- Reproducing Gender in School: Curriculum, Hidden Curriculum, Textbooks, Classroom Processes and Student-Teacher interactions
- Working towards gender sensitization and gender equality in the classrooms
- Analyzing gender with subject choice selection at secondary level.

**Practical Assignments /Field Engagement (Any one):**

- Preparing Analytical report on gender issues in print or electronic media.
- A Comparative Study of the daily routine of a girl and a boy from the same family.
- Creation of an OER on any one content area of the course curriculum.

- Analysis of the Films post screening of any two of the following: Bawander, India's Daughter, Water.
- Analysis of textual materials from the perspective of gender bias and stereotype.
- Organizing debates and discussions on equity and equality cutting across gender, class, caste, religion, ethnicity disability, and region.

The above discussion / debates to be documented in the form of an e-portfolio.

**Course Expected Outcomes:**

The students will be able to

<b>CEO1</b>	Identify key concepts in gender issues with respect to equality and equality in education
<b>CEO2</b>	Apply the understanding of theories on gender in the Indian context.
<b>CEO3</b>	evaluate the changing perceptions about gender, power, education and legal provisions
<b>CEO4</b>	work towards gender equality in classrooms and in the society

**Suggested Readings:**

- Ambasht, et al (1971). Developmental Needs of Tribal People: NCERT
- Bhattacharjee, Nandini (1999). Through the looking-glass: Gender Socialisation in a Primary School in T. S. Saraswathi (ed.) Culture, Socialization and Human Development: Theory, Research and Applications in India. Sage: New Delhi.
- Frostig, M, and Maslow, P. (1973). Learning Problems in the Classroom: Prevention and Remediation. Grune & Stratton: New York.
- Geetha, V. (2007). Gender. Stree: Calcutta.
- Ghai, A. (2005). Inclusive education: A myth or reality In Rajni Kumar, Anil Sethi.
- Ghai, Anita (2008). Gender and Inclusive education at all levels In Ved Prakash & K. Biswal (ed.) Perspectives on education and development: Revising Education commission and after, National University of Educational Planning and Administration: New Delhi.
- Jeffery, P. and Jeffery, R. (1994). Killing My Heart's Desire: Education and Female Autonomy in Rural India. in Nita Kumar (ed.) Women as Subjects: South Asian Histories. New Delhi: Stree in association with the Book Review Literacy Trust: Kolkata pp125-171.
- Kumar, Krishna. 2013 Choodi bazar mein labdki. rajkamal-New Delhi.
- Lips, Hilary M. (1989). Sex and Gender an Introduction. California: Mountainview, Mayfield Publishing Company.



Course Title: **Environmental Education**

Credits: 4

Course Code: **BED208**

**MM: 100**

**Objectives of the Course:**

- To understand and reflect on the concept and characteristics of environmental education from various aspects.
- To develop awareness understanding and concern about environment and associated problems.
- To develop critical insights about the environment, through the environment and for the environment.
- To develop awareness about sustainable development goals.

**Course Content:**

**Unit I: Nature and scope of environmental education**

- Nature, need and scope of environmental education and its conservation
- Present status of environmental education at various levels
- Role of individual and community in conservation of natural resources: energy and minerals
- Role of individual in prevention of pollution: air and water
- Equitable uses of resources for sustainable livelihoods
- Role of information technology, media and ecotourism in environment  
Awareness/consciousness

**Unit II: Community Participation and Environment**

- Community participation in natural resource management – water, forests, etc.
- Change in forest cover overtime and deforestation in the context of tribal life
- Sustainable land use management
- India as a mega biodiversity Nation, Different ecosystems at national and global level.
- Traditional knowledge and biodiversity conservation
- Sustainable development goals given by UNDP for environmental protection
- Issues of Sustainable Development: Need and challenges to sustainable Development, Study of alternative approaches to sustainable development
- Notion of development as continued Social, Political and Economic progress, significance of Well-being of the global community
- Shifting cultivation and its impact on environment

**Unit III: Environmental Issues and concerns**

- Consumerism and waste generation and its management
- Genetically-modified crops and food security: positive and negative impacts.
- Water consumption pattern in rural and urban settlement
- Ethno-botany and its role in the present -day world
- Alternative sources of energy
- Heat production and green house gas emission and ozone depletion
- Economic growth and sustainable consumption
- Organic farming
- Agricultural waste: Their impact and management
- Sustainable use of forest produces

- Rain water harvesting and water resource management

Biomedical waste management

**Unit IV: Initiatives by various agencies for Environment Education**

- Environmental conservation in the globalised world in the context of global problem
  - Impact of natural-disaster/man-made disaster on environment
  - Impact of industry/mining/transport on environment.
  - Role of Teachers: Development of skills and abilities to deal with curricular areas related to Environment in the classroom
  - Environmental legislation: awareness and issues involved in enforcement, government and non-government initiatives
  - Supreme Court order implementation of Environmental Education(EE)
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**Course Title: Human Rights and Value Education**

**Course Code: BED212A**

**Objectives of the Course:**

- To understand the need and importance of value-education and education for Human Rights as a duty.
- To orient themselves on duty-conscious ethics and morality based on a rational understanding of moral personality development of oneself and the child.
- To comprehend the process of moral personality development vis-à-vis as a means of their cognitive and social development.
- To draw lessons from principles of life and converting them into moral learning towards moral education.

**Course Content:**

**Unit I: Value Education in a Pluralistic World (Multi-Cultural, Multi-Religious and Multi-Ethnic)**

- Value Education Concept, Nature, Source & Perspectives (Rational, Philosophical, Socio-Cultural, Religious and Psychological).
- Fundamental Human Values-Truth, Peace, Non-violence, Righteous Conduct.
- Connected Terminology: Realism, Accountability, Duty, Virtue, Dharma, Ethics, Religion, Morality, Values,
- Typologies: Intrinsic and Extrinsic Values.
- Duty Approach to Ethics: Deontology, Justice as a Duty
- Indian Pluralism: Mutual Respect, Tolerance and Dialogue in Islam, Buddhism, Christianity, Jainism, Sikhism and Hinduism.
- Commonalities of all religions at Philosophical levels.

**Unit II: Response to Value Crisis and Impact of Modern Education & Media on Values**

- Value Crisis: Values Crisis Concept, Conflicts as Challenge Vs.Hindrances
- Strategies of Response: Lawrence Kohlberg and Carol Gilligan
- Arnold Toynbee's Challenge-Response Mechanism: Case Study of the Life of Dr. Abdul Kalam
- Gandhi and Values for globalized society.
- Impact of Modern Education and Media on Values- Role of a teacher in the preservation of tradition and culture, Role of family, tradition & community in value development, Impact of Science and Technology, Effects of Printed Media and Television on Values, Effects of computer aided media on Values

**Unit III: Conceptualizing Human Rights and Human Rights Education**

- Human Rights, Rationale and Evolution, UDHR and its Articles (particularly 1, 3, 7, 10, 18, 19)
- UDHR and Duties: Article 26, Receiving Rights subject to performing duties.
- National Human Rights Commission and its role
- Human Rights Education: Meaning, Objectives, Strategies and Role of Education towards duty-consciousness
- Role of the Indian Constitution: The Right of Children to Free and Compulsory Education Act, 2009 in context of Human Rights and Fundamental Duties Article 51A

**Unit IV: Issues, Movements and Promotion of Human Rights**

**Course Title:** **Environmental Education**

**Course Code:** **MED 223**

**Credits:** 4

**Course Objectives:** - The students will be to

- Understand the relationship between Humans Beings and their Environment.
- develop sensitivity towards Environmental Disaster Management.
- Acquire an understanding of the process of Environmental Education.
- develop skills and competencies as teachers for Management of Environmental Awareness Programmes
- Acquire a critical understanding of the different curriculum transaction and evaluation strategies for environmental education.

**Course Outcomes:**

- To understand the concept, need and importance of environmental education.
- To understand the concept of environmental crisis and Management.
- To know about the natural disasters.
- To identify and correlate the role of National and International organizations in the management of environment.

**Unit- I:** Environment, Initiatives for Protection and Disaster Management

- Environment: Meaning & types Natural, Social & Economic environment:
- interdependence & interaction among them, Relationship between Man and Environment
- International Conferences for Environmental Protection:
- Stockholm Conference (1972), Rio Conference (1992) and Johannesburg Conference (2002)
- United Nations Environmental Programme (UNEP) –Objectives & Functions
- Environmental Disasters: meaning, natural & manmade disasters and them
- management, Natural Disasters and their Management: Earthquake, Volcano, Cyclones, Flood& Drought.
- Management of Pollution as a Manmade Disaster: Causes, effects & control
- Of Air pollution, Water pollution, Land pollution and Sound pollution

**UNIT-II:** Education for Conservation of Natural Resources and Sustainable Development

- Conservation of Natural Resources: Concept, need and Importance
- Ways of Conservation of Natural Resources: Refuse, Reuse, Recycle,

- Reduce, Replace, Restore, Regenerate, and Reshape.
- Environmental Movements: -*Chipko*, *Silent Valley*, *Narmada Bachao*.
- Role of Environmental Movements in Environmental Conservation
- Role of Education in Conservation of Natural Resources
- Sustainable Development: Meaning & dimensions (natural, social & economic)
- Strategies For Sustainable Development: suggested in Agenda –Guiding Principles for Sustainable Development
- Environmental Impact Assessment (EIA) – meaning, steps, principles & importance of EIA in Sustainable Development
- Role of Environmental Education in Sustainable Development
- Need of an Inter- disciplinary Approach.

### **Unit -III:** Environmental Education-Need and Scope

- Environmental Education: Meaning, need and scope
- Need of Environmental Education for School Teachers and Teacher Educators
- Guiding Principles of Environmental Education
- Place of Environmental Education in National Curricular Framework (2000) given by NCERT and Environmental Education Curriculum Framework For Teachers and Teacher Educators (2005) given by NCTE.

