

**KONGUNADU ARTS AND SCIENCE  
COLLEGE (AUTONOMOUS)**

Re-accredited by NAAC with A<sup>+</sup> Grade (4<sup>th</sup> Cycle)

Affiliated to Bharathiar University

College of Excellence (UGC)

52<sup>nd</sup> Rank among colleges in NIRF 2024

Coimbatore-641029, Tamil Nadu, India



**DEPARTMENT OF PSYCHOLOGY (UG)**

**Curriculum and Scheme of Examinations (CBCS)**

**(2025-2026 onwards)**

## **DEPARTMENT OF PSYCHOLOGY**

### **VISION:**

To be a leading psychology program recognized for producing ethical, knowledgeable, and culturally competent graduates who contribute to the well-being of individuals and communities

### **MISSION:**

- To provide students with a comprehensive understanding of the scientific principles of psychology, encompassing biological, cognitive, developmental, social, and clinical perspectives
- To foster critical thinking, research skills, ethical decision-making, and effective communication, preparing graduates for diverse career paths and advanced studies in psychology
- To promote a commitment to diversity, equity, and inclusion, ensuring students are prepared to work effectively with individuals from diverse backgrounds

### **PROGRAMME OUTCOMES (PO)**

- PO1** To develop their skills through practical and theoretical knowledge of Psychology.
- PO2** To expertise students as psychologists to earn more and to contribute to the social development of the state and nation.
- PO3** To analyze the influence of psychology on individuals, organizations, and society, including ethical, legal, and social issues.
- PO4** To enhance their skill to pursue higher education in various fields of psychology.
- PO5** An ability to identify the problem, formulate case and its associated intervention in the area of clinical, counseling, educational and industrial settings.
- PO6** Ability to gain knowledge in the area of developmental psychology to understand the developmental problems.
- PO7** Ability to conduct psychological experiment to understand the psychological components.
- PO8** Exhibit the ability to appreciate the values of others' culture, value, and background, follow the ethics, and work constructively with the team as a professional.

## **PROGRAMME SPECIFIC OUTCOMES (PSO)**

- |             |   |
|-------------|---|
| <b>PSO1</b> | Students will be able to understand the theories, major concepts and underpinning mechanisms, which explain human thought and behaviour pertain to specific and larger context.   |
| <b>PSO2</b> | Students will be able to locate, evaluate, and apply psychological information that strengthen the individual, group, community and build public policies.  |
| <b>PSO3</b> | Students would gain competencies and professional skills for working and conducting research the field of clinical psychology, counselling and health psychology.   |
| <b>PSO4</b> | Assess and critically evaluate central ideas and assumptions comprehensively facilitating a research and analysis of data.  |
| <b>PSO5</b> | Students will be able to understand the nature of organizational psychology, it's contemporary trends, work related attributes and work motivation, different leadership styles in organization, concept of organizational stress and it's causes and management. |

**KONGUNADU ARTS AND SCIENCE COLLEGE (AUTONOMOUS)**  
**COIMBATORE – 641 029**

Programme Name : B.Sc. Psychology

Curriculum and Scheme of Examination under CBCS  
(Applicable to the students admitted during the Academic Year 2025-2028)

Semester	Part	Subject Code	Title of the Paper	Instruction hours/cycle	Exam. Marks			Duration of Exam (hours)	Credits
					CIA	ESE	TOTAL		
<b>I</b>	I	25TML101	Language I@	6	25	75	100	3	3
	II	25ENG101	English -I	6	25	75	100	3	3
	III	25UPS101	Core Paper 1 – General Psychology-I	5	25	75	100	3	4
	III	25UPS102	Core Paper 2 – Developmental Psychology-I	5	25	75	100	3	4
	III	25UPS1A1	Allied Paper 1 – Bio Psychology-I	6	25	75	100	3	5
	IV	24EVS101	Environmental Studies **	2	-	50	50	3	2
	<b>Total</b>			<b>30</b>	<b>-</b>	<b>-</b>	<b>550</b>	<b>-</b>	<b>21</b>
<b>II</b>	I	25TML202	Language II@	6	25	75	100	3	3
	II	25ENG202	English –II	6	25	75	100	3	3
	III	25UPS203	Core Paper 3 – General Psychology-II	5	25	75	100	3	4
	III	25UPS204	Core Paper 4 – Developmental Psychology-II	5	25	75	100	3	4
	III	25UPS2A2	Allied Paper 2 – Bio Psychology-II	6	25	75	100	3	5
	IV	25VED201	Value Education- Moral and Ethics**	2	-	50	50	3	2
	<b>Total</b>			<b>30</b>	<b>-</b>	<b>-</b>	<b>550</b>	<b>-</b>	<b>21</b>
<b>III</b>	I	25TML303	Language III@	6	25	75	100	3	3
	II	25ENG303	English –III	6	25	75	100	3	3
	III	25UPS305	Core Paper 5 – Abnormal Psychology-I	5	25	75	100	3	5
	III	25UPS3CL	Core Practical 1 – Experimental Psychology-I	4	40	60	100	3	2
	III	25UPS3A3	Allied Paper 3 – Psychological Statistics	5	25	75	100	3	5
	IV	25UGC3S1	Skill Based subject 1- Cyber Security	2	100	-	100	3	3
	IV	25TBT301/ 25TAT301/ 25UHR3N1	Basic Tamil* / Advanced Tamil**/ Non-major elective- I**	2	-	75	75	3	2
	<b>Total</b>			<b>30</b>	<b>-</b>	<b>-</b>	<b>675</b>	<b>-</b>	<b>23</b>
<b>IV</b>	I	25TML404	Language IV@	6	25	75	100	3	3
	II	25ENG404	English –IV	6	25	75	100	3	3
	III	25UPS406	Core Paper 6 – Abnormal Psychology -II	5	25	75	100	3	5
	III	25UPS4CM	Core Practical 2 – Experimental Psychology-II	4	40	60	100	3	2
	III	25UPS4A4	Allied Paper 4 – Research Methodology	5	25	75	100	3	5
	IV	25UPS4S2	Skill Based subject 2 – Counselling Psychology	2	25	75	100	3	3
	IV	25TBT402/ 25TAT402/ 25UWR4N2	Basic Tamil* / Advanced Tamil**/ Non-major elective- II**	2	-	75	75	3	2
	<b>Total</b>			<b>30</b>	<b>-</b>	<b>-</b>	<b>675</b>	<b>-</b>	<b>23</b>
<b>V</b>	III	25UPS507	Core Paper 7 – Social Psychology-I	5	25	75	100	3	5
	III	25UPS508	Core Paper 8 – Industrial Psychology	5	25	75	100	3	4
	III	25UPS509	Core Paper 9 – Health Psychology	4	25	75	100	3	4
	III	25UPS5CN	Core Practical 3 – Experimental Psychology – III	4	40	60	100	3	2
	III	25UPS510	Core Paper 10 – Psychology of crime	5	25	75	100	3	4
	III	25UPS5E1	Major Elective 1	5	25	75	100	3	5
	IV	-	<b>EDC</b>	2	100	-	100	3	3
	IV	25UPS5IT	<b>Internship Training ****</b>	Grade					
<b>Total</b>				<b>30</b>	<b>-</b>	<b>-</b>	<b>700</b>	<b>-</b>	<b>27</b>

