

**M.A. PSYCHOLOGY**  
**SEMESTER I**

## COURSE DETAILS – 1

SUBJECT NAME – CLINICAL PSYCHOLOGY

SUBJECT CODE – MPs-CT-101

<b>CREDIT: 4</b>	<b>CA: 30</b>	<b>SEE: 70</b>	<b>MM: 100</b>
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### Course Objectives:

- To familiarize with the history and development of clinical psychology as a field in India and its evolving professional identity.
- To orient students to major theoretical models which guide clinical psychological practice and research
- To orient about clinical assessment process and its application in various domains.

### Course Outcomes (COs):

After completion of the course, the students will be able to

- COs 1-Describe Holistic approach of clinical Psychology.
- COs 2- Adept with Professional setup of clinical psychology in India.
- COs 3- Provide assistance in clinical practices.

<b>Block-1:</b>	<b>Introduction to Clinical Psychology:</b>
<b>Unit 1:</b>	<b>History of Clinical Psychology:</b> Tracing the origins and evolution of clinical psychology as a field, from early psychological practices to modern approaches.
<b>Unit 2:</b>	<b>Role of World Wars in Shaping Clinical Psychology:</b> How the two World Wars impacted the development of clinical psychology, including advances in mental health treatment and the rise of psychotherapy.
<b>Unit 3:</b>	<b>The Task and Work Settings of a Clinical Psychologist:</b> The various duties and responsibilities of clinical psychologists in different environments like hospitals, clinics, private practice, etc.
<b>Unit 4:</b>	<b>Related Professional Psychology Sub-fields:</b> An exploration of the various branches of psychology related to clinical psychology, such as counseling psychology, forensic psychology, and neuropsychology.

<b>Block-2:</b>	<b>Theories and Models in Clinical Psychology</b>
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<b>Unit 1:</b>	<b>Psychoanalytic Approach:</b> Introduction to Freud’s theory and its influence on clinical psychology, focusing on the unconscious mind and defense mechanisms.
<b>Unit 2:</b>	<b>Behavioral Approach:</b> A focus on observable behavior, learning principles (e.g., classical and operant conditioning), and techniques used to modify behavior.
<b>Unit 3:</b>	<b>Humanistic Approach:</b> An exploration of humanistic psychology, emphasizing personal growth, self-actualization, and the importance of empathy and unconditional positive regard.
<b>Unit 4:</b>	<b>Attempt at Integration: Bio-Psycho-Social Model:</b> Understanding mental health through the lens of biological, psychological, and social factors, integrating multiple perspectives for comprehensive treatment.

<b>Block-3:</b>	<b>Assessment and Evaluation</b>
<b>Unit 1:</b>	<b>Clinical Interview:</b> Techniques for gathering information from clients through structured or unstructured interviews to assess mental health.
<b>Unit 2:</b>	<b>Mental Status Examination:</b> A systematic assessment of a client's cognitive, emotional, and psychological functioning.
<b>Unit 3:</b>	<b>Case History:</b> Collecting detailed information about the client’s life, family, history, and previous mental health treatments.
<b>Unit 4:</b>	<b>Diagnostic Impression:</b> Forming an initial clinical judgment based on assessment data to identify potential psychological conditions.
<b>Unit 5:</b>	<b>Psychological Testing:</b> Introduction to standardized tests and tools used to evaluate cognitive abilities, personality traits, and mental health disorders.

<b>Block-4:</b>	<b>Clinical Interventions and Treatments</b>
<b>Unit 1:</b>	<p><b>Psychotherapy Types:</b> An overview of various therapy approaches, including:</p> <ul style="list-style-type: none"> <li>○ <b>Cognitive Behavioral Therapy (CBT):</b> Techniques for challenging and changing negative thought patterns.</li> <li>○ <b>Psychodynamic Therapy:</b> Exploration of unconscious processes and past experiences to understand current behavior.</li> <li>○ Other therapy models like <b>Humanistic Therapy, Interpersonal Therapy</b>, etc.</li> </ul>
<b>Unit 2:</b>	<b>Ethical Considerations in Clinical Practice:</b> Understanding the ethical issues faced by clinical psychologists, including confidentiality, informed consent, and boundaries.

<b>Unit 3:</b>	<b>Short-Term and Intermittent Long-Term Therapy Models:</b> Brief interventions aimed at resolving specific issues. Therapy that is provided intermittently but over a long period to address chronic or complex issues.
<b>Unit 4:</b>	Cognitive behaviour and social skills training model, the therapeutic contracting Programme (Heinseen, levendusky and Hunter, 1995)

<b>Block-5:</b>	<b>Clinical Settings</b>
<b>Unit 1:</b>	<b>Hospitals, Clinics, and Private Practices:</b> The various settings in which clinical psychologists work, each with its own demands and challenges.
<b>Unit 2:</b>	<b>Collaborations with Other Healthcare Professionals:</b> The importance of teamwork and interdisciplinary approaches in providing comprehensive care to clients.
<b>Unit 3:</b>	<p><b>The Profession of Clinical Psychology in India:</b></p> <p><b>4.1 Rehabilitation Council of India (RCI):</b> Overview of regulatory bodies that oversee the practice of clinical psychology in India.</p> <p><b>4.2 RINPAS (Ranchi Institute of Neuro-Psychiatry &amp; Allied Sciences), NIMHANS (National Institute of Mental Health and Neurosciences), IBHAS (Institute of Behavioral Health &amp; Allied Sciences), NIEPID (National Institute for the Empowerment of Persons with Intellectual Disabilities):</b> Key institutions that provide training, research, and services related to clinical psychology in India.</p>

#### REFERENCE BOOKS

1. Llewelyn, S., Murphy, D. (Eds.) (2014). What is clinical psychology? Oxford UK: Oxford University Press.
2. Bellack, A. S., & Hersen, M. (1980). Introduction to clinical psychology. New York: Oxford University Press.
3. Korchin, S. J. (1986). Modern clinical psychology. Delhi: CRR Publishers and Distributors.
4. Ray, S. D. (1996). The practice of psychotherapy. New Delhi: New Age International.

#### TEXT BOOK

1. Veeraraghavan, V., & Singh, S. (2014). A textbook of Abnormal and Clinical Psychology. Mcgraw Hill Education (India) Private Limited.

**COURSE DETAILS – 2**  
**SUBJECT NAME – YOGA PSYCHOLOGY**  
**SUBJECT CODE – MPs-CT-102**

<b>CREDIT: 4</b>	<b>CA: 30</b>	<b>SEE: 70</b>	<b>MM: 100</b>
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**Course Objectives:**

- To initiate the understanding of psychological knowledge within yoga and meditation linking with the idea of mental health and well-being.
- To deepen the practice of yoga and meditation systems and linking to applications in various contexts.