### **Unit -IV:** Environmental Education- Transaction and Evaluation

- Teaching – Learning Strategies for Environmental Education: Field visits, Experimentation, Demonstration, Observation, Group- Discussion, Dramatization and Games.
- Evaluation in Environmental Education Use of Observation, Self-reporting techniques (attitude scale, interview and questionnaire) and Projective Techniques in Environmental Education.
- Training For Environmental Education – (Preparing an Environmental Education Teacher), Major components of the Training Programme, Role of Central & State Government in Environmental Education
- Role of NGOs in Environmental Education (with reference to two National & two Local NGOs)
- Role of Media in Environmental Education – Print Media, Posters, Slides, Television, Radio and Computer (Internet)

## References:

- Datta Amol K., (2000). Introduction to Environmental Science & Engineering.
- New Delhi- 110 001: Raju Primlani for Oxford & IBH Publishing, Co. Pvt. Ltd., 66, Janpath.
- Dayani, S. N., (1993). Management of Environmental Hazards. New Delhi: 110014.
- Vikas Publishing House, Pvt. Ltd. 576, Masjid Road, Jangpura.
- Iyer, Gopal (1996). Sustainable Development Ecological & Socio-cultural Dimension. New Delhi: Vikas Publishing House Ltd.
- James, George (1999). Ethical Perspectives on Environmental Issues in India.
- New Delhi-100 002: APH Publishing, Corporation, 5 Ansari Road, Darya Ganj,
- Karpagam, M. (1999). Environmental Economics. Sterling Publisher Pvt. Ltd.
- Mukherjee, Biswarp (1996). Environmental Biology, Tata-Mc-Graw, New Delhi: Hill, Publishing Co. ltd.
- Nasrin, (1999). Environmental Education. New Delhi - 110 002: APH Publishing Corporation, 5 Ansari Road, Daryaganj.
- Rao, Digmurti Bhaskar (1998). Earth Summit, Discovery. New Delhi - 110 002. Publishing House, 4831/ 24, Ansari Road, Pralhad Street, Daryaganj.
- NCERT, (2000). National Curriculum Framework 2000. New Delhi: NCERT Press.
- NCTE, (2005). Environmental Education Curriculum Frame working for Teachers & Teacher Education. New Delhi: NCERT.

POs/COs	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4
CO1	2	2	2	1	2	-	-	-
CO2	2	2	2	-	2	-	-	-
CO3	-	1	1	-	1	-	-	-
CO4	-	-	-	-	-	3	-	3

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## BAR-153 Presentation Skills

### English Grammar

Simple Grammar – using appropriate words, filling of blanks, completing of sentences, active and passive voice, correcting mistakes in texts. Use of proverbs, metaphors and punctuation.

### Comprehension

Reading and listening comprehension, to develop the ability to read and listen with understanding and draw reasoned conclusions. Art of notes taking from spoken and written English. Comprehension of lectures and speeches to locate key points.

\*Experts from humanities/English Department to be invited

And personality development program

NOTE:	Internal and external exams shall be carried out by a Jury of Internal or External Examiners which would be marked on the basis of the approved evaluation rubric
	S / P Internal Marks shall be awarded on students' work in the form of Case Study / Design Sheets / Reports / Models / Presentations / Seminars, which shall be evaluated by approved evaluation rubric by concerned faculty.

### SUGGESTED BOOKS:

1. I.H. Morris, Geometrical Drawing for Art Students - Orient Longman, Madras, 2004..
2. Francis Ching, Architectural Graphics, Van Nostrand Rein Hold Company, New York, 1964..
3. N.D.Bhatt, Elementary Engineering Drawing (Plane and Solid Geometry), Charotar Publishing House, India.
4. Punmia P. C., “Strength of Materials & Mechanics of Structures”
5. Khurmi R. S., “Strength of Material

<b>Module 4</b>		<b>M4: Art and Architecture</b>	
<b>Contacts Hours</b>		<b>72 (2 Weeks)</b>	
<b>Assigned Credit</b>		<b>2</b>	
<b>Subject Code</b>	<b>Subject Name</b>	<b>Max Marks</b>	<b>Contact Hours</b>
BAR-107	Architectural Design-I	10	18
BAR-103	Building Structures-I	15	10
BAR-109	Architectural Graphics-I	25	26
BAR-151	Computer Application in	50	18



## Semester VIII

<b>Module 36</b>		<b>M36: Professional Training</b>	
<b>Contacts Hours</b>		<b>22 Weeks)</b>	
<b>Assigned Credits</b>		<b>22</b>	
<b>Subject Code</b>	<b>Subject Name</b>	<b>Max Marks</b>	<b>Contact Hours</b>
BAR-452	Professional Training	100	-

### COURSE OUTCOMES

Architectural Graduate will be able to:		Knowledge domain and level	Evaluation Method
1	Test the theories taught	K5 in Cognitive domain	Rubric/Viva
2	Appraise the relation between the site work and drawings	K5 in Cognitive domain	Rubric/Viva
3	Inculcate teamwork	A4 in Affective domain	Rubric/Viva
4	Devise a procedure for accomplishing a task	K6 in Cognitive domain	Rubric/Viva
5	Display self-reliance, work ethics in an office	A5 in Affective domain	Rubric/Viva

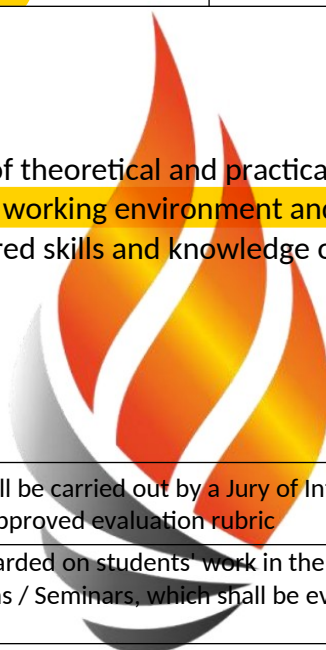
### COURSE OBJECTIVES

1. To assimilate all the knowledge of theoretical and practical subjects into the field
2. To adapt to the professional and working environment and ethics
3. To contribute through the gathered skills and knowledge of the field into to real time live projects

**Project: Training portfolio**

### BAR-452 Professional Training

NOTE:	Internal and external exams shall be carried out by a Jury of Internal or External Examiners which would be marked on the basis of the approved evaluation rubric.
	S / P Internal Marks shall be awarded on students' work in the form of Case Study / Design Sheets / Reports / Models / Presentations / Seminars, which shall be evaluated by approved evaluation rubric by concerned faculty.



## Semester VII

<b>Module 31 ARMO 4001</b>		<b>M31: Resurgence</b>	
<b>Contacts Hours</b>		<b>72 (2 Weeks)</b>	
<b>Assigned Credits</b>		<b>2</b>	
<b>Subject Code</b>	<b>Subject Name</b>	<b>Max Marks</b>	<b>Contact Hours</b>
BAR-401	Environmental Studies for Architecture	100	36
BAR-407	Report Writing-II	50	36

### COURSE OUTCOMES

Architectural Graduate will be able to:		Knowledge domain and level	Evaluation Method
1	Apply basic concepts of environment and ecology	K3 in Cognitive domain	Rubric/Viva
2	Evaluate the impact of environmental pollution	K5 in Cognitive domain	Rubric/Viva
3	Apply basic concepts of environmental laws and regulations	K3 in Cognitive domain	Rubric/Viva
4	Make Environmental impact assessment reports	K6 in Cognitive domain	Rubric/Viva
5	Value the role of sustainability in built environment	A3 in Affective domain	Rubric/Viva

### COURSE OBJECTIVES

1. To understand about environmental concerns of design and built environment
2. To learn about the implication and role of architects in contributing the protection of the environment and application of various methods.
3. To conceptualize and ideate a research theme and develop it with a scientific process.
4. To attain the skills of report writing, data collection, collation and analysis.

**Project: project assessment**

### BAR-401 Environmental Studies for Architecture

#### Unit-I: Ecology & Ecosystem

Concept of Ecology & Ecosystem, Resource analysis for various ecosystems and development imperatives (land, geology, soil, climate, water, vegetation) characteristics, exploitation, causative factors for degradation, analytical techniques.

#### Unit-II: Environmental Pollution

Definition, causes, effects, standard parameters and control measures of Air, Water, Soil, Noise, Marine, Thermal, Nuclear and Light pollution.

Causes, effects and control measures of urban and industrial waste.

Physical, Chemical and Biological transformation of pollutants.

#### Unit-III: Introduction to EIA & EMP

Role of EIA in the Planning and decision making process, definition and need, evolution and objectives, tasks and scope, methods of EIA; advantages and limitations.

EMP, Best practices in Environmental Protection and Conservation.

#### Unit-IV: Environmental Laws and Regulations

Introduction to Environmental Protection Act, Air (Prevention and Control of Pollution) Act, Water (Prevention and control of Pollution) Act, Wildlife Protection Act, Factories Act, Forest Conservation Act, Issues involved in enforcement of environmental legislation, MoEF Guidelines.

### Sustainability

#### Unit I

Introduction to sustainability & Intelligent buildings Social, economic, environmental factors, ecological footprint, local and worldwide sustainable benchmarks, building ecosystem, building

lifecycleConcept. Concept of intelligent buildings, energy efficiency, vertical transportation systems, communication systems, security systems, building automation and lighting systems.

### Unit II

Sustainable design Principles and strategies, site design, energy management, renewable energy, sustainable material selection, water management, indoor air quality, alternative energy, environmental systems, environmental assessment methods.

### Unit III

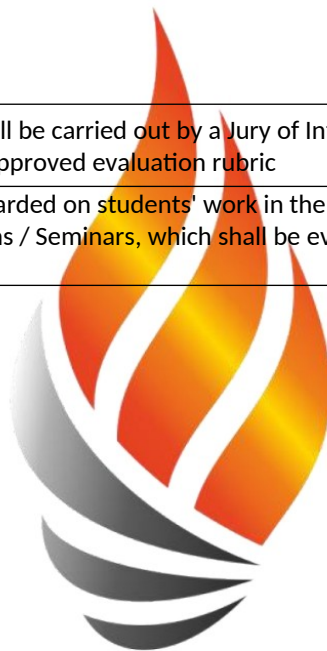
Building Management Systems (BMS) Methods to control, monitor and optimize building services, eg., lighting, heating, security, CCTV and alarm systems, access control, audio-visual and entertainment systems, ventilation, filtration and climate control, etc., even time & attendance control and reporting (notably staff movement and availability).

### Unit IV

Energy management inservices

## BAR-407 Report Writing-II

NOTE:	Internal and external exams shall be carried out by a Jury of Internal or External Examiners which would be marked on the basis of the approved evaluation rubric
	S / P Internal Marks shall be awarded on students' work in the form of Case Study / Design Sheets / Reports / Models / Presentations / Seminars, which shall be evaluated by approved evaluation rubric by concerned faculty.