## UPS 2

VI	III	25UPS611	Core Paper 11 - Social Psychology-II	6	25	75	100	3	5
	III	25UPS612	Core Paper 12 – Indian Psychology	6	25	75	100	3	4
	III	25UPS6CO	Core Practical 4 - Experimental Psychology – IV	6	40	60	100	3	2
	III	25UPS6E2	Major Elective 2	6	25	75	100	3	5
	III	25UPS6Z1	Project and viva voce***	#4	20	80	100	-	5
	IV	25UBI6S3	Skill Based subject 3 - Basics of IPR	2	100	-	100	3	3
			<b>Total</b>	<b>30</b>	<b>-</b>	<b>-</b>	<b>600</b>	<b>-</b>	<b>24</b>
	V	25NCC \$/NSS/YRC /PYE/ECC/ RRC/ WEC101#	Cocurricular Activities*	-	50	-	50	-	1
			<b>Grand Total</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>3800</b>	<b>-</b>	<b>140</b>

### **Note :**

CBCS – Choice Based Credit system; CIA– Continuous Internal Assessment  
ESE– End of Semester Examinations

\$ For those students who opt NCC under Cocurricular activities will be studying the prescribed syllabi of the UGC which will include Theory, Practical & Camp components. Such students who qualify the prescribed requirements will earn an additional 24 credits.

@ Hindi/Malayalam/ French/ Sanskrit – 25HIN/MLM/FRN/SAN101 - 404

\* - No End-of-Semester Examinations. Only Continuous Internal Assessment (CIA)

\*\*\*- No Continuous Internal Assessment (CIA). Only End-of-Semester Examinations (ESE)

\*\*\* Project Report – 60 marks; Viva voce – 20 marks; Internal-20 marks

# Not to be included in faculty workload

\*\*\*\* The students shall undergo Internship training / field work for a minimum period of 14 working days at the end of the fourth semester during summer vacation and submit the report in the fifth semester which will be evaluated for 100 marks by the concerned guide and followed by an Internal Viva voce by the respective faculty or HOD as decided by the department. According to their marks, the grades will be awarded as given below.

Marks %	Grade
85 – 100	O
70 – 84	D
60 – 69	A
50 – 59	B
40 – 49	C
< 40	U (Reappear)

### **Major Elective Papers (2 papers are to be chosen from the following 6 papers)**

1. Consumer Behaviour
2. Sports Psychology
3. Human Resource Management
4. Environmental Psychology
5. Psychology and Gender Issues
6. Behaviour Modification

### **Non-Major Elective Papers**

1. Human Rights
2. Women Rights
3. Consumer Affairs

**Sub. Code & Title of the Extra Departmental Course (EDC) :**

25UPS5X1 – Psychology and Wellbeing

**# List of Cocurricular Activities:**

1. National Cadet Corps (NCC)
2. National Service Scheme (NSS)
3. Youth Red Cross (YRC)
4. Physical Education (PYE)
5. Eco Club (ECC)
6. Red Ribbon Club (RRC)
7. Women Empowerment Cell (WEC)

**Note:** In core/ allied subjects, no. of papers both theory and practical are included wherever applicable. However, the total credits and marks for core/allied subjects remain the same as stated below.

**Tally Table:**

S.No.	Part	Subject	Marks	Credits
1.	I	Language – Tamil/Hindi/Malayalam/ French/ Sanskrit	400	12
2.	II	English	400	12
3.	III	Core – Theory/Practical	1600	60
	III	Allied	400	20
		Electives/Project	300	15
4.	IV	Basic Tamil / Advanced Tamil (OR) Non-major electives	150	4
		Skill Based subject	300	9
		EDC	100	3
		Environmental Studies	50	2
		Value Education	50	2
5.	V	Cocurricular Activities	50	1
<b>Total</b>			<b>3800</b>	<b>140</b>

- 25 % CIA is applicable to all subjects except JOC, COP and SWAYAM courses which are considered as extra credit courses.
- 100 % CIA for Cyber Security, EDC and Basics of IPR.
- The students should complete **Health and Wellness Programme (25UHW401)###** in the 4<sup>th</sup> semester and the completion marks should be submitted through the HOD to the Controller of Examinations. Extra credits will be given to the candidates who have successfully completed.
- The students should complete any **MOOC course available for Online learning platforms like SWAYAM, NPTEL, Course era\$, IIT Bombay Spoken Tutorial, e-Pathshala etc.,** with a minimum of 4 weeks in duration before the completion of the 5<sup>th</sup> semester and the course completion certificate should be submitted through the HOD to the Controller of Examinations. Extra credits will be given to the candidates who have successfully completed.
- \$\$Note:** One course to be taken from course era for all the under graduate students of self finance stream during the even semester of the I year. Appropriate extra credits and certification as applicable shall be awarded to the students who have completed the course.
- An **Onsite Training** preferably relevant to the course may be undertaken as per the discretion of the HOD.
- Students who successfully complete **Naan Mudhalvan** courses in 3<sup>rd</sup> and 5<sup>th</sup> semester will be given 2 extra credits for each course. They are asked to submit the marks to Controller of Examinations through and undersigned by the HOD.