**Course Outcomes (COs):**

**After completion of the course, the students will be able:**

- CO 1- To achieve spiritual and mental wellbeing.
- CO 2- To promote ancient Indian Knowledge.
- CO 3 -To understand human behaviour as per Yogic Perspectives.

<b>Block-1:</b>	<b>Introduction to Yoga Psychology</b>
<b>Unit 1:</b>	<b>Overview of Yoga and Yoga Psychology:</b> Historical Development of Yoga over the ages including a brief philosophical overview (Patanjali yoga), principles, and the relationship between body and mind.
<b>Unit 2:</b>	<b>Yoga and Mental Health:</b> The benefits of yoga for emotional balance, stress relief, and cognitive clarity.
<b>Unit 3:</b>	<b>Mind-Body Connection:</b> Understanding how yoga influences both psychological and physical well-being.

<b>Block-2:</b>	<b>Core Principles of Yoga Psychology</b>
<b>Unit 1:</b>	Vivekananda framework of Raja Yoga, Karma Yoga, Swami Ramdev and his ideas.
<b>Unit 2:</b>	<b>The Yoga Sutras and the Mind:</b> Key concepts such as <b>Yamas, Niyamas</b> , and the 8 Limbs of Yoga (Ashtanga Yoga).
<b>Unit 3:</b>	<b>Understanding the Mind:</b> Exploration of different aspects of the mind (Manas, Buddhi, Ahamkara, Chitta).

<b>Unit 4:</b>	<b>Fundamental text of Yoga Psychology :</b> Samadhi Paada- Concepts Svaroop, Samsskara, Vasana, Viveka, Vairagya and Ishwar.
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<b>Block-3:</b>	<b>Practicum Applications of Yoga Psychology</b>
<b>Unit 1:</b>	<b>Breath work and Meditation:</b> Techniques like <b>Pranayama</b> (breathing exercises) and meditation for relaxation and mental focus.
<b>Unit 2:</b>	<b>Yoga for Motivation and Self-Discipline:</b> How yoga psychology fosters self-motivation, discipline, and a positive mindset.
<b>Unit 3:</b>	<b>Mindfulness Practices:</b> Using mindfulness to enhance awareness, concentration, and emotional regulation.

<b>Block-4:</b>	<b>Personal Growth and Transformation Through Yoga Psychology</b>
<b>Unit 1:</b>	<b>Self-Realization and Transformation:</b> Yoga as a tool for personal development and spiritual growth
<b>Unit 2:</b>	<b>Overcoming Limiting Beliefs:</b> Using yoga to break through mental barriers and negative thought patterns.
<b>Unit 3:</b>	<b>Building a Holistic Approach to Life:</b> Incorporating yoga psychology into everyday life for mental, emotional, and physical well-being.

#### BOOKS RECOMMENDED

1. Taimni, I. K. (1961). The science of yoga. Adyar, India: The Theosophical Society of India.
2. Feuerstein, G. (2002). The yoga tradition: Its history, literature, philosophy and practice. Delhi, India Bhavana Books and Prints.
3. Jacobsen, K. A., Larson, G. J. (2005). Theory and practice of yoga: Essays in honour of Gerald James Larson. Leiden, Holland: Brill.
4. Vivekananda, S. (1982). Raja yoga or conquering the internal nature. Calcutta, India: Advaita Ashram.

### COURSE DETAILS – 3

#### SUBJECT NAME – COGNITION & EMOTION

#### SUBJECT CODE – MPs-CT-103

<b>CREDIT: 4</b>	<b>CA: 30</b>	<b>SEE: 70</b>	<b>MM: 100</b>
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#### Course Objectives:

The course will

- Introduce the basic Psychological processes through scientific experiments.
- Explain various mental processes: attention and consciousness, memory processes, reasoning and decision making.

#### Course Outcomes (COs):

After completion of the course, the students will be able to

- COs 1- Explain perceptual and emotional processes.
- COs 2- Apply holistic approach of Emotion along with decision making power.
- COs 3- Describe Meta- cognitive knowledge and Meta cognitive regulations

<b>Block-1:</b>	<b>Attention and Perceptual Processes</b>
<b>Unit 1:</b>	Introduction to Attention, Perceptual Processes, Attention Models
<b>Unit 2:</b>	Perceptual organization: Gestalt Principles: Proximity, Similarity, Continuity, Closure, and Connectedness. Role of attention in perceptual organization.
<b>Unit 3:</b>	Attentional Control and Cognitive Load, Attentional Disorders, Factors Affecting Attention
<b>Unit 4:</b>	Applications of Attention and Perception: Real-world examples: driving, sports, design, human-computer interaction. Implications for improving attentional control and perceptual accuracy.

<b>Block-2:</b>	<b>Memory and Forgetting</b>
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<b>Unit 1:</b>	Memory processes: encoding, storage, retrieval, Types of memory (Sensory, STM and LTM), determinants of memory, and methods for enhancement of memory
<b>Unit 2:</b>	Forgetting: Concepts, Causes, and Theories

<b>Block-3:</b>	<b>Emotion and Emotional Regulation</b>
<b>Unit 1:</b>	Physiology of emotion,
<b>Unit 2:</b>	Types of emotion as per psychological and yogic perspective,
<b>Unit 3:</b>	Emotional intelligence, emotional regulation and controlling strategies of emotion

<b>Block-4:</b>	<b>Thinking and Problem solving</b>
<b>Unit 1:</b>	Thinking – Meaning and Types, Language and thinking
<b>Unit 2:</b>	Problem solving: types, strategies and obstacles.
<b>Unit 3:</b>	Meta-cognition: meta-cognitive knowledge and meta-cognitive regulations

<b>Block-5:</b>	<b>Decision Making</b>
<b>Unit 1:</b>	Nature, types and models
<b>Unit 2:</b>	Factors affecting decision making ability

#### REFERENCE BOOKS

1. M.R. D'Amato (1979). Experimental Psychology: Methodology, Psychophysics and learning. New Delhi: Tata McGraw Hill.
2. B.E. Goldstein (2002). Sanstation and Perception. USA: Wadsworth.
3. J.W. Kling and L.A. Riggs (1984). Woodworth and Schlosberg's Experimental Psychology. New Delhi: Khosla Publishing House.
4. R.L. Solso (2001). Cognitive Psychology, Singapore: Pearson Education.
5. A. Baddley (1997). Human Memory: Theory and Practice. New Yark: Psychology Press.