<b>Module 30 ARMO 3010</b>		<b>M30: Management</b>	
<b>Contacts Hours</b>		<b>72 (2 Weeks)</b>	
<b>Assigned Credits</b>		<b>2</b>	
<b>Subject Code</b>	<b>Subject Name</b>	<b>Max Marks</b>	<b>Contact Hours</b>
BAR-306	Building Construction-VI	30	22
BAR-302	Building Structures-VI	20	8
BAR-308	Report Writing-I	45	16
BAR-352	Computer Application in Architecture-VI	35	26

### COURSE OUTCOMES

Architectural Graduate will be able to:		Knowledge domain and level	Evaluation Method
1	Analyse building specifications	K4 in Cognitive domain	Rubric/Viva
2	Analyse building estimation and costing	K4 in Cognitive domain	Rubric/Viva
3	Appreciate the role of economics in built environment	K3 in Cognitive domain	Rubric/Viva
4	Apply building byelaws to their design	K3 in Cognitive domain	Rubric/Viva
5	Make a detail working drawing of shopping mall	K6 in Cognitive domain	Rubric/Viva

### COURSE OBJECTIVES

1. To understand about building construction techniques and methods as per industry standards and trends
2. To conceptualize and ideate a research theme and develop it with a scientific process.
3. To attain the skills of report writing, data collection, collation and analysis.

### Project: Reports/Research/dissertation

BAR-306 Building Construction-VI

BAR-302 Building Structures-VI

BAR-308 Report Writing-I



### Unit II Introduction Aspects of Analysis of an Architectural project

#### Unit II

Technical Writing Critical Appreciation of a Project: Analyzing on the basis of site, Built Form and Space, Spatial Organization, Materials and Techniques, Elements and Special Characteristics, Activity Pattern.

#### Unit III

Book Reviews Review of Book with presentation of the précis.

BAR-352 Computer Application in Architecture-VI

NOTE:	Internal and external exams shall be carried out by a Jury of Internal or External Examiners which would be marked on the basis of the approved evaluation rubric
	S / P Internal Marks shall be awarded on students' work in the form of Case Study / Design Sheets / Reports / Models / Presentations / Seminars, which shall be evaluated by approved evaluation rubric by concerned faculty.

### Programme Elective

#### BAR-310A Human Values

#### UNIT 1: Course Introduction - Need, Basic LVidelines, Content and Process for Value Education

1. Understanding the need, basic LVidelines, content and process for Value Education
2. Self Exploration-what is it? - its content and process; 'Natural Acceptance' and

Experiential Validation- as the mechanism for self exploration

3. Continuous Happiness and Prosperity- A look at basic Human Aspirations
4. Right understanding, Relationship and Physical Facilities- the basic requirements for fulfillment of aspirations of every human being with their correct priority
5. Understanding Happiness and Prosperity correctly- A critical appraisal of the current scenario
6. Method to fulfill the above human aspirations: understanding and living in **harmony** at various levels

#### **UNIT 2: Understanding Harmony in the Human Being - Harmony in Myself!**

1. Understanding human being as a co-existence of the sentient 'I' and the material 'Body'
2. Understanding the needs of Self ('I') and 'Body' - *Sukh* and *Suvidha*
3. Understanding the Body as an instrument of 'I' (I being the doer, seer and enjoyer)
4. Understanding the characteristics and activities of 'I' and harmony in 'I'
5. Understanding the harmony of I with the Body: *Sanyam* and *Swasthya*; correct appraisal of Physical needs, meaning of Prosperity in detail
6. Programs to ensure *Sanyam* and *Swasthya*

- Practice Exercises and Case Studies will be taken up in Practice Sessions.

#### **UNIT 3: Understanding Harmony in the Family and Society- Harmony in Human-Human Relationship**

1. *Understanding Harmony in the family - the basic unit of human interaction*
2. Understanding values in human-human relationship; meaning of *Nyaya* and program for its fulfillment to ensure *Ubhay-tripti*;  
Trust (*Vishwas*) and Respect (*Samman*) as the foundational values of relationship
3. Understanding the meaning of *Vishwas*; Difference between intention and competence
4. Understanding the meaning of *Samman*, Difference between respect and differentiation; the other salient values in relationship
5. Understanding the harmony in the society (society being an extension of family): *Samadhan*, *Samridhi*, *Abhay*, *Sah-astitva* as comprehensive Human Goals

Visualizing a universal harmonious order in society- Undivided Society (*AkhandSamaj*), Universal Order (*Sarvabhaum Vyavastha* )- from family to world family!

#### **UNIT 4: Understanding Harmony in the Nature and Existence - Whole existence as Co-existence**

1. Understanding the harmony in the Nature
2. Interconnectedness and mutual fulfillment among the four orders of nature-recyclability and self-reVLvation in nature
3. Understanding Existence as Co-existence (*Sah-astitva*) of mutually interacting units in all-pervasive space
4. Holistic perception of harmony at all levels of existence
  - a. Practice Exercises and Case Studies will be taken up in Practice Sessions.

#### **UNIT 5: Implications of the above Holistic Understanding of Harmony on Professional Ethics**

1. Natural acceptance of human values
2. Definitiveness of Ethical Human Conduct

3. Basis for Humanistic Education, Humanistic Constitution and Humanistic Universal Order

4. Competence in professional ethics:

- a) Ability to utilize the professional competence for augmenting universal human order
- b) Ability to identify the scope and characteristics of people-friendly and eco-friendly production systems,
- c) Ability to identify and develop appropriate technologies and management patterns for above production systems.

5. Case studies of typical holistic technologies, management models and production systems

6. Strategy for transition from the present state to Universal Human Order:

- a) At the level of individual: as socially and ecologically responsible engineers, technologists and managers
- b) At the level of society: as mutually enriching institutions and organizations

### **BAR-310B Building Economics**

#### **Unit 1 Elementary concepts of economics**

Introduction to economics- Definitions, Needs & Wants, Nature & Scope of Economics.

**Unit 2** Division of economics – Micro Economics - Scarcity, Utility - Marginal, Total & Average. Laws of Demand and Supply.

Macro Economics - Economic system in India.

#### **Unit 3 Economics in relation to architecture, engineering and other sciences**

Meaning and scope of building economics, Issues and challenges associated with building projects.

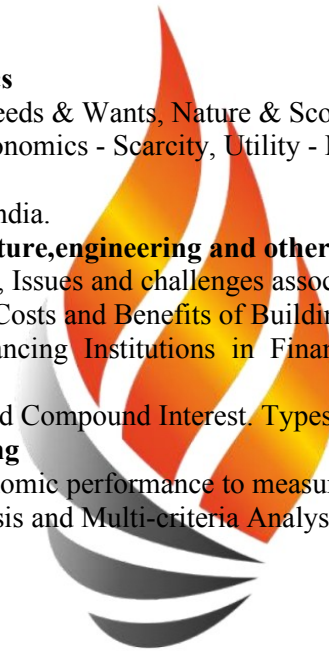
Building Efficiency, Building Life-cycle. Costs and Benefits of Building - Monetary and Non Monetary.

**Unit 4 Project Financing** Equity, Financing Institutions in Financing Process, Interim Finance and Permanent

Financing, Bank Loan - Simple Interest and Compound Interest. Types of Mortgage, Lease Arrangements.

#### **Unit 5 Economic performance of building**

Decision Making using techniques of economic performance to measure tangible and non-tangible issues - Cost-Benefit Analysis, Incremental Analysis and Multi-criteria Analysis.



## **BP 802T SOCIAL AND PREVENTIVE PHARMACY**

**Hours: 45**

### **Scope:**

The purpose of this course is to introduce to students a number of health issues and their challenges. This course also introduced a number of national health programmes. The roles of the pharmacist in these contexts are also discussed.

### **Objectives:**

After the successful completion of this course, the student shall be able to:

- Acquire high consciousness/realization of current issues related to health and pharmaceutical problems within the country and worldwide.
- Have a critical way of thinking based on current healthcare development.
- Evaluate alternative ways of solving problems related to health and pharmaceutical issues

### **Course content:**

#### **Unit I:**

**10 Hours**

**Concept of health and disease:** Definition, concepts and evaluation of public health. Understanding the concept of prevention and control of disease, social causes of diseases and social problems of the sick.

**Social and health education:** Food in relation to nutrition and health, Balanced diet, Nutritional deficiencies, Vitamin deficiencies, Malnutrition and its prevention.

**Sociology and health:** Socio cultural factors related to health and disease, Impact of urbanization on health and disease, Poverty and health

**Hygiene and health:** personal hygiene and health care; avoidable habits

#### **Unit II:**

**10 Hours**

**Preventive medicine:** General principles of prevention and control of diseases such as cholera, SARS, Ebola virus, influenza, acute respiratory infections, malaria, chicken guinea, dengue, lymphatic filariasis, pneumonia, hypertension, diabetes mellitus, cancer, drug addiction-drug substance abuse

#### **Unit III:**

**10 Hours**

**National health programs, its objectives, functioning and outcome of the following:** HIV AND AIDS control programme, TB, Integrated disease surveillance program (IDSP), National leprosy control programme, National mental health program, National

programme for prevention and control of deafness, Universal immunization programme, National programme for control of blindness, Pulse polio programme.

**Unit IV:**

**08 Hours**

National health intervention programme for mother and child, National family welfare programme, National tobacco control programme, National Malaria Prevention Program, National programme for the health care for the elderly, Social health programme; role of WHO in Indian national program

**Unit V:**

**07 Hours**

Community services in rural, urban and school health: Functions of PHC, Improvement in rural sanitation, national urban health mission, Health promotion and education in school.