Semester	Naan Mudhalvan Course Title
III	Banking and Financial services - Paper 1
V	Banking and Financial services - Paper 2

**Components of Continuous Internal Assessment**

Components		Marks	Total
Theory			
CIA I	75	(75+75=150/10)	25
CIA II	75		
Assignment/Seminar		5	
Attendance		5	
Practical			
CIA Practical		25	40
Observation Notebook		10	
Attendance		5	
Project/Case study			
Review		15	20
Regularity		5	

**BLOOM'S TAXONOMY BASED ASSESSMENT PATTERN**

**K1-Remembering;K2-Understanding;K3-Applying;K4-Analyzing;K5-Evaluating**

**1. Theory Examination:**

**CIA I & II and ESE: 75 Marks**

Knowledge Level	Section	Marks	Description	Total
K1 Q1 to 10	A (Answer all)	10 x 1 = 10	MCQ	75
K1 – K5 Q11 to 15	B (Either or pattern)	5 x 5 = 25	Short Answers	
K2 – K5 Q16 to 20	C (Either or pattern)	5 x 8 = 40	Descriptive / Detailed	

**2. ESE Practical Examination:**

Knowledge Level	Section	Marks	Total
K3	Experiments	50	60
K4		10	
K5	Record Work		

**3. ESE Project Viva Voce:**

Knowledge Level	Section	Marks	Total
K3	Project Report	60	80
K4		Viva voce	
K5	20		

**Scheme of Evaluation - Health and Wellness Programme (25UHW401)###**

Part	Description	Mark
A	Report	40
B	Attendance	20
C	Activities (Observation during Practice)	40
<b>Total</b>		<b>100</b>

<b>Programme Code: 21</b>	<b>B.Sc. Psychology</b>			
Title of the Paper:		Core Paper 1 - General Psychology – I		
<b>Batch</b>	<b>Hours / Week</b>	<b>Total Hours</b>	<b>Credits</b>	<b>Skill Development</b>
<b>2025-2028</b>	<b>5</b>	<b>75</b>	<b>4</b>	

**Course Objectives**

1. To understand the definition and history of Psychology.
2. To know the meaning and perspective of Psychology.
3. To comprehend the basics of Sensation & Perception.

**Course Outcomes (CO)**

On successful completion of the course, the students will be able

K1 to K5	CO1	To understand the concept and scope of psychology.
	CO2	To gain the knowledge about sensation and perception in psychology.
	CO3	To understand different models of human behavior based on Psychology.
	CO4	To gain the knowledge about the nature of consciousness.
	CO5	To apply learning principles to everyday life.

**Syllabus****UNIT I****(14 Hours)****Introducing psychology**

What is psychology: A working definition Origin of psychology Philosophical origins: Early Indian and Greek thoughts, Major ideas of Descartes, Locke. Biological origins: Darwin, Genetics, Development of psychology in India

Branches of psychology- Scope of psychology- Brief history of modern scientific psychology: Structuralism, Functionalism, Behaviorism, Gestalt psychology, Piaget, Psychoanalysis, Cognitive approach -Psychology and other disciplines.

**UNIT II****(15 Hours)****Experimentation and critical thinking in Psychology**

Psychology as a science - Goals of scientific enterprise- Steps in scientific investigation. Methods of psychology: Naturalistic observation, case study, survey, correlational studies, experimental method. Factors and characteristics of experimental method: variables – dependent, independent, extraneous variables – Experimental control –placebo effect, experimental effect, double blind procedure, lab and field experiment. Steps in conducting psychological research. Developing critical thinking abilities.

**UNIT III****(16 Hours)****Sensation and Perception**

Sense modalities, Psychophysics- Absolute threshold, Differential threshold, Just Noticeable Difference (JND) Attention– factors affecting attention – subjective and objective factors Selective attention, Phenomena associated with attention – \*span of attention, division of attention, distraction of attention.

Perception, Subliminal perception. Perceptual set, Perceptual defense. Perceptual organization. Gestalt principles Perception of depth, space and distance: monocular and binocular cues. Perceptual styles Perceptual constancies Color perception – color theories- Illusions of different types. Habituation, Extra sensory perception – critical view. Enhancing perceptual accuracy.



**UNIT IV****(16 Hours)****Mind, Consciousness and altered states**

Awareness and consciousness, States of mind: Nature of consciousness, Functions of consciousness, Changes in consciousness: dream and sleep, Circadian Rhythm, Sleep cycle, Stages of sleep.

Altered states: Lucid dreaming, Hypnosis- facts and myths, \*meditation, Hallucinations, Religious ecstasy, drug induced states.

**UNIT V****(14 Hours)****Learning**

Definition. Classical conditioning: Elements, principles, generalization, discrimination, second order conditioning. Illustrations (child, developmental, school). Applications. Trial and error learning. Operant conditioning: Reinforcement, punishment, shaping, chaining, stimulus control, schedules of reinforcement, partial reinforcement effect. Applications: Contingencies in schools, Premack principle.

\*Behavior modification.

Types of learning- Verbal learning. Social and cognitive learning: \*Observational learning. Process and principles. Latent learning, cognitive map, Insight learning. Improving learning- Economy in learning.

\* denotes Self study

**Teaching Methods:**

Smart ClassRoom/Powerpoint presentation/Seminar/Quiz/Discussion/Flipped Class/peer Learning/Experiential Learning/Blended learning

**Text Books:**

1. Baron, R.A. (2004), “**Psychology**”, 5th ed. New Delhi: Pearson Education.
2. Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (1993), “**Introduction to Psychology**”, 7th ed. New Delhi: Tata McGraw Hill.

**Reference Books:**

1. Lee. J A (2010), ” **The Scientific Endeavour**”. New Delhi. Pearson
2. Mishra, B. K. (2008),” **Psychology: The study of human behaviour**”, New Delhi: Prentice Hall of India.
3. Weiten, W. (2002),”**Psychology: Themes and variations**”, 5th ed. New York: Brooks/Cole Publishing Co.
4. Richard J. Gerrig& Philip G. Zimbardo (2002),” **Psychology and life** “,16<sup>th</sup> edition, USA: Allyn & Baconpublishers.

**MAPPING**

CO \ PSO	PSO1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	S	H	M	H	M
CO2	S	H	M	S	H
CO3	H	S	M	M	H
CO4	S	H	S	H	S
CO5	S	M	M	M	S
S – Strong                      H – High                      M – Medium                      L – Low					

<b>Programme Code: 21</b>	<b>B.Sc. Psychology</b>			
Title of the Paper:		Core Paper 2 - Developmental Psychology – I		
<b>Batch</b> <b>2025-2028</b>	<b>Hours / Week</b> <b>5</b>	<b>Total Hours</b> <b>75</b>	<b>Credits</b> <b>4</b>	<b>Skill Development</b>

### Course Objectives

1. To gain the knowledge about the life span development and historical perspective.
2. To understand the physical development in Puberty.
3. To know the stages of cognitive development.
4. To learn the emotions of infancy, childhood and adulthood period.

### Course Outcomes (CO)

On successful completion of the course, the students will be able

K1 to K5	CO1	To understand the importance of Life span development.
	CO2	To understand the physical development of childhood.
	CO3	To know the cognitive development of infancy to adulthood.
	CO4	To analyze the Piaget's and Kohlberg's Theory.
	CO5	To summarize and point out factors that drive human behavior.