#### TEXT BOOKS

1. Suleiman, M. (2009). Uchtar Samaj Manovigyan. New Delhi: Motilal Banarasi Das.
2. Singh, R.N. (2001). Modern Social Psychology. Agra: Vinod Pustak Mandir



## COURSE DETAILS – 4

**SUBJECT NAME – PERSONALITY: ASSESSMENT AND DEVELOPMENT**

**SUBJECT CODE – MPs-CT-104**

<b>CREDIT: 4</b>	<b>CA: 30</b>	<b>SEE: 70</b>	<b>MM: 100</b>
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### Course Objectives:

- To develop an understanding of the concept of individual difference.
- To develop an appreciation of the biological and social impact on personality.

### Course Outcomes (COs):

**After completion of the course, the students will be able to**

- COs 1- Describe holistic approach about personality along with its various dimensions.
- COs 2- Explain about various important theories related to the personalities.
- COs 3- Utilize social learning and cognitive concepts of personality in their lives.

<b>Block-1:</b>	<b>Concept and Definition of Personality</b>
<b>Unit 1:</b>	Meaning and definition of Personality
<b>Unit 2:</b>	Views on self and Personality: Upanishad, Bhagavad Geeta and Gautam Buddhaji

<b>Block-2:</b>	<b>Trait and type of Approaches</b>
<b>Unit 1:</b>	Allport: structure, dynamic and growth of personality research and assessment, evaluation of Allport's theory,
<b>Unit 2:</b>	R. B. Cattell: structure, dynamic and development of personality, measurement of personality and research methods, evaluation of Cattell's theory. Five dimensional model of personality.

<b>Block-3:</b>	<b>Social Learning and Cognitive theories</b>
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<b>Unit 1:</b>	Bandura's Theory: concept of reciprocal Determinism, self-system, motivation, modelling: learning by observation, measurement of research, Evaluation of Bandura's theory
<b>Unit 2:</b>	George Kelley: structure, dynamics and development, research and measurement of personality.

<b>Block-4:</b>	<b>Personality Assessment Techniques with Clinical Practice</b>
<b>Unit 1:</b>	Personality disorders: Diagnosis and treatment
<b>Unit 2:</b>	Projective tests (e.g., Rorschach, TAT)
<b>Unit 3:</b>	Structured interviews, Self-report inventories (e.g., MMPI, NEO-PI)
<b>Unit 4:</b>	Ethical considerations in personality assessment

#### REFERENCE BOOKS

1. .G.C. Hall, G. Lindzey and J.C. Campbell (1998). Theories of Personality. New York: John Wiley and Sons.
2. W. Mischel (1976). Introduction to Personality. New York: Holt Reinhart and Winston.
3. R.M. Rchman (2000). Theories of Personality. USA: Thomson Wadsworth.
4. R. Frager and J. Fadiman (1998). Personality and Personal Growth, New York : Longman.

#### TEXT BOOKS

1. R.B. Tripathi and R.N. Singh (2001). Psychology of Personality Varansi :Gangasran and Grand Sons.
2. Singh, A.K. and Singh, A. K (2010). The Psychology of personality. New Delhi: Motilal Banarasi Das.

**COURSE DETAILS – 5**

**SUBJECT NAME – PRACTICUM I**

**SUBJECT CODE – MPs-CT-105**

<b>CREDIT: 4</b>	<b>CA: 30</b>	<b>SEE: 70</b>	<b>MM: 100</b>
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**Course Objectives:**

- The course aims to deliver Practicum and in-depth experience in accordance to the principles learnt in the theory courses covering the areas of verbal learning, memory, forgetting etc.
- To provide the students with the Practicum knowledge of conducting various experiments and Psychological Tests.

**Course Outcomes (COs):**

After completion of the course, students will be able to:

- COs1- Conduct test administration and interpretation of tests.
- COs2- Explain psychological characteristics of human beings

**List of Practicums:**

**Any five of the following:—**

1. Marital Adjustment Inventory
2. Emotional Competency
3. Depth Perception
4. Eysenck Personality Inventory
5. Sixteen Personality Factors
6. Retroactive Interference
7. Reaction time
8. Division of attention
9. Mirror Drawing Apparatus
10. Effect of noise of attention

**COURSE DETAILS – 6**

**SUBJECT NAME – HYGIENE, DIET AND NUTRITION**

**SUBJECT CODE – MPs-GE-106 (Elective)**

<b>CREDIT: 4</b>	<b>CA: 30</b>	<b>SEE: 70</b>	<b>MM: 100</b>
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**Course Objectives:**

- Understand the concept of diet and the medical value of nutrition.
- Advise appropriate diet to different age groups.

Course Outcomes (COs):

**After the completion of this course the student will be able to**

- COs 1- Explain the basic concepts and components of food and nutrition.
- COs 2- Gain expertise in the field of Hygiene, diet & Nutrition and its role in life.
- COs 3- Keep themselves healthy in all aspects

<b>Block-1:</b>	<b>Basic concepts and components of food and nutrition</b>
<b>Unit 1:</b>	Definition of Nutrition, Basic Terminology, Human Nutritional Requirements
<b>Unit 2:</b>	Concept of Food and Its Functions- What is Food, Acceptance of Food, Functions of Food
<b>Unit 3:</b>	Components of Food and Their Classification-Macro Nutrients, Micro Nutrients, Water
<b>Unit 4:</b>	Nutrients and Their Sources, Functions, and Effects on the Body- Macronutrients, Micronutrients, Minerals, Water

<b>Block-2:</b>	<b>Food Groups</b>
<b>Unit 1:</b>	Cereals & Millets
<b>Unit 2:</b>	Pulses, Nuts, and Oilseeds
<b>Unit 3:</b>	Milk and Milk Products
<b>Unit 4:</b>	Vegetables and Fruits
<b>Unit 5:</b>	Fats, Oils, Sugar, and Jiggery

<b>Block-3:</b>	<b>Food and Metabolism</b>
<b>Unit 1:</b>	Energy: Basic Concepts, Energy Imbalance, Concept of Metabolism, Metabolism of Carbohydrates, Lipids, and Proteins
<b>Unit 2:</b>	Anabolism and Catabolism, Caloric Requirement
<b>Unit 3:</b>	<b>Factors Affecting Energy Requirement and Expenditure, Factors Affecting BMR (Basal Metabolic Rate)</b>

<b>Block-4:</b>	<b>Yogic Concept of Diet &amp; Nutrition</b>
<b>Unit 1:</b>	Concept of Ahara (Diet) and Mitahara (Moderation)
<b>Unit 2:</b>	Classification of Yogic Diet According to Traditional Texts
<b>Unit 3:</b>	Pathya and Apathya in Yogic Diet
<b>Unit 4:</b>	Diet According to Prakriti (Body Constitution) - Vata, Pitta, and Kapha

<b>Block-5:</b>	<b>Swasthavritta</b>
<b>Unit 1:</b>	Meaning, Definition, Aims, and Aspects of Swasthavritta
<b>Unit 2:</b>	Three Pillars of Swasthavritta
<b>Unit 3:</b>	Dincharya (Daily Regimen) & Ratricharya (Night Regimen)
<b>Unit 4:</b>	<b>Ritucharya (Seasonal Regimen)</b>

#### TEXT BOOKS

1. Balkrishna, A.(2013) .Ayurveda Sidhant Rahasya. ,Divya Prakashan.
2. Balkrishna, A . (2016).Ayurveda Jadi-Buti Rahasya. Divya Prakashana .
3. Gaur, S.K.(2019). Ayurvediya Shareer Kriya Vigyan. Nath Pustak Bhandar.