**Recommended Books (Latest edition):**

1. Short Textbook of Preventive and Social Medicine, Prabhakara GN, 2<sup>nd</sup> Edition, 2010, ISBN: 9789380704104, JAYPEE Publications
2. Textbook of Preventive and Social Medicine (Mahajan and Gupta), Edited by Roy Rabindra Nath, Saha Indranil, 4<sup>th</sup> Edition, 2013, ISBN: 9789350901878, JAYPEE Publications
3. Review of Preventive and Social Medicine (Including Biostatistics), Jain Vivek, 6<sup>th</sup> Edition, 2014, ISBN: 9789351522331, JAYPEE Publications
4. Essentials of Community Medicine—A Practical Approach, Hiremath Lalita D, Hiremath Dhananjaya A, 2<sup>nd</sup> Edition, 2012, ISBN: 9789350250440, JAYPEE Publications
5. Park Textbook of Preventive and Social Medicine, K Park, 21<sup>st</sup> Edition, 2011, ISBN-14: 9788190128285, BANARSIDAS BHANOT PUBLISHERS.
6. Community Pharmacy Practice, Ramesh Adepu, BSP publishers, Hyderabad

**Recommended Journals:**

1. Research in Social and Administrative Pharmacy, Elsevier, Ireland



## **BP 812 ET. DIETARY SUPPLEMENTS AND NUTRACEUTICALS**

**No. of hours :3**

**Tutorial:1**

**Credit point:4**

### **Scope :**

This subject covers foundational topics that are important for understanding the need and requirements of dietary supplements among different groups in the population.

### **Objective:**

This module aims to provide an understanding of the concepts behind the theoretical applications of dietary supplements. By the end of the course, students should be able to :

1. Understand the need of supplements by the different group of people to maintain healthy life.
2. Understand the outcome of deficiencies in dietary supplements.
3. Appreciate the components in dietary supplements and the application.
4. Appreciate the regulatory and commercial aspects of dietary supplements including health claims.

### **UNIT I**

**07 hours**

- a. Definitions of Functional foods, Nutraceuticals and Dietary supplements. Classification of Nutraceuticals, Health problems and diseases that can be prevented or cured by Nutraceuticals i.e. weight control, diabetes, cancer, heart disease, stress, osteoarthritis, hypertension etc.
- b. Public health nutrition, maternal and child nutrition, nutrition and ageing, nutrition education in community.
- c. Source, Name of marker compounds and their chemical nature, Medicinal uses and health benefits of following used as nutraceuticals/functional foods: Spirulina, Soyabean, Ginseng, Garlic, Broccoli, Gingko, Flaxseeds

### **UNIT II**

**15 hours**

Phytochemicals as nutraceuticals: Occurrence and characteristic features(chemical nature medicinal benefits) of following

- a) Carotenoids- and -Carotene, Lycopene, Xanthophylls, leutin
- b) Sulfides: Diallyl sulfides, Allyl trisulfide.
- c) Polyphenolics: Resveratrol
- d) Flavonoids- Rutin , Naringin, Quercetin, Anthocyanidins, catechins, Flavones
- e) Prebiotics / Probiotics.: Fructo oligosaccharides, Lacto bacillum
- f) Phyto estrogens : Isoflavones, daidzein, Geobustan, lignans
- g) Tocopherols
- h) Proteins, vitamins, minerals, cereal, vegetables and beverages as functional foods: oats, wheat bran, rice bran, sea foods, coffee, tea and the like.

### **UNIT III**

**07 hours**

- a) Introduction to free radicals: Free radicals, reactive oxygen species, production of free radicals in cells, damaging reactions of free radicals on lipids, proteins, Carbohydrates, nucleic acids.

- b) Dietary fibres and complex carbohydrates as functional food ingredients..

#### **UNIT IV**

**10 hours**

- a) Free radicals in Diabetes mellitus, Inflammation, Ischemic reperfusion injury, Cancer, Atherosclerosis, Free radicals in brain metabolism and pathology, kidney damage, muscle damage. Free radicals involvement in other disorders. Free radicals theory of ageing.
- b) Antioxidants: Endogenous antioxidants – enzymatic and nonenzymatic antioxidant defence, Superoxide dismutase, catalase, Glutathione peroxidase, Glutathione Vitamin C, Vitamin E, - Lipoic acid, melatonin  
Synthetic antioxidants: Butylated hydroxy Toluene, Butylated hydroxy Anisole.
- c) Functional foods for chronic disease prevention

#### **UNIT V**

**06 hours**

- a) Effect of processing, storage and interactions of various environmental factors on the potential of nutraceuticals.
- b) Regulatory Aspects; FSSAI, FDA, FPO, MPO, AGMARK. HACCP and GMPs on Food Safety. Adulteration of foods.
- c) Pharmacopoeial Specifications for dietary supplements and nutraceuticals.

#### **References:**

1. Dietetics by Sri Lakshmi
2. Role of dietary fibres and nutraceuticals in preventing diseases by K.T Agusti and P.Faizal: BSPublication.
3. Advanced Nutritional Therapies by Cooper. K.A., (1996).
4. The Food Pharmacy by Jean Carper, Simon & Schuster, UK Ltd., (1988).
5. Prescription for Nutritional Healing by James F.Balch and Phyllis A.Balch 2<sup>nd</sup> Edn., Avery Publishing Group, NY (1997).
6. G. Gibson and C.williams Editors *2000 Functional foods* Woodhead Publ.Co.London.
7. Goldberg, I. *Functional Foods*. 1994. Chapman and Hall, New York.
8. Labuza, T.P. 2000 Functional Foods and Dietary Supplements: Safety, Good Manufacturing Practice (GMPs) and Shelf Life Testing in *Essentials of Functional Foods* M.K. Sachmidl and T.P. Labuza eds. Aspen Press.
9. Handbook of Nutraceuticals and Functional Foods, Third Edition (Modern Nutrition)
10. Shils, ME, Olson, JA, Shike, M. 1994 *Modern Nutrition in Health and Disease*. Eighth edition. Lea and Febiger

**BP 206 T. ENVIRONMENTAL SCIENCES (Theory)**

**30 hours**

**Scope:**Environmental Sciences is the scientific study of the environmental system and the status of its inherent or induced changes on organisms. It includes not only the study of physical and biological characters of the environment but also the social and cultural factors and the impact of man on environment.

**Objectives:** Upon completion of the course the student shall be able to:

1. Create the awareness about environmental problems among learners.
2. Impart basic knowledge about the environment and its allied problems.
3. Develop an attitude of concern for the environment.
4. Motivate learner to participate in environment protection and environment improvement.
5. Acquire skills to help the concerned individuals in identifying and solving environmental problems.
6. Strive to attain harmony with Nature.

**Course content:**

**Unit-I**

**10hours**

The Multidisciplinary nature of environmental studies

Natural Resources

Renewable and non-renewable resources:

Natural resources and associated problems

a) Forest resources; b) Water resources; c) Mineral resources; d) Food resources; e) Energy resources; f) Land resources: Role of an individual in conservation of natural resources.

**Unit-II**

**10hours**

Ecosystems

- Concept of an ecosystem.
- Structure and function of an ecosystem.
- Introduction, types, characteristic features, structure and function of the ecosystems: Forest ecosystem; Grassland ecosystem; Desert ecosystem; Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)

**Unit- III**

**10hours**

Environmental Pollution: Air pollution; Water pollution; Soil pollution

**Recommended Books (Latest edition):**

1. Y.K. Sing, Environmental Science, New Age International Pvt, Publishers, Bangalore
2. Agarwal, K.C. 2001 Environmental Biology, Nidi Publ. Ltd. Bikaner.
3. Bharucha Erach, The Biodiversity of India, Mapin Publishing Pvt. Ltd., Ahmedabad – 380 013, India,
4. Brunner R.C., 1989, Hazardous Waste Incineration, McGraw Hill Inc. 480p
5. Clark R.S., Marine Pollution, Clarendon Press Oxford
6. Cunningham, W.P. Cooper, T.H. Gorhani, E & Hepworth, M.T. 2001, Environmental Encyclopedia, Jaico Publ. House, Mumbai, 1196p
7. De A.K., Environmental Chemistry, Wiley Eastern Ltd.
8. Down of Earth, Centre for Science and Environment

**Course Name: Environmental Laws**

**Course Code: BBALLB-312**

**Class: BBALLB 3<sup>rd</sup> year**

**Semester: VI**

**Credit: 4**

### **Course Objectives**

The paper seeks to inculcate a general awareness of the major problems of environmental protection in three categories: (1) Protection of the environment, (2) Pollution abatement, and (3) Protection of natural and living resources, and the major legal framework obtaining in the Indian law.

### **UNIT I**

#### **General Introduction to Environmental Studies**

1. Natural resources and its kinds
2. Concept of pollution of the environment
3. Impact of pollution on natural resources (forest, water, minerals, food energy, Land, air)
4. Sources of environment law
5. India's ancient tradition and environment law
6. Evolution of the Indian laws re. protection of the environments

### **UNIT II**

#### **Environmental Pollution and Prevention**

1. Definition and causes of pollution
2. Types of Pollution:
  - (a) Air pollution
  - (b) Water pollution
  - (c) Soil pollution
  - (d) Marine pollution
  - (e) Noise pollution
  - (f) Thermal pollution
  - (g) Nuclear hazards
3. Air (Prevention and Control of Pollution) Act 1981 and judiciary's initiative
4. Water (Prevention and Control of Pollution) Act 1974 and judiciary's initiative
5. Environment Protection Act 1986
6. Noise pollution and judiciary's initiative
7. Coastal zone management

### **UNIT III**

#### **Protection of Forest Habitat**

1. Forest law in India
2. Sustainable use of forest
3. Role of central government in forest protection
4. Wildlife protection Act 1972
5. Judicial initiative for wildlife protection Act

### **UNIT IV**

#### **Resource Management**

1. Land resources management
2. Wetlands management
3. Water resources management
4. Ground water management
5. Environment impact assessment

### **UNIT V**

#### **Contribution of Indian Judiciary**

1. Articles in constitution of India
2. Polluter pays principle
3. Precautionary principle
4. Public Trust Doctrine
5. Compensation and rehabilitation

**Course Name: Gender Justice & Feminist Jurisprudence**

**Course Code: BBALLB-505**

**Class: BBALLB 5<sup>th</sup> year**

**Semester: IX**

**Credit: 4**

### **UNIT I: GENDER JUSTICE, SEX, POSITION OF WOMEN**

1. Gender justice
  - a. Notions of sex and gender
  - b. Deconstructing 'Man', 'Woman', 'Other'
  - c. Private-public dichotomy
2. Condition of Women in ancient, medieval and modern India: An overview
3. Understanding Patriarchy system

### **UNIT II: KINDS OF FEMINISM**

1. Issues and contradictions in feminism
  - a. Liberal feminism
  - b. Radical feminism
2. Socialist/Marxist feminist approaches