### Syllabus

#### UNIT I

(15 Hours)

##### Introduction to Life Span Development

Introduction. Importance of life span development, Historical perspective. Characteristics of life span perspective. Nature of development. Cross sectional and longitudinal approaches in developmental study. Theories by Freud - Erickson- Piaget- Vygotsky. Information processing Behavioral -Social cognitive- eclectic orientation.

#### UNIT II

(14 Hours)

##### Prenatal Development

Fertilization - Germinal period- embryonic period- Fetal period. Prenatal diagnostic tests. Effects of teratogens. Neonatal health and responsiveness. Consequences of low birth weight.

#### UNIT III

(16 Hours)

##### Physical Development

Newborn- reflexes- perception (vision, hearing, other senses, inter modal perception) Height and weight in infancy and childhood. Gross and fine motor skills. Handedness Physical development in puberty. Changes in early, middle and late adulthood. Theories of aging.

#### UNIT IV

(16 Hours)

##### Cognitive Development

Stages of cognitive development- sensory motor stage- object permanence- preoperational stage- intuitive thought- concrete operations- semantics- pragmatics.

\*Language development - How language develops- babbling- two word utterance- advances in early, middle and late childhood- metalinguistic awareness.

**UNIT V****Emotional Development****(14 Hours)**

Introduction- Development of emotion through infancy, childhood, adolescence and adulthood. Describing and classifying temperament- Chess and Thomas, Kagan, Rothbart and Bates.

Theories of attachment-\* care giving and attachment Moral development- Piaget's and Kohlberg's theory- stages- Social conventional reasoning- basic processes- Resistance to temptation- self-control- Empathy- Moral characters.

\* denotes Self study

**Teaching Methods:**

Smart Classroom/Powerpoint presentation/Seminar/Quiz/Discussion/Flipped Class/peer Learning/Experiential Learning/Blended learning

**Text Book:**

1. Hurlock, E.B (1996)“**Developmental Psychology-A Life span Approach**”  
NewDelhi : TataMcGraw Hill Publishing Company.

**Reference Books:**

1. Berk, L.E (2003), ”**Child Development**”, (3rd ed). New Delhi: Pearson Education Pvt Ltd.
2. Hurlock, E.B (1978),“**Child Development**”, (6<sup>th</sup> ed.) London: McGraw Hill Book Company.
3. Papalia, D.E et.al (2004), “**Human Development**”, (9th Ed). New Delhi: Tata McGrawHill Publishing Company.
4. Santrock, J.E (2007),“**Child Development**”, (2nd end) New Delhi: Tata McGrawHill Publishing Company.

**MAPPING**

CO \ PSO	PSO1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	S	M	M	H	H
CO2	M	H	S	H	M
CO3	H	M	M	S	S
CO4	M	M	S	S	S
CO5	H	H	M	M	L
S – Strong                      H – High                      M – Medium                      L – Low					

<b>Programme Code: 21</b>	<b>B.Sc. Psychology</b>			
Title of the Paper:		Allied Paper 1 - Bio Psychology - I		
<b>Batch</b> <b>2025-2028</b>	<b>Hours / Week</b> <b>6</b>	<b>Total Hours</b> <b>90</b>	<b>Credits</b> <b>5</b>	<b>Skill Development</b>

### Course Objectives

1. To understand the relationship between the body, mind and the brain.
2. To explain the biological foundations of behavior, including theories, history, and research methods.
3. Understand the evolution and development of the nervous system.
4. To learn the structures and functions that underlies sensation, perception, and motor control.

### Course Outcomes (CO)

On successful completion of the course, the students will be able

K1 to K5	CO1	To remember process of signaling between nerve cells including chemical Neurotransmitters.
	CO2	To understand anatomy and functions of the basic cell of the nervous system.
	CO3	To analysis the role of neurotransmitters in human functioning.
	CO4	To evaluate basic brain structures and functional neural systems.
	CO5	To describe the biological underpinnings of cognition and socioemotional functioning.

### Syllabus

#### UNIT I

(18 Hours)

##### Introduction to Biopsychology

Understanding human consciousness: A Physiological approach. Nature of Physiological approach: Goals of Research, Biological roots of Physiological Psychology. Natural selection and evolution: Functionalism and Inheritance of Traits, Evolution of human species, evolution of large brains. Ethical issues in research with animals. Careers in neuroscience.

#### UNIT II

(18 Hours)

##### Psychobiology of Sensory Systems

Psychobiology of Sensory Systems: Anatomy of the visual system: The eyes, Photoreceptors. Connections between eye and brain. Audition: The stimulus, Anatomy of the ear, Auditory hair cells and the transduction of auditory information. Somatosenses - Gustation Olfaction

#### UNIT III

(18 Hours)

##### The Structure of the Nervous System

Basic feature of the Nervous System\*. The central nervous system: its development, The forebrain, The midbrain, The hindbrain, The spinal cord. The Peripheral Nervous System: Spinal nerves, cranial nerves, the autonomic nervous system.

#### UNIT IV

(18 Hours)

##### Nervous System

Cells of the Nervous System: Neurons, supporting cells. Neural Communication: Measuring electrical potentials of axons, Membrane potential, The action potential and its conduction. Communication between neurons- Non-synaptic communication.

**UNIT V****(18 Hours)****Methods and Strategies of Research in Biopsychology**

Experimental ablation: Evaluating the behavioural effects of brain damage, producing brain lesions. Stereotaxic surgery, Histological methods, Tracing neural connections, Study of the living human brain. Recording and stimulating neural activity: neural activity, metabolic and synaptic activity, measuring brain's secretions, Stimulating neural activity, behavioural effects of electrical brain stimulation. Neurochemical methods - Genetic methods\*.

\* denotes Self study

**Teaching Methods:**

Smart ClassRoom/Powerpoint presentation/Seminar/Quiz/Discussion/Flipped Class/peer Learning/Experiential Learning/Blended learning

**Text Books:**

1. Carlson.R.N. (2017). Foundations of Physiological Psychology (6th Ed.). New Delhi, Pearson Education, Inc.
2. Pineal, J. P. J. (2006), "Biopsychology" (6<sup>th</sup> Ed.), India, Dorling Kindersley.
3. Kalat, J. W. (2004). Biological basis of human behavior (8th Ed.). New York: Brooks/Cole.