#### REFERENCE BOOKS

1. Stanley Davidson & others: Human Nutrition & Dietetics, The English Language Book Society & Churchill Livings, Revised Edition
2. Dennis Thompson: The Ayurvedic Diet, New age books, New Delhi, 2001.

## COURSE DETAILS – 7

SUBJECT NAME – INTRODUCTION TO AYURVEDA

SUBJECT CODE – MPs-GE-107 (Elective)

<b>CREDIT: 4</b>	<b>CA: 30</b>	<b>SEE: 70</b>	<b>MM: 100</b>
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### Course Objectives:

- Understand the basic principles of Ayurveda.
- Have knowledge of different techniques used in Ayurveda to cure general ailments.
- Have basic knowledge of Panchkarma and useful domestic herbal remedies.

### Course Outcomes (COs):

After the completion of this course the student will be able to

- COs 1- Describe holistic approach of Ayurveda.
- COs 2- Apply and spread scientific use of ayurveda treatment.
- COs 3- Utilize basic knowledge of Panchkarma for keeping good health

<b>Block-1:</b>	<b>Introduction to Ayurveda in General</b>
<b>Unit 1:</b>	General introduction to Ayurveda; Definition, aim, origin, history and propagation
<b>Unit 2:</b>	An overview of the primary Ayurvedic literature, such as the Sushruta Samhita and Charaka Samhita
<b>Unit 3:</b>	Ayurvedic conception of health and its use in prevention and promotion of health.
<b>Unit 4:</b>	Ayurvedic fundamentals: Prakruti & Manas, Pancha Mahabhuta, Trimala, Tridosha, and Saptadhatu

<b>Block-2:</b>	<b>Fundamentals of Ayurveda</b>
<b>Unit 1:</b>	Agni, Srotas, and Ama's concept The Ayurvedic concept of Dharniya and Adharniya Vega
<b>Unit 2:</b>	Dravya, Guna, Karma, Virya, Vipaka, and Prabhava are introduced. Health and Disease Factors

<b>Unit 3:</b>	Ayurvedic method of diagnosis and examination. Disease Types, Four Treatment Pillars, and Body-Mind Treatment Principles.
<b>Unit 4:</b>	Characteristics of Vaidya and Shishya.

<b>Block-3:</b>	<b>Ahara and Panchkarma</b>
<b>Unit 1:</b>	Concept of Upasthambha; Concept of Ahara, Aharapachana, Pathya&Apathya in Ayurveda
<b>Unit 2:</b>	Concept of Ojas in Ayurveda; Role of Ayurvedic diet in health and prevention
<b>Unit 3:</b>	Introduction to Panchkarma as ShodhanChikitsa with its three domain Poorvakarma (Snehan&Svedan), Pradhan karma ( Vaman, Virechan, Vasti, Nasya, Raktamokshan) and Paschat karma (Pachan, Rasayan and Vazikaran).

### **TEXT BOOKS**

1. Balkrishna, A.(2013) .Ayurveda Sidhant Rahasya. ,Divya Prakashan.
2. Balkrishna, A . (2016).Ayurveda Jadi-Buti Rahasya. Divya Prakashana .
3. Gaur, S.K.(2019). Ayurvediya Shareer Kriya Vigyan. Nath Pustak Bhandar.

### **REFERENCE BOOKS**

1. Stanley Davidson & others: Human Nutrition & Dietetics, The English Language Book Society & Churchill Livings, Revised Edition
2. Dennis Thompson: The Ayurvedic Diet, New age books, New Delhi, 2001.

## COURSE DETAILS – 8

SUBJECT NAME – INTRODUCTION TO PHYSICAL EDUCATION (Elective)

SUBJECT CODE – MPs-GE -108 (Elective)

<b>CREDIT: 4</b>	<b>CA: 30</b>	<b>SEE: 70</b>	<b>MM: 100</b>
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### Course Objectives:

- The module is prescribed in the course to inform the students about the role of Physical education on holistic health & development
- Provide knowledge of emerging trends in physical education.

### Course Outcomes (COs):

After the completion of this course the student will be able to

- COs 1- Describe and understand the basic concepts of Physical Education.
- COs 2- Apply the knowledge of physical education for their physical development.
- COs 3- Explain emerging trends of physical education in current scenario

<b>Block-1:</b>	<b>Introduction to Physical Education</b>
<b>Unit 1:</b>	Definition of Physical Education, Aim, and Objectives
<b>Unit 2:</b>	Principles of Physical Education
<b>Unit 3:</b>	Relationship of Physical Education with General Education
<b>Unit 4:</b>	Misconceptions Regarding Physical Education and Personality Development

<b>Block-2:</b>	<b>Philosophical aspect of Physical Education</b>
<b>Unit 1:</b>	Meaning of Philosophy, Role of Philosophy in Physical Education
<b>Unit 2:</b>	Different Philosophies Applied to Physical Education- Idealism, Pragmatis, Realism, Naturalism, Existentialism
<b>Unit 3:</b>	Need and Importance of Different Philosophies in Modern Physical Education Program.

<b>Block-3:</b>	<b>Biological Concept of Physical Education</b>
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<b>Unit 1:</b>	Definition and Importance of Biological Principles, Growth and Development
<b>Unit 2:</b>	Heredity and environment, Somato types, Sex differences
<b>Unit 3:</b>	Use, Disuse and Over use, Chronological, physiological and anatomical ages

<b>Block-4:</b>	<b>Emerging Trends in Physical Education</b>
<b>Unit 1:</b>	Career opportunities in Physical Education and Sports:As a Physical Education teacher, Coach / trainee ,Gym instructor, Physiotherapist.Psychologist., Dietitian.,Sports administrator/manager, Rehabilitator Adventure SportsWater Sports
<b>Unit 2:</b>	Worldwide therapeutic acceptance of Yoga, Fast growing professional in sports.