### **UNIT III: GENDER JUSTICE: THE INTERNATIONAL PERSPECTIVE**

1. Universal Declaration of Human Rights (UDHR)
2. UN Convention for the Elimination of Discrimination against Women
3. UN Human Rights Council Resolution on Human rights, Sexual Orientation and Gender identity, 2011
4. Human Rights Council Resolution on sexual orientation and gender identity

### **UNIT IV: GENDER JUSTICE AND THE INDIAN LAWS**

1. Feminist Jurisprudence under constitution of India
2. Indian Penal Code 1860
  - a. Rape Laws
  - b. Voyeurism, stalking and Cyber Bullying
  - c. Outraging the modesty of the women
  - d. Causing miscarriage
3. Indecent Representation of Women (Prohibition) Act, 1986

### **UNIT V: FEMALE PROTECTION IN SOME SPECIAL LAWS**

1. Labour laws
2. Sexual Harassment at Workplace  
The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act  
2013
3. Immoral Traffic Prevention Act, 1956 and its Amendments and Section 360 IPC



## SEMESTER II

COURSE CODE	COURSE TITLE	COURSE-WISE CLASS	L-T-P	CREDITS
CE-108	Environmental Science and Ecology	AECC	2-0-0	2

**Course Outcomes:** Students should be able to:

- ✦ CO 1: Understand fundamental terms related to the environment and be aware of environmental problems
- ✦ CO 2: Analyze the complexities of environmental problems and should know the remedies available to them and implement them at their own level

**Unit Wise Syllabus:**

- **Unit-1: THE MULTIDISCIPLINARY NATURE OF ENVIRONMENTAL STUDIES:** Basic definitions related to environment; Scope, vis-à-vis environmental science and environmental engineering; uses of environmental degradation, atmospheric composition and associated spheres, habitat and climate; objective, goals and principals involved in environmental education, environmental awareness, Environmental ethics, environmental organization and their involvement.
- **Unit-2: NATURAL RESOURCES:** Renewable and non-renewable resources; forest resources, over-exploitation, and deforestation / afforestation; water resources, impact of over-utilization of surface and ground water, floods, drought, conflicts over water, dams; mineral resources: dereliction of mines, environmental effects of extracting and using mineral resources; Food resources, modern agriculture and its impact, problem associated with fertilizer and pesticide, water logging, salinity ; energy resources, renewable, non-renewable energy sources, solar energy, wind energy, hydro energy, biomass energy, geothermal energy, nuclear energy and its associated hazards; land as a resource, land degradation, man induced landslides, soil erosion and desertification.
- **Unit-3: ECOSYSTEMS:** Concept of an ecosystem, structure and function of an ecosystem, producers, consumers and decomposers, energy flow in the ecosystem, ecological succession, food chains, food webs and ecological pyramids; characteristic features, structure and function of the following ecosystem -forest ecosystem, grassland ecosystem desert ecosystem and aquatic ecosystems.
- **Unit-4: BIODIVERSITY AND ITS CONSERVATION:** Bio-geographical classification of

India; biodiversity at global, national and local levels, India as a mega-diversity nation, hot-spots of biodiversity; value of biodiversity- consumptive use, productive use, social, ethical aesthetic and option values; threats to biodiversity; conservation of biodiversity: in-situ and ex-situ conservation of biodiversity.

- **Unit-5: ENVIRONMENTAL POLLUTION:** Causes, effects and control measures of air pollution, water pollution, soil pollution, marine pollution, noise pollution, thermal pollution; solid waste management, e-waste management; disaster management – floods, earthquake, cyclone and landslides.

#### **TEXTBOOKS/REFERENCE BOOKS:**

1. Kaushik, Anubha, and Kaushik, C.P., “Perspectives in Environmental Studies”, 4th Edition New Age International Publishers, 2004
2. Agarwal, K.C., “Environmental Biology”, 2nd Edition, Nidhi Publ. Ltd., Bikaner, 2001.
3. Bharucha Erach, “The Biodiversity of India”, 2nd Edition, Mapin Publishing Pvt.Ltd., 2006.
4. Brunner R. C., “Hazardous Waste Incineration”, 1st Edition McGraw Hill Inc., 1989.
5. Clark R.S., “Marine Pollution”, 1st Edition Clarendon Press Oxford, 1989
6. Cunningham, W.P., Cooper, T.H. Gorhani, E. & Hepworth, M.T., Environmental Encyclopedia”, 2nd Edition, Jaico Publ. House, 2001.
7. De, A. K., “Environmental Chemistry”, 2nd Edition, Wiley Eastern, 1989
8. Jadhav, H. and Bhosale, V.M., “Environmental Protection and Laws”, 1st Edition, Himalaya Pub. House, Delhi, 1995.
9. McKinney, M.L. and Schol. R.M., “Environmental Science Systems & Solutions”, 2nd Edition, Web enhanced edition, 1996.
10. Rao M.N. and Datta, A.K., “Waste Water Treatment”, 2nd Edition, Oxford & IBH Publ. Co., 1987.
11. Sharma B.K., “Environmental Chemistry”, 2nd Edition, Goel Publ. House, Meerut, 2001
12. Trivedi R.K. and Goel, P.K., “Introduction to Air Pollution”, 2nd Edition, Techno

#### **Suggested Readings:**

1. *Environmental Science*- Botkin & Keller, Wiley Publishers, 2012.
2. *Ecology and Environmental Science*- H.P. Singh & Neeraj Kumar, Vishal Publishing House, 2014.
3. *Essentials of Ecology and Environmental Science*- S.V.S. Rana, Prentice Hall, 2013.

**LINGAYA'S VIDYAPEETH**  
**NACHUALI, JASANA ROAD, FARIDABAD**  
**BACHELOR OF BUSINESS ADMINISTRATION (BBA)**  
**BBA-104: Business Ethics and Corporate Social Responsibility**

L-4, T/P-0,

Credits: 04

**Objectives:** The basic objective of this paper is to make the students realize the importance of values and ethics in business. This course endeavors to provide a background to ethics as a prelude to learn the skills of ethical decision-making and, then, to apply those skills to the real and current challenges of the information professions.

**Course Contents**

**UNIT-I**

**Introduction:** Values-Concept, types and formation of values, ethics, values and behaviour, Values of Indian Managers, Ethics, development of ethics, ethical decision making and decision making process, relevance of ethics and values in business

**Management of Ethics:** Management process and ethics, managerial performance, ethical issues, ethos of Vadanta in management, Hierarchism as an organizational value

**UNIT-II**

**Corporate Social Responsibility & Consumer Protection:** Corporate responsibility of business: employees, consumers and community, Corporate Governance, Code of Corporate Governance, Consumerism, unethical issues, in sales, marketing and technology.

**UNIT-III**

**Understanding Progress, Results & Managing Transforming:** Progress and Results definition, functions of progress, transformation, need for transformation, process & challenges of transformation. **Understanding Success:** Definitions of success, Principles for competitive success, prerequisites to create blue print for success. Successful stories of business gurus.

**UNIT-IV**

**Knowledge and Wisdom:** Meaning of knowledge and wisdom, difference between knowledge and wisdom, knowledge worker versus wisdom worker, concept of knowledge management and wisdom management, wisdom-based management.

**Stress Management:** Meaning, sources and consequences of stress, stress management and detached involvement.

**Text Books**

1. Fernando, A.C., (2010), Business Ethics, Pearson education.
2. Hartman, Laura and Chatterjee, Abha, (2010), Perspectives in Business Ethics, McGraw Hill Education.

**Reference Books:**

1. Govindarajan.M, Natarajan.S, Senthilkumar, V.S., (2013) Professional Ethics and Human Values, PHI
2. Rao, A.B., (2012), Business Ethics and Professional Values, Excel Book.
3. Manuel G.Velasquez, (2012), Business Ethics Concepts, Printice Hall of India.
4. Sison, Alejo G. Corporate Governance and Ethics, (2010) Edward Elgar Publishing Ltd.

CO1 To recollect concepts on ethical management practices in the business and appreciate the value system of ancient times and its applicability to modern business situations

CO2 To bring up value system in an organization based on ethics and provide knowledge about ethical decision making

CO3 To know the role of ethics in corporate governance.

CO4 To create knowledge about ethics and its application in functional areas of business

CO5 To create knowledge about ethics and corporate social responsibility

Pos Cos	PO1	PO2	PO3	PO4	PO5	PO6
CO1	2	2	-	-	1	-
CO2	1	1	1	1	1	-
CO3	1	1	1	-	1	-
CO4	2	-	1	1	-	-

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NACHUALI, JASANA ROAD, FARIDABAD  
BACHELOR OF BUSINESS ADMINISTRATION (BBA)  
**BBA-307A: Public Relations and Corporate Image**

L-4, T/P-0,

Credits: 04

**Objective:**

The objective of the course is to provide an understanding of the essential elements of public relations and its corporate image.

**Course Contents**

**Unit I**

**Introduction to Public Relations**– Concept and definitions of public relations, Process of public relations, **Need and scope of public relations, Growth and development of PR** with special reference to India

**Various Forms of P.R** - Public relations- advertising-propaganda publicity, Corporate Communication: similarities and differences, PR set-up in private and public sectors, PR in globalized world.

**Unit II**

**P.R. Tools** – PR agency- structure and functions, Tools of public relations, House journal, PR writing for Press release, Press Conferences, Press Brief.

**P.R for Development** - Internal and external public relations, Public relations campaigns, Careers in PR, PR for Development.

**Unit III**

**Corporate Reputation in Global Society** - Assessing Strategic Communication in Current Reputation Management Practices, Corporate Identity, Corporate Image, and Corporate

Reputation, **Professional Ethical Standards** in Reputation Management, Corporate Social Responsibility.

#### Unit IV

**Corporate Strategic Philanthropy** - Reputation Management Through Internal Relations, Reputation Management Through External Relations, When Business Mixes with Politics, Religion, & **Social Justice, Issues Management, Managing Reputation During Crisis,** Corporate Engagement in the Digital Era.

Text Books:-

- 1 “The New Rules of Marketing and PR” by David Meerman Scott
- 2 “The Business of Persuasion” by Harold Burson
- 3 Keeping the Corporate Image: Public Relations and Business by Richard S. Tedlow

#### CO's:

CO1: Understand the Growth and development of PR with special reference to India

CO2: Learn about the various P.R. Tools

CO3: Helpful in Corporate Reputation in Global Society

CO4: To know the Corporate Engagement in the Digital Era.