**Reference Books:**

- 1 Kalat, J. W. (2004). Biological basis of human behavior (8th Ed.). New York: Brooks/Cole.
2. Schneider, A.M. & Tarshis, B. (1986). An Introduction to Physiological Psychology. (3rd Ed.). New York: Random House, Inc.

**MAPPING**

CO \ PSO	PSO1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	H	M	H	H	H
CO2	S	H	S	H	H
CO3	H	M	H	S	S
CO4	M	M	S	S	H
CO5	M	H	M	M	M

S – Strong

H – High

M – Medium

L – Low

<b>Programme Code: 21</b>	<b>B.Sc. Psychology</b>			
Title of the Paper:		Core Paper 3 - General Psychology - II		
<b>Batch</b> <b>2025-2028</b>	<b>Hours / Week</b> <b>5</b>	<b>Total Hours</b> <b>75</b>	<b>Credits</b> <b>4</b>	<b>Skill Development</b>

**Course Objectives**

1. To learn the concept of long-term memory and short-term memory.
2. To develop the ability of thinking and Language.
3. To understand the theory of Emotions.

**Course Outcomes (CO)**

On successful completion of the course, the students will be able

K1 to K5	CO1	To understanding the concept of Emotions.
	CO2	To explain the concepts of Memory, its stages and functions and strategies to improve memory.
	CO3	To learn the concept of emotional intelligence.
	CO4	To critically analyze approaches to the study of personality and its measurement.
	CO5	To understand and apply the process of encoding, storing and retrieval of information.

**Syllabus****UNIT I****(15 Hours)****Memory**

Encoding, storage and retrieval processes. Sensory, short term and long-term memories. Organizing information-Chunking, Hierarchies. Information processing model of memory, Working memory. Levels of processing. Implicit and explicit memory Semantic, episodic and procedural memory. State dependent memory. Memory construction. Other phenomena related to memory: Eyewitness testimony, implicit memory, false memory, childhood amnesia, flashbulb memory.

\*Measuring memory: recall, recognition, relearning, and integration.

Forgetting: Curve of forgetting. Reasons of forgetting: fading, interference, distortion, repression, amnesia, motivated forgetting, Strategies for improving memory: rehearsal, elaboration, organization, giving meaning, mnemonics, Good sleep.

**UNIT II****(14 Hours)****Thinking and language**

Components of thought: Images and Concepts. Structure of language: Phonemes, Morphemes, Grammar. Language and thought. Reasoning: deductive and inductive. \*Problem solving- Steps. Barriers to effective problem solving: Mental set, Confirmation bias, Fixation. Strategies of problem solving: algorithms, heuristics, means to end analysis, backward search. Culture, cognitive style and problem solving.

Creativity. Convergent and divergent thinking, Stages in creativity. Decision making: Using and misusing heuristics, Belief perseverance phenomenon, \*Overconfidence.

**UNIT III****(16 Hours)****Motivation and Emotion**

Definition of motivation, Motivational concepts: Need, Instinct, drive, incentives, Drive reduction theory. Primary and secondary motives: Motivation of hunger and eating, sexual motivation, Need to belong, Levels of arousal, Yerke's-Dodson law. Learned motives: affiliation, achievement and power motive, Hierarchy of motives.

Definition of Emotion Elements of emotional experience. Physiological correlates of emotion. Theories of emotion (briefly): James-Lange theory, Cannon-Bard theory, Schachter-Singer theory, Appraisal theory, Evolutionary theory, Opponent process theory, Facial feedback hypothesis Cognition and emotion.

**UNIT IV****(16 Hours)****Intelligence**

Definition of Intelligence. Intelligence as a process: Piaget. Structure of intelligence: Approaches of Spearman, Thurstone and Cattell. Triarchic approach. Multiple intelligences, PASS model. Relationship of intelligence with Creativity.

Concept of IQ. Evolution of intelligence testing: Stanford-Binet, Wechsler scales. Extremes of intelligence: Mental retardation and giftedness. Determiners of intelligence: \*heredity and environment. Emotional intelligence.

**UNIT V****(14 Hours)****Personality**

Self-concept of personality. Determinants of personality. Early approaches: Brief descriptions of ancient Indian typology (Gunas), Greek typology on humours, phrenology, somatotypes. Limitations. Psychodynamic approaches. Freud's theory: Levels of consciousness.

Structure of personality, Defense mechanisms with descriptions and examples, early experience, Psychosexual stages of development, Neo Freudian Approaches- Jung, Adler, Horney. (In Brief) Trait theories- Allport, Cattell, Eysenck, Humanistic perspective, The social-cognitive perspective.

\* denotes Self study

**Teaching Methods:**

Smart ClassRoom/Powerpoint presentation/Seminar/Quiz/Discussion/Flipped Class/peer Learning/Experiential Learning/Blended learning

**Text Books:**

1. Baron, R.A. (2004). *Psychology*, 5th ed. New Delhi: Pearson Education.
2. Myers, D.G.(2010). *Psychology* 9<sup>th</sup>edition.New York, Worth publishers.

**References Books:**

1. Bootzin, R., & Bower, G.H. (1991). *Psychology today-An Introduction*, 7th ed. New York: McGraw Hill Inc.
2. Coon, D. (1983). *Introduction to psychology: Exploration and application*. New York: West Publishing Co.
3. Mishra, B. K. (2008). *Psychology: The study of human behaviour*. New Delhi: Prentice Hall of India.
4. Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (1993). *Introduction to psychology*, 7th ed. New Delhi: Tata McGrawHill.
5. Weiten, W. (2002). *Psychology: Themes and variations*, 5th ed. New York: Brooks/Cole Publishing Co.

**MAPPING**

CO \ PSO	PSO1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	H	M	H	H	H
CO2	M	H	S	S	H
CO3	H	M	M	M	S
CO4	M	S	S	S	S
CO5	H	H	M	M	M
S – Strong                      H – High                      M – Medium                      L – Low					

Programme Code: 21		B.Sc. Psychology		
Title of the Paper:		Core Paper 4 - Developmental Psychology - II		
Batch	Hours / Week	Total Hours	Credits	Skill Development
2025-2028	5	75	4	

### Course Objectives

1. To understand the characteristics of early and late childhood.
2. To know the physical change in adolescence.
3. To learn about the characteristics of middle age and hazards of old age.

### Course Outcomes (CO)

On successful completion of the course, the students will be able

K1 to K5	CO1	To understand the characteristics of early and late childhood.
	CO2	To describe the development task of adolescence.
	CO3	To know about the family adjustment and marital adjustment in adulthood.
	CO4	To list and describe critical biological changes during adolescence.
	CO5	To learn adjustment to retirement and coping with family life.