#### REFERENCE BOOKS

1. Kamlesh M.L., "Physical Education, Facts and foundations", Faridabad P.B. Publications.
2. Barrow Harold M., "Man and movements principles of Physical Education", 1978.
3. Ravanes R.S., "Foundation of Physical Education", Houghton Millin Co. Boston USA (1978)

## COURSE DETAILS – 9

SUBJECT NAME – COMMUNICATIVE ENGLISH

SUBJECT CODE – MPs-AECC-101

<b>CREDIT: 2</b>	<b>CA: 20</b>	<b>SEE: 30</b>	<b>MM: 50</b>
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### Course Objectives:

#### The course will

- Introduce the basic concepts of effective communication skills.
- Improve English communication of the students.

### Course Outcomes:

After the completion of this course the students will be able to

- COs 1- Read and Write the English texts.
- COs 2 - Establish efficient social relations with different cultures.

<b>Block-1:</b>	<b>Concept of Communication</b>
<b>Unit 1:</b>	Communication definition and concept
<b>Unit 2:</b>	Process, Elements and steps/phase of Communication
<b>Unit 3:</b>	Means, Methods, Mode of Communication
<b>Unit 4:</b>	Verbal-oral-written Communication. Non-verbal-sign language, Body Language.

<b>Block-2:</b>	<b>Flow and Barriers of Communication</b>
<b>Unit 1:</b>	Flow of Communication: Formal/Informal.
<b>Unit 2:</b>	Barriers of Communication- Intrapersonal, interpersonal & organizational
<b>Unit 3:</b>	Recapitulation- Linguistic Communication, Patter of Communication, Group Discussion
<b>Unit 4:</b>	History of English Communication and print Media in India.

<b>Block-3:</b>	<b>Grammar and Usage</b>
<b>Unit 1:</b>	Noun, Pronoun, Verb
<b>Unit 2:</b>	Adjective, Preposition, Conjunction
<b>Unit 3:</b>	Rules (Translation, Punctuation, Capitalization and Abbreviation Rules)
<b>Unit 4:</b>	Subject-Verb Agreement Rules, Sentence Correction Rules

<b>Block-4:</b>	<b>Literature</b>
<b>Unit 1:</b>	Active and Passive Voice
<b>Unit 2:</b>	Direct and Indirect Speech, Suffixes and Prefixes
<b>Unit 3:</b>	Antonyms and synonyms, Homophones and Homonyms & Letter writing
<b>Unit 4:</b>	Literature Summary: Key Aspects of Ramanujan's Life and Work

#### **REFERENCE BOOKS**

1. Power of Communication: Skills to Build Trust, Inspire Loyalty, and Lead effectively, by Helio Fred Garcia, 2012
2. Pone Communicates, Few Connect: What the Most Effective People Do Differently. Maxwell, 2010
3. Interviewing: A Programmed Approach to Effective Communication, by David Dans, Margaret T. Hearn, Max R. Uhlemann and Allen E. Ivey, 2010
4. Art and Science of Communication: Tools for Effective Communication in the place, by P. S. Perkins and Les Brown, 2008
5. Listening Effective Groups: The Art of Small Group Communication, by Randy Fujishin,

**M.A. PSYCHOLOGY**  
**SEMESTER II**

**COURSE DETAILS – 1**

**SUBJECT NAME – COUNSELING PSYCHOLOGY**

**SUBJECT CODE – MPs-CT-201**

<b>CREDIT: 4</b>	<b>CA: 30</b>	<b>SEE: 70</b>	<b>MM: 100</b>
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**Course Objectives:**

- To gain the knowledge about guidance and counseling
- To know about importance of counseling in real life.

**Course Outcomes (COs):**

**After completion of the course, the students will be able to**

- COs 1- Adept in understanding about Counselling along with Practicum importance & experience.
- COs 2- Describe and explain the moral values of behaviour very well.
- COs 3- Apply counselling skills education, research, health, business, career and social areas of life.

<b>Block-1:</b>	<b>Counselling Psychology</b>
<b>Unit 1:</b>	Nature of Counselling Psychology
<b>Unit 2:</b>	<b>The Counsellor as a Role Model</b>
<b>Unit 3:</b>	The Counsellor's Needs, Emotional Involvement, and Counsellor Limits in Practice
<b>Unit 4:</b>	Difference Between Counseling and Psychotherapy

<b>Block-2:</b>	<b>Expectations and Goals of Counseling</b>
<b>Unit 1:</b>	Goals and Expectations of Counseling
<b>Unit 2:</b>	The Process of Counseling
<b>Unit 3:</b>	Basic Counseling Skills
<b>Unit 4:</b>	Role and Functions of the Counselor

<b>Block-3:</b>	<b>The Counselling Interview</b>
<b>Unit 1:</b>	History Taking
<b>Unit 2:</b>	Interviewing (Characteristics, Types, Techniques)
<b>Unit 3:</b>	Developing Case Histories
<b>Unit 4:</b>	Working with Other Professionals

<b>Block-4:</b>	<b>Areas of Counseling</b>
<b>Unit 1:</b>	Educational Counseling
<b>Unit 2:</b>	Career Counseling
<b>Unit 3:</b>	Family and Marital Counseling
<b>Unit 4:</b>	Counseling in Community Centers

<b>Block-5:</b>	<b>Ethics in Counseling</b>
<b>Unit 1:</b>	Need for Ethical Standards
<b>Unit 2:</b>	Ethical Codes and Guidelines
<b>Unit 3:</b>	Rights of Clients
<b>Unit 4:</b>	Dimensions of Confidentiality

#### REFERENCE BOOKS

1. C.J. Gelso and B.R. Fretz (1995). Counseling Psychology. Bangalore: Prism Books Pvt. Ltd.
2. A. David (2004). Guidance and Counseling. New Delhi: Common Wealth Publishers.
3. S. Gladding (2009), Counseling: A Comprehensive Profession, New Delhi: Pearson Education.
4. T.S. Sodi and S.P. Suri (2006). Guidance and Counseling. New Delhi: Tata McGraw Hill.
5. S.N. Rao (2002). Counseling and Guidance, New Delhi : McGraw Hill
6. Amarnath Rai and Madhu Asthana (2006). Guidance and Counselling. Varanasi: Motilal Banarasidas.

**COURSE DETAILS – 2**

**SUBJECT NAME – PSYCHOPATHOLOGY**

**SUBJECT CODE – MPs-CT-202**

<b>CREDIT: 4</b>	<b>CA: 30</b>	<b>SEE: 70</b>	<b>MM: 100</b>
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**Course Objectives:**

- To develop understanding of the various manifestations of psychopathology.
- To familiarize with DSM IV and ICD II to classificatory systems in the context of diagnosis of various psychiatric/psychological disorders.