P o s t s	LINGAYA'S						VIDYAPEETH	
	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P S O 1	P S O 2
C O 1	-	1	1	2	-	1	1	1
C O 2	2	1	2	-	1	2	-	2
C O 3	2	1	-	-	1	-	2	-
C O 4	-	3	3	1	2	-	3	-

# LINGAYA'S VIDYAPEETH

## SCHEME OF STUDIES

### SESSION: 2021-22

Course code	Course title	L	T	P	Credits
PEP-102	UNIVERSAL HUMAN VALUES	1	0	2	2

#### Course Objectives:

1. To help the students appreciate the essential complementarity between 'VALUES' and 'SKILLS' to ensure sustained happiness and prosperity, which are the core aspirations of all human beings
2. To facilitate the development of a Holistic perspective among students towards life and profession as well as towards happiness and prosperity based on a correct understanding of the Human reality and the rest of Existence. Such a holistic perspective forms the basis of Universal
3. To highlight plausible implications of such a Holistic understanding in terms of ethical human conduct, trustful and mutually fulfilling human behavior and mutually enriching interaction with Nature

**UNIT 1:** Course Introduction - Need, Basic Guidelines, Content and Process for Value Education  
 1. Understanding the need, basic guidelines, content and process for Value Education  
 2. Self Exploration—what is it? - its content and process; 'Natural Acceptance' and Experiential Validation- as the mechanism for self exploration  
 3. Continuous Happiness and Prosperity- A look at basic Human Aspirations  
 4. Right understanding, Relationship and Physical Facilities- the basic requirements for fulfillment of aspirations of every human being with their correct priority  
 5. Understanding Happiness and Prosperity correctly- A critical appraisal of the current scenario  
 6. Method to fulfill the above human aspirations: understanding and living in harmony at various levels

**UNIT 2:** Understanding Harmony in the Human Being - Harmony in Myself!  
 7. Understanding human being as a co-existence of the sentient 'I' and the material 'Body'  
 8. Understanding the needs of Self ('I') and 'Body' - Sukh and Suvidha  
 9. Understanding the Body as an instrument of 'I' (I being the doer, seer and enjoyer)  
 10. Understanding the characteristics and activities of 'I' and harmony in 'I'  
 11. Understanding the harmony of I with the Body: Sanyam and Swasthya; correct appraisal of Physical needs, meaning of Prosperity in detail  
 12. Programs to ensure Sanyam and Swasthya - Practice Exercises and Case Studies will be taken up in Practice Sessions.

**UNIT 3:** Understanding Harmony in the Family and Society- Harmony in Human Human Relationship  
 13. Understanding Harmony in the family – the basic unit of human interaction  
 14. Understanding values in human-human relationship; meaning of Nyaya and program for its fulfillment to ensure Ubhay-tripti; Trust (Vishwas) and Respect (Samman) as the foundational values of relationship  
 15. Understanding the meaning of Vishwas; Difference between intention and competence  
 16. Understanding the meaning of Samman, Difference between respect and differentiation; the other salient values in relationship  
 17. Understanding the harmony in the society (society being an extension of family): Samadhan, Samridhi, Abhay, Sah-astitva as comprehensive Human Goals  
 18. Visualizing a universal harmonious order in society- Undivided

# LINGAYA'S VIDYAPEETH

## SCHEME OF STUDIES

### SESSION: 2021-22

Society (Akhand Samaj), Universal Order (Sarvabhaum Vyawastha )- from family to world family! - Practice Exercises and Case Studies will be taken up in Practice Sessions.

**UNIT 4:** Understanding Harmony in the Nature and Existence - Whole existence as Co-existence  
 19. Understanding the harmony in the Nature  
 20. Interconnectedness and mutual fulfillment among the four orders of nature  
 recyclability and self-regulation in nature  
 21. Understanding Existence as Co-existence (Sah-astitva) of mutually interacting units in all-pervasive space  
 22. Holistic perception of harmony at all levels of existence - Practice Exercises and Case Studies will be taken up in Practice Sessions.

**UNIT 5:** Implications of the above Holistic Understanding of Harmony on Professional Ethics  
 23. Natural acceptance of human values  
 24. Definitiveness of Ethical Human Conduct  
 25. Basis for Humanistic Education, Humanistic Constitution and Humanistic Universal Order  
 26. Competence in professional ethics: a) Ability to utilize the professional competence for augmenting universal human order  
 b) Ability to identify the scope and characteristics of people-friendly and ecofriendly production systems,  
 c) Ability to identify and develop appropriate technologies and management patterns for above production systems.  
 27. Case studies of typical holistic technologies, management models and production systems  
 28. Strategy for transition from the present state to Universal Human Order: a) At the level of individual: as socially and ecologically responsible engineers, technologists and managers  
 b) At the level of society: as mutually enriching institutions and organizations.

UNIVERSAL HUMAN VALUES	Course objectives	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO1	PO1	PO1
		1	2	3	4	5	6	7	8	9	0	1	2	
PEP-102	CO1		1	1		1							1	
		2										2		1
	CO2						2	1		1				
		2	2	1	1							2		1
	CO3	3	2				1					2		2



MBA: 2021-2023

**MBA-109: BUSINESS ETHICS AND CORPORATE SOCIAL RESPONSIBILITY**

L-T-P: 3-0-0

**Objective:** This Paper introduces students to the relationship between business and ethics, and tries them to understand how ethical principles could influence management decisions. It also signifies the concept of CSR and its implications on business.

Unit I

**Business Ethics:** Characteristics, Principles, Types, Importance, Factors highlighting the importance of Business Ethics, Myths about Business Ethics. Ethical Values, Theories of Ethics, Absolutism versus Relativism, Teleological approach, the Deontological approach, Kohlberg's six stages of moral development (CMD), Code of Ethics.

**Business Ethics and Social Responsibilities of the firm** - relationship of the firms with customers, competitors, stockholders, dealers and suppliers. Ethics v/s Ethos, Indian v/s Western Management, Globalisation and Business Ethics. Emerging issues of Business Ethics.

Unit II

**Ethical Dilemma;** Characteristics, ethical decision making, ethical reasoning, the dilemma resolution process. Ethical Considerations in Marketing, Ethics in Accounting and Finance, Ethical Implications at Top Level. Ethical considerations in Human Resource Management, Environmental Ethics.

Note: Relevant Case Studies regarding ethical issues in Marketing, HRM, Accounting and Finance and Environment Management should be discussed in the class.

Unit III

**Corporate Social Responsibility:** Concept, Definition, Need, Arguments in favour of and against CSR. Historical Phases of Corporate Social Responsibility, Perspectives of CSR. Models of CSR, Drivers of CSR, Corporate Governance, Business Ethics and CSR.

**Corporate Social Responsibility and Corporate Sustainability:** Meaning, Need and importance of Sustainability, Sustainability Case Studies-Triple Bottom Line (TBL).

**Corporate Sustainability Reporting Frameworks**-Global Reporting Initiative Guidelines, National Voluntary Guidelines on Social, Environmental and Economic Responsibilities of Business.

Unit IV

Corporate Social Responsibility within the organisation, CSR and Society, Strategic Planning and CSR, Environmental Aspects of CSR, CSR under the Companies Act, 2013, CSR Practices in India, Case Studies of Major CSR Initiatives.

Corporate Governance: Introduction, Need, Models.

References:

- Fernando, A. C. (2010). *Business Ethics and corporate governance*. Pearson Education.
- Velasquez, M. G. (2011). *Business Ethics: Concepts and Cases*. PHI Learning.
- Gosh, B. N. (2009). *Business Ethics and Corporate Governance*. Tata McGraw Hill. T
- Thomas M. Garrett - *Business Ethics* - The times of India Press Bombay.
- Peter Pratley - *The essence of Business Ethics* - prentice Hall of India (P) Ltd., New Delhi.

- Chackraborty S.K. - *Ethics in Management - Vedantic Perspectives* - Oxford University Press, Delhi.
- Keith Davis *Business and Society* Mc Graw Hill.

CO 1 Discuss the importance of Indian Ethos and its managerial practice for the organizations

CO 2 Examine the importance and relevance of ethical considerations in marketing, ethics in accounting and finance.

CO 3 Identify the drivers of CSR, Corporate Governance, Business Ethics and CSR.

CO 4 Understand the environmental aspects of CSR.

Pos Cos	PO1	PO2	PO3	PO4	PO5	PO6	PSO 1	PSO2
CO1	2	1	2	3	-	-	2	2
CO2	2	1	2	3	-	-	1	1
CO3	2	1	2	3	-	-	1	1
CO4	2	1	2	3	-	-	1	1

**Course Name: Environmental Law**

**Course Code: LLB-104**

**Class: LLB 1<sup>st</sup> year**

**Semester: II**

**Credit: 4**

### **Course Objectives**

The paper seeks to inculcate a general awareness of the major problems of environmental protection in three categories: (1) Protection of the environment, (2) Pollution abatement, and (3) Protection of natural and living resources, and the major legal framework obtaining in the Indian law.

### **Unit I**

General Introduction to Environmental Studies

1. Natural resources and its kinds
2. Concept of pollution of the environment
3. Impact of pollution on natural resources (forest, water, minerals, food energy, Land, air)
4. Sources of environment law
5. India's ancient tradition and environment law
6. Evolution of the Indian laws re. Protection of the environments

### **Unit II**

Environmental Pollution and Prevention

1. Definition and causes of pollution
2. Types of Pollution:
  - (a) Air pollution
  - (b) Water pollution
  - (c) Soil pollution
  - (d) Marine pollution
  - (e) Noise pollution
  - (f) Thermal pollution
  - (g) Nuclear hazards
3. Air (Prevention and Control of Pollution) Act 1981 and judiciary's initiative
4. Water (Prevention and Control of Pollution) Act 1974 and judiciary's initiative
5. Environment Protection Act 1986
6. Noise pollution and judiciary's initiative
7. Coastal zone management

### **Unit III**

Protection of Forest Habitat

1. Forest law in India
2. Sustainable use of forest
3. Role of central government in forest protection
4. Wildlife protection Act 1972
5. Judicial initiative for wildlife protection Act

### **Unit IV**

Resource Management

1. Land resources management
2. Wetlands management
3. Water resources management
4. Ground water management
5. Environment impact assessment

#### **Unit V**

Contribution of Indian Judiciary

1. Articles in constitution of India
2. Polluter pays principle
3. Precautionary principle
4. Public Trust Doctrine
5. Compensation and rehabilitation

#### **BOOKS RECOMMENDED**

1. K.D. Gaur, Criminal Law -Cases and Material, Universal Law Publishing Co.
2. R. C. Nigam, Law of Crimes -Principles of Criminal Law, Asia Publication House Reference Books: 1. K. I. Vibhute (Rev.), P.S.A.Pillai's Criminal Law, Lexis NexisButterworths India 2008.
2. V.B. Raju, Indian Penal Code, 1860, State Mutual Book and Periodical Service Ltd.
3. K.N.C. Pillai &ShabistanAquil (Rev.), Essays on the Indian Penal Code (The Indian Law Institute, 2005)
4. K.T. Thomas and MA Rashid, Ratanlal&Dhirajlal's The Indian Penal Code, Lexus Nexis, 2015.