### Syllabus

#### UNIT I

(15 Hours)

##### Childhood

Introduction- Characteristics of Early & Late Childhood- Speech Improvement in Childhood, Emotional Expression in Childhood, Social Behavior in Childhood, \* Moral development in Childhood, Hazards of Childhood.

#### UNIT II

(16 Hours)

##### Adolescence

Introduction- Characteristics of Adolescence, Development Tasks of Adolescence, Physical change in Adolescence, Social and Morality Change in Adolescence, Sex- Role typing in Adolescence, Family Relationships in Adolescence, Physical & Psychological Hazards of Adolescence.

#### UNIT III

(14 Hours)

##### Adulthood

Introduction- Characteristics of Early & Late Adulthood- Developmental Tasks of Early & Late Adulthood, Personal & Social Hazards of Early Adulthood, Vocational & Family Adjustment in Early Adulthood, Marital Adjustment in Adulthood, \*Hazards of Adulthood.

#### UNIT IV

(16 Hours)

##### Middle Age

Introduction- Characteristics of Middle Age- Developmental Tasks of Middle Age, Adjustment to Mental Changes, Adjustment to Social Changes, Vocational Adjustment in Middle Age, Family Adjustment, Hazards of Middle Age.



**UNIT V****(14 Hours)****Old Age**

Introduction- Characteristics of Old Age- Problems Unique to Old Age, Physical Adjustment, Adjustment to Motor Ability, Mental Adjustment, Vocational Adjustment, Adjustment to Retirement, Coping with Family Life, \* Hazards of Old Age.

\* denotes Self study

**Teaching Methods:**

Smart Classroom/Powerpoint presentation/Seminar/Quiz/Discussion/Flipped Class/peer Learning/Experiential Learning/Blended learning

**Text Books:**

1. Hurlock, E.B (1981) Developmental Psychology-A Life span Approach, (5<sup>th</sup> ed.) New Delhi: Tata McGraw Hill Publishing Company.
2. Berk, L.E (2003) Child Development (3rd ed). New Delhi: Pearson Education Pvt Ltd.

**Reference Books:**

1. Hurlock, E.B (1978) Child Development (6<sup>th</sup> ed.) London: McGraw Hill Book Company.
2. Papalia, D.E et.al (2004) Human Development (9th Ed). New Delhi: Tata McGrawHill Publishing Company.
3. Santrock, J.E (2007) Child Development (2nd end) New Delhi: Tata McGrawHill Publishing Company.

**MAPPING**

CO \ PSO	PSO1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	S	M	S	H	M
CO2	M	H	M	S	H
CO3	H	S	M	S	S
CO4	M	M	S	M	M
CO5	H	H	M	M	S
S – Strong		H – High		M – Medium	
				L – Low	

<b>Programme Code: 21</b>	<b>B.Sc. Psychology</b>			
Title of the Paper:		Allied Paper 2 - Bio Psychology - II		
<b>Batch</b> <b>2025-2028</b>	<b>Hours / Week</b> <b>6</b>	<b>Total Hours</b> <b>90</b>	<b>Credits</b> <b>5</b>	<b>Skill Development</b>

### Course Objectives

1. To understand the importance of physiology of emotion.
2. To explain the physiology basis of learning.
3. To understand the physiology basis of memory.
4. To explain the influence of stress, drug – intake on the brain functioning.

### Course Outcomes (CO)

On successful completion of the course, the students will be able

K1 to K5	CO1	To recall the influence of brain over various physiological human motives.
	CO2	To identify the importance of brain damage and various disorders related to human brain.
	CO3	To examine the role of limbic system in managing human emotions.
	CO4	To illustrate the role of left cerebral hemisphere in decision making.
	CO5	To analyze the impact of neural degeneration in an individual.

### Syllabus

#### UNIT I

(18 Hours)

##### Physiology of Emotions

Physiology of Emotions – Emotion as response patterns: Fear, Anger and Aggression Hormonal control of aggressive behavior. Communication of emotions: Facial expression emotions. Neural basis of the communication of emotions. Feelings of Emotions\*.

#### UNIT II

(18 Hours)

##### Physiological basis of Learning

Physiological basis of Learning: The nature of learning. Learning and synaptic plasticity: Induction of long-term potentiation, Role of NMDA receptors. Mechanisms of synaptic plasticity, Long term depression. Perceptual learning\*.

#### UNIT III

(18 Hours)

##### Physiological basis of Memory

Physiological basis of Memory: Relational learning. Human anterograde amnesia: Basic description- Sparing learning abilities – Declarative and nondeclarative memories. Anatomy of anterograde amnesia. Failure of relational learning – Role of hippocampal formation in spatial memory. Relational learning in laboratory animals.

#### UNIT IV

(18 Hours)

##### Physiology of Reproductive Behaviour

Physiology of Reproductive Behaviour: Hormonal control of sexual behavior: female reproductive cycles. Hormonal control of sexual behavior of laboratory animals. Androgens and behavior: Masculinization and defeminization. Effects of pheromones-Human sexual behavior-Sexual orientation. Neural control of sexual behavior-Parental behaviour

**UNIT V****(18 Hours)****Brain Chemistry**

Introduction to Brain Chemistry: Overview of Biopsychology and Brain Chemistry - Key Neurotransmitters and Their Functions - Dopamine: Serotonin, Norepinephrine, GABA, Acetylcholine, Glutamate - Neurohormones and Brain Chemistry: Stress Response and Cortisol, Oxytocin and Social Behavior, Endorphins and Pain Regulation - Treatment Approaches and Brain Chemistry: Pharmacological Interventions, Psychological and Behavioral Therapies, Neuroscientific Advances in Mental Health Treatment.

\* denotes Self study

**Teaching Methods:**

Smart Classroom/Powerpoint presentation/Seminar/Quiz/Discussion/Flipped Class/peer Learning/Experiential Learning/Blended learning

**Text Books:**

1. Carlson.R.N. (2017). Foundations of Physiological Psychology (6th Ed.). New Delhi, Pearson Education, Inc.
2. Pineal, J. P. J. (2006), "Biopsychology" (6<sup>th</sup> Ed.), India, Dorling Kindersley.

**Reference Books:**

- 1 Kalat, J. W. (2004). Biological basis of human behavior (8th Ed.). New York: Brooks/Cole.
2. Schneider, A.M. & Tarshis, B. (1986). An Introduction to Physiological Psychology. (3rd Ed.). New York: Random House, Inc.
3. Baron, R.A. (2004). Psychology, 5th ed. New Delhi: Pearson Education.
4. Gerrig, R. J & Zimbardo, P. G. (2002).
5. Psychology and life (16th Ed). USA: Allyn & Bacon publishers.