**Course Outcomes (COs):**

**After completion of the course, the students will be able to**

- COs 1-Describe the basic concepts of mental health.
- COs 2-Spread awareness about mental health issues.
- COs 3-Identify the symptoms, causes and treatment of mental disorders.

<b>Block-1:</b>	<b>Models of Mental Illness</b>
<b>Unit 1:</b>	Overview of DSM-5 (Diagnostic and Statistical Manual of Mental Disorders) and ICD-10 (International Classification of Diseases)
<b>Unit 2:</b>	Historical Views of Abnormal Behavior
<b>Unit 3:</b>	Defining Normality and Abnormality
<b>Unit 4:</b>	Factors Influencing Mental Illness and Theories

<b>Block-2:</b>	<b>Brain &amp; Behaviour</b>
<b>Unit 1:</b>	Concept of Brain & Behaviour
<b>Unit 2:</b>	Nervous System - Brain: Structure & Functions
<b>Unit 3:</b>	Spinal Cord & Other Parts of the Brain
<b>Unit 4:</b>	Peripheral Nervous System (SNS & ANS)

<b>Block-3:</b>	<b>Anxiety Disorders</b>
<b>Unit 1:</b>	<b>The Nature of Anxiety and Autonomic Arousal</b>
<b>Unit 2:</b>	Generalized Anxiety Disorder (GAD)
<b>Unit 3:</b>	Panic Disorder, Phobia
<b>Unit 4:</b>	Obsessive-Compulsive Disorder (OCD)

<b>Block-4:</b>	<b>Mood Disorders</b>
<b>Unit 1:</b>	Introduction to Mood Disorders
<b>Unit 2:</b>	Depressive Disorders
<b>Unit 3:</b>	Bipolar Disorder
<b>Unit 4:</b>	Treatment and Management of Mood Disorders

<b>Block-5:</b>	<b>Psychotic and Cognitive Disorders</b>
<b>Unit 1:</b>	Schizophrenia
<b>Unit 2:</b>	Cognitive Disorders

**REFERENCE BOOKS**

1. Buss, A.H. (1999). Psychopathology. New York: John Wiley and Sons.
2. Lamm, A. (1997). Introduction to Psychopathology. New York : Sage Publications
3. Davison, G.C., & Neals, J.M. (1996). Abnormal Psychology. New York: John Wiley and Sons.
4. Mohanty, G.B. (1998). Text Book of abnormal Psychology. New Delhi: Kalyani Publishers.

**TEXT BOOKS**

1. Singh, A.K. (2004). Modern Abnormal Psychology. Varanasi: Motilal and Banarashidas.
2. Veeraraghavan, V., & Singh, S. (2014). A textbook of Abnormal and Clinical Psychology. Mcgraw Hill Education (India) Private Limited.



**COURSE DETAILS – 3**

**SUBJECT NAME – PSYCHOMETRY**

**SUBJECT CODE – MPs-CT-203**

<b>CREDIT: 4</b>	<b>CA: 30</b>	<b>SEE: 70</b>	<b>MM: 100</b>
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**Course Objectives:**

- To gain familiarity with Psychometry and psychological measurement.
- To make students know about criteria of psychological test and the steps used in test construction.

**Course Outcomes:**

**After completion of the course, students will be able to:**

- COs 1- Describe the various aspects of Psychometry along with its applications.
- COs 2- Apply obtained knowledge in various settings like counseling and guidance.
- COs 3- Construct psychological tools.

<b>Block-1:</b>	<b>Foundations of Psychometric</b>
<b>Unit 1:</b>	Basics of Measurement Theory
<b>Unit 2:</b>	Speed vs. Power Test
<b>Unit 3:</b>	History of Psychological Testing

<b>Block-2:</b>	<b>Test Construction</b>
<b>Unit 1:</b>	Item Writing and Method of Scoring
<b>Unit 2:</b>	Steps in Test Construction
<b>Unit 3:</b>	Item Analysis – Meaning and Purpose, Item Difficulty, Difficulty Value, and Index of Discrimination

<b>Block-3:</b>	<b>Standardization of tests</b>
<b>Unit 1:</b>	Types of norms,
<b>Unit 2:</b>	Specificity of norms

<b>Block-4:</b>	<b>Reliability and Validity</b>
<b>Unit 1:</b>	Reliability: Meaning and Methods, Factors Influencing Reliability
<b>Unit 2:</b>	Validity: Meaning and Types, Factors Influencing Validity of the Test

<b>Block-5:</b>	<b>Application of Tests</b>
<b>Unit 1:</b>	Applications of Psychological Testing in Education
<b>Unit 2:</b>	Applications of Psychological Testing in Counseling and Guidance
<b>Unit 3:</b>	Applications of Psychological Testing in Other Settings
<b>Unit 4:</b>	Ethical Issues in Psychological Testing

#### REFERENCE BOOKS

1. Guilford, J. P. (1989). Psychometric Methods, New Jersey: John Wiley and Sons.
2. C. Jackson (2003). Understanding Psychological Testing, Mumbai: Jaico Publishings House.
3. Nunnaly, J. C. (1978). Psychometric Theory. New York: McGraw Hill.
4. Chandha, N. K. (1996). Theory and Practice of Psychometry. New Delhi: New Age international Publishers.

#### TEXT BOOKS

5. Chadha, N. K. (2009). Applied Psychometry. New Delhi: Sage Publications.
6. Singh, A.K. (1997). Tests, Measurement, Research Methods in Behavioural Sciences Patna: Bharati Bhawan.

## COURSE DETAILS – 4

SUBJECT NAME – HEALTH PSYCHOLOGY

SUBJECT CODE – MPs-CT-204

<b>CREDIT: 4</b>	<b>CA: 30</b>	<b>SEE: 70</b>	<b>MM: 100</b>
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### Course Objectives:

- To familiarize students with the concept of health psychology to live healthy life.
- To orient the students about management of stress.

### Course Outcomes (COs):

After completion of the course, the students will be able to

- COs 1- Adept in the knowledge of psycho-somatic & somato -psychic approach of psychology and its relation with health.
- COs 2- Manage stress effectively.
- COs 3- Provide help in health sectors.