**Course Name: Human Rights Law**

**Course Code: BL-308**

**Class: LLB 3<sup>rd</sup> year**

**Semester: VI**

**Credit: 4**

**Objective-** The understanding of human rights is the foundation for the development of a good citizen and a responsible legal professional. The main objective of this course is to provide an insight into the meaning and significance of various human rights in the contemporary era and the mechanisms developed at the international and national level for protection and promotion of such rights. This course attempts to increase the knowledge of law students with respect to human rights; to focus their attention on the underlying values of human rights and to explore various international and national legal frameworks which embody human rights and promote them in practice.

**UNIT I:**

Introduction -

1. Meaning and Concept of Human Rights
2. History and Development of Human Rights
3. Basis of Protection and need for Protection of H.R.

**UNIT II:**

1. Universal Protection of Human Rights
2. U.N. Charter and Human Rights
3. U.N. bodies primarily concerned with Human Rights
4. Human Rights Council
5. The Universal Declaration of Human Rights
6. Key International Convention on Human Rights

**UNIT III:**

1. Regional System for Protection of Human Rights
2. The European Convention on Human Rights, 1950
3. The American Convention on Human Rights, 1969
4. Asian Human Rights Charter, 1998

**UNIT IV:**

1. Human Rights under Indian Law
2. Human rights and Indian Constitution
3. Role of Indian Judiciary

**UNIT V:**

1. National Human Rights
2. National Human Rights Commission
3. The Protection of Human Rights Act, 1993- Establishment, Powers and Functions of NHRC - Role of NHRC

**BOOKS RECOMMENDED:**

1. Bajwa, G.S. and D.K. Bajwa, Human Rights in India: Implementation and Violations, D.K. Publishers, New Delhi (1996).
2. Basu, D.D., Human Rights in Constitutional Law, Prentice Hall, New Delhi (1994).
3. Sehgal, B.P.Singh, ed., Human Rights in India: Problems and Perspectives, Deep and Deep Publications, New Delhi (1999).
4. S.K.Avesti and R.P.Kataria, Law Relating to Human Rights, Orient Publications, New Delhi (2000)
5. SK Kapoor, Human Rights under International and Indian Law, Central Law Agency, Allahabad. (1999)
6. HO Agarwal Human Rights, Central Law Publications, Allahabad, (12th Edn. - 2012)
7. Justice PalokBasu, Law Relating to Protection of Human Rights, Modern Law Publications, Allahabad (2002).
8. Sircar, V.K., Protection of Human Right in India, Asia Law House, Hyderabad (2004-05.)

# LINGAYA'S VIDYAPEETH

## SCHEME OF STUDIES

### SESSION: 2021-22

Course code	Course title	L	T	P	Credits
<b>BS-160</b>	<b>Environmental science and chemistry lab</b>	0	0	2	1

#### Course Objectives:

1. The student will learn concepts and vocabulary related to environmental science by completing the various labs. Students will explore several important concepts that of of concern to us as citizens, educators, and scientists. They will do this by completing lesson and lab activities which may include collecting visual data photographs.
2. The student will properly apply the scientific method to research a problem and formulate conclusions. All sciences share a common methodology of attaining knowledge that sees to eliminate bias and prejudice in research. You will learn the difference between a hypothesis and a scientific theory.
3. The student will synthesize information from external sources and personal observations and incorporate them into lab activities. Learn how scientists think. Scientists observe, question, and analyze, and you will be expected to do the same.

#### LIST OF EXPERIMENTS

1. Searching for Iron Ore
2. To study Sea Floor Spreading
3. To study Soil pH
4. To study Soil Salinity
5. To study Magnetic Field Sensor
6. To study Magnetic Field Sensor
7. To study pH Sensor
8. To study Conductivity Probe

Environmental science and chemistry lab BS-160	Course objectives	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO1	PO1	PO1
		1	2	3	4	5	6	7	8	9	0	1	2	
	CO1	2	1					1	1			1		
	CO2	1	2		1		2		1			1		1
	CO3	2			1			1					1	

# LINGAYA'S VIDYAPEETH

## SCHEME OF STUDIES

### SESSION: 2021-22

<b>BS-110</b>	<b>ENVIRONMENTAL SCIENCE AND CHEMISTRY</b>	<b>L T P</b>	<b>Cr</b>
		<b>2 -0 -0</b>	<b>0</b>

#### Course objectives:

- CO1. Understand the transnational character of environmental problems and ways of addressing them, including interactions across local to global scales.
- CO2. Apply systems concepts and methodologies to analyze and understand interactions between social and environmental processes.
- CO3. Reflect critically about their roles and identities as citizens, consumers and environmental actors in a complex, interconnected world

- 1. THE MULTIDISCIPLINARY NATURE OF ENVIRONMENTAL STUDIES:** Basic definitions related to environment; Scope, vis-à-vis environmental science and environmental engineering; a uses of environmental degradation, atmospheric composition and associated spheres, habitat and climate; objective, goals and principals involved in environmental education, environmental awareness, Environmental ethics, environmental organization and their involvement.
- 2. NATURAL RESOURCES:** Renewable and non-renewable resources; forest resources, over- exploitation, and deforestation / afforestation; water resources, impact of over-utilization of surface and ground water, floods, drought, conflicts over water, dams; mineral resources: dereliction of mines, environmental effects of extracting and using mineral resources; Food resources, modern agriculture and its impact, problem associated with fertilizer and pesticide, water logging, salinity ; energy resources, renewable, non-renewable energy sources, solar energy, wind energy, hydro energy, biomass energy, geothermal energy, nuclear energy and its associated hazards; land as a resource, land degradation, man induced landslides, soil erosion and desertification.
- 3. ECOSYSTEMS:** Concept of an ecosystem, structure and function of an ecosystem, producers, consumers and decomposers, energy flow in the ecosystem, ecological succession, food chains, food webs and ecological pyramids; characteristic features, structure and function of the following ecosystem -forest ecosystem, grassland ecosystem desert ecosystem and aquatic ecosystems.
- 4. BIODIVERSITY AND ITS CONSERVATION:** Bio-geographical classification of India; biodiversity at global, national and local levels, India as a mega-diversity nation, hot-spots of biodiversity; value of biodiversity-consumptive use, productive use, social, ethical aesthetic and option values; threats to biodiversity; conservation of biodiversity: in-situ and ex-situ conservation of biodiversity.
- 5. ENVIRONMENTAL POLLUTION:** Causes, effects and control measures of air pollution, water pollution, soil pollution, marine pollution, noise pollution, thermal pollution; solid waste management, e-waste management; disaster management –floods, earthquake, cyclone and landslides.
- 6. SOCIAL ISSUES AND THE ENVIRONMENT:** Water conservation, rain water harvesting, watershed management; climate change, global warming, acid rain, ozone layer depletion; Environmental Protection Act, Air (Prevention and Control of Pollution) Act, Water (Prevention and Control of Pollution) Act, Wildlife Protection Act, Forest



# LINGAYA'S VIDYAPEETH

## SCHEME OF STUDIES

### SESSION: 2021-22

Conservation Act.

7. **HUMAN POPULATION AND THE ENVIRONMENT:** Population growth, population explosion –family welfare programmes; role of information technology in environment and human health; case studies, Chipko movement, Sardar Sarovar dam, mining and quarrying in Udaipur, salinity and water logging in Punjab, Haryana and Rajasthan, Bhopal gas tragedy, Chernobyl nuclear disaster, arsenic pollution in ground water.

#### TEXT BOOK

Kaushik, Anubha, and Kaushik, C.P., “Perspectives in Environmental Studies”, 4th Edition, New Age International Publishers, 2004

#### REFERENCE BOOKS

1. Agarwal, K.C., “Environmental Biology”, 2nd Edition, Nidhi Publ. Ltd., Bikaner, 2001.
2. Bharucha Erach, “The Biodiversity of India”, 2nd Edition, Mapin Publishing Pvt. Ltd., 2006.
3. Brunner R. C., “Hazardous Waste Incineration”, 1st Edition McGraw Hill Inc., 1989.
4. Clark R.S., “Marine Pollution”, 1st Edition Clanderson Press Oxford, 1989
5. .Cunningham, W.P., Cooper, T.H. Gorhani, E. & Hepworth, M.T., Environmental Encyclopedia”, 2nd Edition, Jaico Publ. House, 2001.
6. De, A. K., “Environmental Chemistry”, 2nd Edition, Wiley Eastern, 1989
7. Jadhav, H. and Bhosale, V.M ., “Environmental Protection and Laws”, 1st Edition, Himalaya Pub. House, Delhi, 1995.
8. Mckinney, M.L. and Schocl. R.M., “Environmental Science Systems & Solutions”, 2nd Edition, Web enhanced edition, 1996.
9. Rao M.N. and Datta, A.K., “Waste Water Treatment”, 2nd Edition, Oxford & IBH Publ.Co., 1987.
10. Sharma B.K., “Environmental Chemistry”, 2nd Edition, Goel Publ. House, Meerut, 2001
11. Trivedi R.K. and Goel, P.K., “Introduction to Air Pollution”, 2nd Edition, Techno- science Publications, 1996

<b>ENVIRONMENTAL SCIENCE  BS-110</b>	<b>Course objectives</b>	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	
		1	2	3	4	5	6	7	8	9	0	1	12		
		CO1	2	1	2		1	2	2	1		1	3		1
		CO2	2	2		1		2		1		1	3	2	
CO3	2		1			2	1		2	1	3	1			
<b>ME - 102</b>	<b>ENGINEERING MECHANICS</b>										<b>L T P</b>	<b>Cr</b>			

<b>MC-101</b>	<b>ENVIRONMENTAL SCIENCE</b>	<b>L T P</b>	<b>Cr</b>
		<b>2 -0 -0</b>	<b>0</b>

**Objective-** Creating the awareness about environmental problems among people. Imparting basic knowledge about the environment and its allied problems. Developing an attitude of concern for the environment. Motivating public to participate in environment protection and environment improvement.