**MAPPING**

<b>PSO</b> <b>CO</b>	<b>PSO1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO1</b>	S	M	S	H	H
<b>CO2</b>	M	H	H	S	M
<b>CO3</b>	H	S	S	M	S
<b>CO4</b>	M	M	H	S	M
<b>CO5</b>	H	H	M	M	S
<b>S – Strong                      H – High                      M – Medium                      L – Low</b>					

Sub.Code: 25UPS305

<b>Programme Code: 21</b>	<b>B.Sc. Psychology</b>			
Title of the Paper:		Core Paper 5 - Abnormal Psychology - I		
<b>Batch</b> <b>2025-2028</b>	<b>Hours / Week</b> <b>5</b>	<b>Total Hours</b> <b>75</b>	<b>Credits</b> <b>5</b>	<b>Skill Development</b>

### Course Objectives

1. To learn the historical antecedents to modern understandings of abnormal behavior.
2. Describe the major classes and characteristics of psychological disorders.
3. Know the primary treatments for psychological disorders.

### Course Outcomes (CO)

On successful completion of the course, the students will be able

K1 to K5	CO1	To understand the historical background and paradigms of abnormal behavior.
	CO2	To explain abnormal behaviour patterns and apply the knowledge to assessment diagnosis and classification systems.
	CO3	To elaborate design, conduct, or evaluate treatment process of stress.
	CO4	To evaluate psychological research relevant to the study of abnormal behavior.
	CO5	To apply the contemporary theories and research related to causes and treatments of psychological disorders.

### Syllabus

#### UNIT I

##### Introduction and Paradigms in Abnormality

(14 hours)

Range of Abnormal behavior- triggers, stigma and adaptive and maladaptive behavior- Historical background- Epidemiology of Maladaptive Behaviour. Theoretical perspectives on Maladaptive Behaviour.

Biological perspective- Psychodynamic- Behavioural- \*Cognitive- Humanistic- Existential- Community- Cultural Perspective- Interactional approach.

#### UNIT II

##### Classification and Assessment

(15 hours)

Classification: Advantages and Disadvantages- Vulnerability- Resilience- Coping- Multiaxial Approach- DSM IV TR- Major Diagnostic Categories- Evaluation.

Assessment: Basis of Classification – Interview- Intelligence tests- Neuropsychological tests- Personality- Behavioural and Cognitive Assessment- Relational and Bodily assessment.

#### UNIT III

##### Stress, Coping and Maladaptive Behaviour

(16 hours)

Stress and Coping- Coping Skills- Process- Social Support- Stressful Situations and Life transitions  
\*Clinical Reactions to Stress- Adjustment Disorder- Acute Stress disorder- Dissociative Disorder- Treating Stress related Problems.

**UNIT IV****Anxiety Disorders****(16 hours)**

Generalized Anxiety Disorder- Panic Disorder- Phobias- Obsessive Compulsive Disorder- Post traumatic Stress Disorder. Interpreting and Treating Anxiety disorders.

**UNIT V****Bodily Maladaptations****(14 hours)**

Biopsychosocial Model- Stress and Illness- Eating disorders- Sleep disorders- psychophysiological disorders- diagnostic dilemmas.

Disorders of Bodily preoccupation- Somatoform disorders.

\* **denotes Self study**

**Teaching Methods:**

Smart ClassRoom/Powerpoint presentation/Seminar/Quiz/Discussion/Flipped Class/peer Learning/Experiential Learning/Blended learning

**Reference Book:**

Sarason., I. G. & Sarason B. R. (2012). Abnormal Psychology- The Problem of Maladaptive Behaviour, 11<sup>th</sup> Edition: New Delhi: Prentice Hall of India.

**MAPPING**

<b>CO \ PSO</b>	<b>PSO1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO1</b>	S	M	M	H	H
<b>CO2</b>	M	H	S	S	H
<b>CO3</b>	H	M	S	H	L
<b>CO4</b>	M	S	H	S	S
<b>CO5</b>	H	H	M	M	M
<b>S – Strong</b>	<b>H – High</b>	<b>M – Medium</b>		<b>L – Low</b>	

<b>Programme Code: 21</b>	<b>B.Sc. Psychology</b>			
Title of the Paper:		Core Practical 1 - Experimental Psychology - I		
<b>Batch</b> <b>2025-2028</b>	<b>Hours / Week</b> <b>4</b>	<b>Total Hours</b> <b>60</b>	<b>Credits</b> <b>2</b>	<b>Employability/ Skill Development/ Entrepreneurship</b>

### Course Objectives

1. To enable students to understand the experimental approach in scientific investigation.
2. To develop the structured report writing skill of the experiments.
3. To enable students to identify and apply appropriate experimental tests according to the requirements

### Course Outcomes (CO)

On successful completion of the course, the students will be able

K1 to K5	CO1	To experiment with testing human capacities such as sensory, perception and Attention.
	CO2	To relate the acquired knowledge of psychological processes to the method employed in testing.
	CO3	To demonstrate understanding of how psychological processes can be established objectively.
	CO4	To become proficient in measuring sensory dimensions of human behaviour.
	CO5	To make observation, interpret and use the data obtained from measurement to analyze individual differences in human capacities.

### Syllabus

#### Suggestion

Size Weight Illusion box (22 weights)  
Progressive Weight Box  
Two Hand Coordination with error counter  
Suggestible Questions

#### Association

Free Association Test  
Colour Preference Apparatus

#### Sensory and Motor Test

Finger Maze Apparatus  
Finger Dexterity Board with Pins  
Tweezers Dexterity Board with Pins  
Minnesota Rate of Manipulation test (MRMT)

**Attention**

Division of Attention Board with reset 6 digit impulse counter

Clerical Aptitude test

Tachistoscope apparatus with Cards

Cutaneous Sense Spot Test

**Perception**

Depth Perception Apparatus

Size Constancy Apparatus

Kinesthetic Figural After Effect

Muller Lyre Apparatus with Stand

**Fatigue**

Ergograph-Measuring Physical Fatigue - Mental Fatigue - Grip dynamometer Steadiness Tester

Inventory for factors influencing sports career

**Teaching Methods:**

Introspection / Observation / Demonstration / Applications / Interpretation

**Reference Books:**

1. Anastasi and Urbina (2010). Psychological Testing (7<sup>th</sup> Ed.) New Delhi. PHI Learning Pvt. Ltd.
2. Rajamanickam (2005). Experimental Psychology, Vol 1 & Vol II, New Delhi : Concept Publishing Company.
3. Collins, and Drever, J(1968). Experimental Psychology: Ludhiana: Lyall Book Depot
4. Kuppaswamy .B (1954). Elementary Experiments In Psychology, Madras: Oxford Publishing Press
5. Woodworth, R.S. and Schlosberg .H. (1971) Experimental Psychology. New Delhi: Oxford Publishing Co.
6. Freeman F.S. (1976). Theory and Practice of Psychological Testing: New Delhi: Oxford and IBH Publishing Co.