<b>Block-1:</b>	<b>Introduction to Health Psychology</b>
<b>Unit 1:</b>	Definition of Health Psychology, Early Research Literature in Health Psychology
<b>Unit 2:</b>	Current Research Literature in Health Psychology
<b>Unit 3:</b>	Health Psychology in India

<b>Block-2:</b>	<b>Being a Health Psychologist and the Mind-Body Connection,</b>
<b>Unit 1:</b>	The Role of a Health Psychologist in India, Traditional View of the Mind-Body Connection
<b>Unit 2:</b>	Psychosomatic Medicine, <b>Behavioral Medicine</b>

<b>Block-3:</b>	<b>Stress and Illness</b>
<b>Unit 1:</b>	<b>Meaning and Sources of Stress</b>

<b>Unit 2:</b>	Psychoneuroimmunology: Stress, Mood, and Immune Functioning
<b>Unit 3:</b>	Social Support and Immune Functioning
<b>Unit 4:</b>	Stress and Cardiovascular Disorders: Hypertension and Coronary Heart Disease (CHD)

<b>Block-4:</b>	<b>Coping with Stress</b>
<b>Unit 1:</b>	Coping Process
<b>Unit 2:</b>	Problem Solving and Emotional Regulation
<b>Unit 3:</b>	Cognition and Coping
<b>Unit 4:</b>	Causal Attributions, Explanatory Styles, and Eastern Approaches

<b>Block-5:</b>	<b>The Future of Health Psychology</b>
<b>Unit 1:</b>	Key Focus Areas in Health Psychology
<b>Unit 2:</b>	Emerging Challenges and Solutions in Health Psychology

#### REFERENCE BOOKS

1. Dimatteo, M.R. & Martin, L.R. (2010). Health Psychology. New Delhi: Dorling Kindersley Pvt. Ltd
2. Baum, A., R.J. Gatchel, R. J. & Krantz, D.S (1997). An Introduction to Health Psychology. New York: McGraw Hill.
3. Baum, A., Revenson, T.A & Singer, J.E. (2001). Handbook of Health Psychology. New Jersey: Lawrence Erlbaum.
4. Taylor, S.E. (1994). Health Psychology. New York: Random House.

#### TEXT BOOKS

5. Khokhar, C.P. (2007). A Text Book of Stress Coping and Health Meerut: Shalab Publication.

**COURSE DETAILS – 5**

**SUBJECT NAME – PRACTICUM II**

**SUBJECT CODE – MPs-CT-205**

<b>CREDIT: 4</b>	<b>CA: 30</b>	<b>SEE: 70</b>	<b>MM: 100</b>
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**Course Objectives:**

- To give an understanding of psychological tests with clinical practice applications.
- Introduction to the general principles of psychology through experimentation and testing.

**Course Outcomes (COs):**

**After completion of the course, students will be able to:**

- COS 1-Detect different mental illnesses using psychological tests.
- COs 2- Present scientific report of psychological qualities.
- COs 3- Carry out psychological testing across all aspects of life.

**List of Practicum:**

➤ **Any five of the following:—**

1. Defense Mechanism
2. Emotional Maturity Scale
3. Attribution Style
4. Adjustment Inventory
5. Mental Health Scale/Inventory
6. Muller Lyer
7. Two Hand Coordination
8. Maze learning
9. Aggression Scale
10. Judging Emotions by Photographs

## COURSE DETAILS – 6

SUBJECT NAME – YOGA, HEALTH AND TOURISM (Elective)

SUBJECT CODE – MPs-GE-206

<b>CREDIT: 4</b>	<b>CA: 30</b>	<b>SEE: 70</b>	<b>MM: 100</b>
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### Course Objectives:

- To upgrade the knowledge of the latest trends in tourism particularly the health tourism in the country.
- Enable the students to define the trends, issues and challenges in the field of health tourism in India.

### Course Outcomes (COs):

After completion of the course, the students will be able to:

- COs 1- Explain about the aspects and importance of health tourism.
- COs 2- Aware of various government policies related to medical tourism.
- COs3- Explain the basic concepts of health and medical tourism.

<b>Block-1:</b>	<b>Introduction of Ancient Indian Culture</b>
<b>Unit 1:</b>	The main characteristics of Ancient Indian Culture: Vishwa- Bandhutva, Sarva Dharm-Sambhav, The wonderful amalgamation of materiality and spirituality
<b>Unit 2:</b>	Geographical and ethnic profile
<b>Unit 3:</b>	Vedic Literature: Vedas, Brahman Granth, Aranyak, Upanishad, Vedang and Sutra Sahitya

<b>Block-2:</b>	<b>Political Ideas and Institutions</b>
<b>Unit 1:</b>	Origin, nature and functions of State
<b>Unit 2:</b>	Theories of kingship
<b>Unit 3:</b>	Republics, Monarchy and its feudal transformations

<b>Block-3:</b>	<b>Social Institutions</b>
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<b>Unit 1:</b>	Origin and development of Varna system, Ashram System- Antiquity of the Ashram and its importance
<b>Unit 2:</b>	Position of women- their abilities and limitations, proprietary rights and right to education

<b>Block-4:</b>	<b>Educational Institutions</b>
<b>Unit 1:</b>	Education and educational Institutions: Concept and Aims, Relation between Master and disciple, centre of learning- Taxilla, Nalanda and Vikramshila
<b>Unit 2:</b>	Sanskar: Spiritual and material life education
<b>Unit 3:</b>	Purusharth: Teaching of Karma

<b>Block-5:</b>	<b>Religious System</b>
<b>Unit 1:</b>	Vedic Religion: Rigvedic Religion: Worship system and its scientific interpretation, Religion of Later Vedic Period: Worship system, Spiritual development, invaluable treasure of spiritual thought
<b>Unit 2:</b>	Life and teaching of Jain
<b>Unit 3:</b>	Life and teaching of Buddha, Shavishm, Vaishnavism and other Religious system

## TEXTBOOKS

1. P.V. Kane: History of Dharmashatra Vol. I & II
2. P.H. Prabhu: Hindu Social Organization
3. Jai Shankar Mishra: Prachin Bharat Ka Samajik Itihas
4. R.B. Pandey: Hindu Sanskar

## COURSE DETAILS – 7

SUBJECT NAME – PRINCIPLES OF VOCAL MUSIC

SUBJECT CODE – MPs-GE-207 (Elective)

<b>CREDIT: 4</b>	<b>CA: 30</b>	<b>SEE: 70</b>	<b>MM: 100</b>
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### Course Objectives:

- The course intends to upgrade the knowledge of vocal music..
- Enable the students to understand the basic concepts of vocal music.

### Course Outcomes (COs):

After completion of the course, the students will be able to:

- COs 1- Describe the basic concepts of Vocal Music along with its applications.
- COs 2- Explain the general principle of vocal music.
- COs3- Lead their life meaningful and happy.