**Course Outcomes:**

- CO1. Enable to analyze the national and global environmental issues relating to atmosphere, water, soil and land use, biodiversity, and natural resources (global warming, climate change, mineral extraction and energy resources, environmental impact assessment and environmental audit)
- CO2. Enable to understand environmental politics in contemporary India, and issues in global environmentalism
- CO3. Investigate the agenda of environmental agencies
- CO4. Demonstrates the relationship between types of contaminants and effect on human health.
- CO5. Learn skills to analyze case studies on, industrial pollution and global warming.

**UNIT 1**

**THE MULTIDISCIPLINARY NATURE OF ENVIRONMENTAL STUDIES:** Basic definitions related to environment; Scope, vis-à-vis environmental science and environmental engineering; a uses of environmental degradation, atmospheric composition and associated spheres, habitat and climate; objective, goals and principals involved in environmental education, environmental awareness, Environmental ethics, environmental organization and their involvement.

**UNIT 2**

**NATURAL RESOURCES:** Renewable and non-renewable resources; forest resources, over-exploitation, and deforestation / afforestation; water resources, impact of over-utilization of surface and ground water, floods, drought, conflicts over water, dams; mineral resources: dereliction of mines, environmental effects of extracting and using mineral resources; Food resources, modern agriculture and its impact, problem associated with fertilizer and pesticide, water logging, salinity ; energy resources, renewable, non-renewable energy sources, solar energy, wind energy, hydro energy, biomass energy, geothermal energy, nuclear energy and its associated hazards; land as a resource, land degradation, man induced landslides, soil erosion and desertification.

**UNIT 3**

**ECOSYSTEMS:** Concept of an ecosystem, structure and function of an ecosystem, producers, consumers and decomposers, energy flow in the ecosystem, ecological succession, food chains, food webs and ecological pyramids; characteristic features, structure and function of the following ecosystem -forest ecosystem, grassland ecosystem desert ecosystem and aquatic ecosystems.

#### UNIT 4

**BIODIVERSITY AND ITS CONSERVATION:** Bio-geographical classification of India; biodiversity at global, national and local levels, India as a mega-diversity nation, hot-spots of biodiversity; value of biodiversity—consumptive use, productive use, social, ethical aesthetic and option values; threats to biodiversity; conservation of biodiversity: in-situ and ex-situ conservation of biodiversity.

#### UNIT 5

**ENVIRONMENTAL POLLUTION:** Causes, effects and control measures of air pollution, water pollution, soil pollution, marine pollution, noise pollution, thermal pollution; solid waste management, e-waste management; disaster management—floods, earthquake, cyclone and landslides.

#### UNIT 6

**SOCIAL ISSUES AND THE ENVIRONMENT:** Water conservation, rain water harvesting, watershed management; climate change, global warming, acid rain, ozone layer depletion; Environmental Protection Act, Air (Prevention and Control of Pollution) Act, Water (Prevention and Control of Pollution) Act, Wildlife Protection Act, Forest Conservation Act.

#### UNIT 7

**HUMAN POPULATION AND THE ENVIRONMENT:** Population growth, population explosion—family welfare programmes; role of information technology in environment and human health; case studies, Chipko movement, Sardar Sarovar dam, mining and quarrying in Udaipur, salinity and water logging in Punjab, Haryana and Rajasthan, Bhopal gas tragedy, Chernobyl nuclear disaster, arsenic pollution in ground water.

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6. De, A. K., “Environmental Chemistry”, 2nd Edition, Wiley Eastern, 1989
7. Jadhav, H. and Bhosale, V.M., “Environmental Protection and Laws”, 1st Edition, Himalaya Pub. House, Delhi, 1995.
8. McKinney, M.L. and Schoel. R.M., “Environmental Science Systems & Solutions”, 2nd Edition, Web enhanced edition, 1996.
9. Rao M.N. and Datta, A.K., “Waste Water Treatment”, 2nd Edition, Oxford & IBH Publ.Co., 1987.
10. Sharma B.K., “Environmental Chemistry”, 2nd Edition, Goel Publ. House, Meerut, 2001
11. Trivedi R.K. and Goel, P.K., “Introduction to Air Pollution”, 2nd Edition, Techno-science Publications, 1996

PO s Cos	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2	PSO 1	PSO 2
CO 1	3	2	2	2	1	-	-	-	-	-	2	2	1	1
CO 2	2	3	1	1	1	-	-	-	-	-	1	2	1	-
CO 3	3	2	3	1	-	-	-	-	-	-	2	2	-	-
CO 4	1	2	1	2	-	-	-	-	-	-	2	1	2	1
CO 5	2	3	3	3	-	-	-	-	-	-	1	2	-	-

**Course outcomes:**

- CO1. The student can identify different areas of Vehicle maintenance.  
 CO2. Can find the applications of all the areas in day to day life.  
 CO3. Can find the applications of all the engines.  
 CO4. Can find the applications of all the areas of operational ability.  
 CO5. Can Identify the major and minor faults.

Automotive maintenance service ME-432B	Course outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2
	CO1	2				1					1		1		
	CO2	3			2					1			1		
	CO3	3		2	1				2		1		1		
	CO4	2					1				1				
	CO5	1			2					2		1	1		

**PROGRAMME ELECTIVE****ELECTIVE I**

Course code	Course title	L	T	P	Credits
ME-321	Sustainable energy engineering	3	0	0	3

**Course objective:**

- To enable the students to develop managerial skills to assess feasibility of alternative approaches and drive strategies regarding Wind and Alternative Sources

**UNIT-I****Introduction to Energy:**

Definition and units of energy, power, Forms of energy, Conservation of energy, second law of thermodynamics, Energy flow diagram to the earth. Origin and time scale of fossil fuels, Conventional energy sources, Role of energy in economic development and social transformation. Classification of energy resources, Conventional-Nonconventional, Renewable-Nonrenewable, Green energy, Clean energy (Definitions and examples), Green footprint, Carbon footprint, Ecological footprint concepts,

**UNIT-II****Indian Energy Scene:**

Energy resources available in India, urban and rural energy consumption, energy

consumption pattern and its variation as a function of time, nuclear energy - promise and future, energy as a factor limiting growth, need for use of new and renewable energysources. National Green Tribunal (NGT) act, NGT activities.

### **UNIT-III**

#### **Solar constant**

Solar Radiation spectrum, Classification of Solar cells. First generation ñ Single crystalline, Poly crystalline, Second Generation ñ Thin film, CdS, CIGs, Third Generation ñ Polymer based, DSSC, Parovskites, Hybrid, Quantum Dots, Multi Junction Tandem cells. (And/Or) Organic, Inorganic and Hybrid cells. Key elements of Silicon Solar cell, PV Solar cell, Module, panel and array. Solar thermal systems types, applications of SolarPV and Solar Thermal systems.

### **UNIT-IV**

#### **Geothermal energy:**

Introduction ñ Estimates of Geothermal Power ñ Nature of geothermal fields ñ Geothermal resources ñ Hydrothermal ( convective ) Resources Geo pressuredresources

### **UNIT V**

Ocean Energy: Introduction, Principle of ocean thermal energy conversion (OTEC), Tidal power generation, Tidal energy technologies, Energy from waves, Wave energy conversion, Wave energy technologies, advantages anddisadvantages.

#### **Text book:**

1. Solar Energy Principles, Thermal Collection &Storage, S.P.Sukhatme: Tata McGraw HillPub., NewDelhi.
2. Non-Conventional Energy Sources, G.D.Rai, NewDelhi.
3. Renewable Energy, power for a sustainable future, Godfrey Boyle,2004,
4. The Generation of electricity by wind, E.W.Golding.
5. Non-Conventional Energy Resources by B.H. Khan, Tata McGraw Hill Pub.,2009.

#### **References:**

- 1.Fundamentals of Renewable Energy Resources by G.N.Tiwari, M.K.Ghosal, Narosa Pub.,2007.
- 2.Non-Conventional Energy Resources by B.H. Khan, Tata McGraw Hill Pub., 2009. (Ch:6)

<b>Course outcomes:</b>
CO1. Understand the need of energy conversion and the various methods of energy storage
CO2. Explain the field applications of solar energy
CO3. Identify Winds energy as alternate form of energy and to know how it can be tapped
CO4. Explain bio gas generation and its impact on environment
CO5. Understand the Geothermal &Tidal energy, its mechanism of production and its applications

Sustainable energy engineering ME-321	<b>Course outcomes</b>	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2
	CO1	2				1					1		1		
	CO2	3			2					1			1		
	CO3	3		2	1				2		1		1		
	CO4	2					1				1				
	CO5	1			2					2		1	1		

Course Code	Course title	L	T	P	Credits
<b>MEDP 321</b>	<b>FUNDAMENTALS OF 3 D PRINTING</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

Course Objectives	
1.	To Know the importance of 3D printing in Manufacturing
2.	To know the different 3D Printing Technologies
3.	To select a suitable material for 3D Printing
4.	To observe the different methods for Post-processing of 3D Printing parts
5.	To Understand the applications of 3D Printing in Automobile, Aerospace, Bio-medical etc.

### UNIT-1: Introduction

Introduction, Prototyping fundamentals, Historical development, Advantages of AMT, commonly used terms, process chain, 3D modelling, Data Conversion, and transmission, Checking and preparing, Building, Post processing, RP data formats, Classification of AMT process, Applications to various fields

### UNIT-2: Liquid based systems

Stereo lithography apparatus (SLA): Models and specifications, process, working principle, photopolymers, photo polymerization, layering technology, laser and laser scanning, applications, advantages and disadvantages, case studies. Solid ground curing (SGC): Models and specifications, process, working, principle, applications, advantages and disadvantages, case studies.

### UNIT-3: Solid based systems

Laminated object manufacturing(LOM): Models and specifications, Process, Working principle, Applications, Advantages and disadvantages, Case studies. Fused Deposition Modeling (FDM): Models and specifications, Process, Working principle, Applications,