<b>Block-1:</b>	<b>Basic Definitions in Indian Classical Music</b>
<b>Unit 1:</b>	Sangeet, Dhvani , Nada , Swara , Saptak , Alankar, Laya , Sama, Taal , Vadi, Samvadi , Vivadi , Anuvadi, Aroh , Avroh , Pakad, Khayal , Sthai , Antra, Thaata & its Names , Raag, Alaap, Jaati , Bhajan, Lokgeet, Lakshan Geet , Thumri
<b>Unit 2:</b>	Parichay of Raag Bhairav

<b>Block-2:</b>	<b>The Origins of Sangeet and Sound</b>
<b>Unit 1:</b>	Alankars and Swarlipi Paddhati of Vishnu Narayan Bhatkhande & Vishnu Digambar Palushkar
<b>Unit 2:</b>	Relation Between Life and Music
<b>Unit 3:</b>	Swastivachan Mantras, Patriotic Songs, Arya Samaj Bhajans, and Tansen

<b>Block-3:</b>	<b>Twelve Swaras in Saptak</b>
<b>Unit 1:</b>	Practice of "Om" in Khadaj Swar



<b>Unit 2:</b>	Twenty Alankars According to Kramik Pustak Malika-I
<b>Unit 3:</b>	Practice of Chota Khyal in Raag Bhairav and Two Taan

<b>Block-4:</b>	<b>Koolgeet and Yagya Prarthna</b>
<b>Unit 1:</b>	Practice of Koolgeet and Yagya Prarthna
<b>Unit 2:</b>	Practice of Five Swastivachan Mantras, Practice of Patriotic Songs
<b>Unit 3:</b>	Practice of Arya Samaj Bhajans and Hori Song

#### REFERENCE BOOK

1. Hamady, J. The Art Of Singing. Hal Leonard Corporation.

## COURSE DETAILS – 8

SUBJECT NAME – ASPECTS OF ANCIENT INDIAN CULTURE

SUBJECT CODE – MPs-GE-208 (Elective)

<b>CREDIT: 4</b>	<b>CA: 30</b>	<b>SEE: 70</b>	<b>MM: 100</b>
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### Course Objectives:

- To connect students with Indian culture, Institutions and religion.
- Create a sense of national unity among the students.

### Course Outcomes (COs):

After completion of the course, the students will be able to:

- COs 1- Adept in aspects of ancient Indian Culture.
- COs 2- Create a healthy environment by knowing the religious systems.
- COs3- Respect and spread awareness about Indian culture and religion.

<b>Block-1:</b>	<b>Introduction of Ancient Indian Culture</b>
<b>Unit 1:</b>	The main characteristics of Ancient Indian Culture: Vishwa- Bandhutva, Sarva Dharm-Sambhav, The wonderful amalgamation of materiality and spirituality
<b>Unit 2:</b>	Geographical and ethnic profile
<b>Unit 3:</b>	Vedic Literature: Vedas, Brahman Granth, Aranyak, Upanishad, Vedang and Sutra Sahitya

<b>Block-2:</b>	<b>Political Ideas and Institutions</b>
<b>Unit 1:</b>	Origin, nature and functions of State
<b>Unit 2:</b>	Theories of kingship
<b>Unit 3:</b>	Republics, Monarchy and its feudal transformations

<b>Block-3:</b>	<b>Social Institutions</b>
<b>Unit 1:</b>	Origin and development of Varna system, Ashram System- Antiquity of the Ashram and its importance

<b>Unit 2:</b>	Position of women- their abilities and limitations, proprietary rights and right to education
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<b>Block-4:</b>	<b>Educational Institutions</b>
<b>Unit 1:</b>	Education and educational Institutions: Concept and Aims, Relation between Master and disciple, centre of learning- Taxilla, Nalanda and Vikramshila
<b>Unit 2:</b>	Sanskar: Spiritual and material life education
<b>Unit 3:</b>	Purusharth: Teaching of Karma

<b>Block-5:</b>	<b>Religious system</b>
<b>Unit 1:</b>	Vedic Religion: Rigvedic Religion: Worship system and its scientific interpretation, Religion of Later Vedic Period: Worship system, Spiritual development, invaluable treasure of spiritual thought
<b>Unit 2:</b>	Life and teaching of Jain
<b>Unit 3:</b>	Life and teaching of Buddha, Shavishm, Vaishnavism and other Religious system

**Books Recommended:**

1. P.V. Kane: History of Dharmashatra Vol. I & II
2. P.H. Prabhu: Hindu Social Organization
3. Jai Shankar Mishra: Prachin Bharat Ka Samajik Itihas
4. R.B. Pandey: Hindu Sanskar

## COURSE DETAILS – 9

SUBJECT NAME – COMPUTER APPLICATIONS

SUBJECT CODE – MPs-SECC-101

<b>CREDIT: 2</b>	<b>CA: 20</b>	<b>SEE: 30</b>	<b>MM: 50</b>
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### Course Objectives:

- The module is prescribed in the course to inform the students about the role of Computer Information systems in travel and trade.
- The prescribed units enhance the skills of students especially when they will be attached for practical.

### Course Outcomes (COs):

After completion of the course, the students will be able to:

- COs 1- Describe the basic concepts of computer knowledge.
- COs 2- Apply computer knowledge in various organization sectors.
- COs 3- Improve their technical skills.

<b>Block-1:</b>	<b>Computer System</b>
<b>Unit 1:</b>	<b>Introduction to Computers, Characteristics of Computers</b>
<b>Unit 2:</b>	<b>Applications of Computers</b>
<b>Unit 3:</b>	<b>Different Units of a Computer: Central Processing, Memory, Storage</b>

<b>Block-2:</b>	<b>Windows &amp; MS Office</b>
<b>Unit 1:</b>	<b>Windows Operating System</b>
<b>Unit 2:</b>	<b>MS Office: MS Word, MS Excel &amp; MS PowerPoint</b>

<b>Block-3:</b>	<b>Network and Communication</b>
<b>Unit 1:</b>	<b>Networking: Concept and Types</b>
<b>Unit 2:</b>	<b>Devices Used in Networking</b>
<b>Unit 3:</b>	<b>Basic Communication Components, Types of Transmission</b>

<b>Block-4:</b>	<b>Internet and Hotel &amp; Travel Software</b>
<b>Unit 1:</b>	Internet: Concept and Uses, Email: Opening an Account
<b>Unit 2:</b>	Information and Communication Technology (ICT)
<b>Unit 3:</b>	Computer Reservation System (CRS): Different Packages Used in Travel & Tourism Industry

#### **REFERENCE BOOKS:**

1. Leon Alexis and Mathews Leon: Introduction to Computers, Vikas Publishing House Pvt Ltd. New Delhi
2. Bhatnagar S C and Ramani K V: Computers and information management. A Primer for Practicing Managers, New Delhi, Prentice Hall of India Pvt. Ltd.
3. Bansundara, S: Computer Today.
4. Goel Ritender and D N Kakkar: Computer Application in Management, New Age International Publishers, New Delhi.