**MAPPING**

CO \ PSO	PSO1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	H	S	S	S	H
CO2	M	H	S	H	H
CO3	H	M	H	S	S
CO4	M	M	S	S	S
CO5	M	H	S	M	S
S – Strong		H – High	M – Medium		L – Low

<b>Programme Code: 21</b>	<b>B.Sc. Psychology</b>			
Title of the Paper:		Allied Paper 3 - Psychological Statistics		
<b>Batch</b> <b>2025-2028</b>	<b>Hours / Week</b> <b>5</b>	<b>Total Hours</b> <b>75</b>	<b>Credits</b> <b>5</b>	<b>Employability/ Skill Development</b>

### Course Objectives

1. To give basic knowledge about statistical concepts.
2. To solve the social problems using various statistical techniques.
3. To provide knowledge and skills to select and conduct appropriate statistical tests for psychological research.

### Course Outcomes (CO)

On successful completion of the course, the students will be able

K1 to K5	CO1	To remembering appropriate Statistical techniques for summarizing and displaying social science data.
	CO2	To understanding the concepts of measures of central tendency and formulate percentile by arranging the data from smallest to largest.
	CO3	To applying the statistical tools to solve sociological problems.
	CO4	To analyzing and interpret the variance form ANOVA output.
	CO5	To evaluating the correlation among the variables.

### Syllabus

#### UNIT I

(15 Hours)

Meaning and Definition of Statistics – \*Nature and Scope of Statistics-Uses and Limitations of Statistics - Importance of Statistics in Psychology and Research - Collection of Data - Primary and Secondary Data - Classification and Tabulation of Data - Formation of Frequency Distribution.

#### UNIT II

(15 Hours)

Diagrammatic and Graphical Representation of Statistical Data - Simple, Multiple, Subdivided, Percentage Bar Diagrams and Pie Diagram - Histogram, Frequency Polygon, Frequency Curve, Ogives - Measures of Central Tendency – Computations and Properties of Mean, Median, Mode, Geometric Mean and Harmonic Mean.

#### UNIT III

(15 Hours)

Measures of Dispersion – Range, Quartile Deviation, Mean Deviation (about Mean), Standard Deviation and Co-efficient of Variation – Concept of Skewness – Karl Pearson's and Bowley's Coefficient of Skewness – Simple Problems.

#### UNIT IV

(15 Hours)

Correlation – Types of Correlation-Scatter Diagram – Karl Pearson's Coefficient of Correlation – Spearman's Rank Correlation. Regression Equations – Properties of Regression Coefficients – Simple Problems.



**UNIT V****(15 Hours)**

Concept of Sampling- Test of Mean for Large Samples-t-test: Specified Mean-Difference between two Samples Means. F-Test of Significance for small sample-Meaning, purpose and assumptions of Analysis of variance – One way ANOVA – Chi square test for goodness of fit and independent test for attributes.

**\* denotes Self Study**

**(Questions for Examination may be taken from the Self Study Portion also).**

**Teaching Methods:**

Chalk and Talk, Power point Presentations, Seminar, Assignment, Smart Class Room

**Text Books:**

1. S.P.Gupta - Statistical Methods, Sultan Chand & Sons, New Delhi, 46 threvised Edition, 2021.
2. R.S.N. Pillai and V. Bagavathi - Statistics – Sultan Chand & Sons Company Ltd, New Delhi, Reprint 2014.
3. J.P Verma and Mohammed Ghufuran- Statistics for Psychology, Tata McGraw Hill Education (P) Ltd. New Delhi.

**Reference Books:**

1. Garrett, H.E. (2004). Statistics in Psychology and Education, 6<sup>th</sup> Edition, New Delhi: Paragon International Publishers.
2. Guilford, J.P., and Fruchter. (1987). Fundamental Statistics in Psychology and Education, 6<sup>th</sup> Edition, Singapore: McGraw Hill.
3. Mangal, S.K. (2004). Statistics in Psychology and Education, 2<sup>th</sup> Edition, New Delhi: PrenticeHall.
4. Girija, M., Sasikala, L., and Girija. (2004). Introduction to Statistics, 1<sup>st</sup> Edition, New Delhi: Vrinda Publications.
5. Bhandarkar, K.M. (2006). Statistics in Education, 1<sup>st</sup> Edition, Hyderabad: Neelkamal.

**MAPPING**

<b>CO \ PSO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	H	M	S	S	H
<b>CO2</b>	M	H	S	M	S
<b>CO3</b>	S	H	M	H	M
<b>CO4</b>	H	S	H	S	H
<b>CO5</b>	S	H	M	S	M
<b>S - Strong</b> <b>H-High</b> <b>M-Medium</b> <b>L-Low</b>					

<b>Programme Code: 21</b>	<b>B.Sc. Psychology</b>			
Title of the Paper:		Core Paper 6 - Abnormal Psychology - II		
<b>Batch</b>	<b>Hours / Week</b>	<b>Total Hours</b>	<b>Credits</b>	<b>Skill Development</b>
<b>2025-2028</b>	<b>5</b>	<b>75</b>	<b>5</b>	

### Course Objectives

1. To understand the maladaptive behavior in humans.
2. To explain the causes and risk factors of psychiatry disorders.
3. To understand the types of personality disorders.
4. To explain the treatment and therapeutic approaches.

### Course Outcomes (CO)

On successful completion of the course, the students will be able

K1 to K5	CO1	To define the experience of anxiety and related disorders in an individual.
	CO2	To outline the disorders of sexual variance and cognitive impairment.
	CO3	To identify the spectrum disorders of schizophrenia.
	CO4	To identify the bipolar tendencies experienced by an individual.
	CO5	To examine the various forms of therapies and their effectiveness.

### Syllabus

#### UNIT I

##### Mood Disorders

(15 hours)

Mood disorders- Depression vulnerability factors-Depressive disorders- Causes and treatment of depression Bipolar disorders- Causes and treatment-\* Suicide and prevention of suicide.

#### UNIT II

##### Personality disorders

(15 hours)

Classifying personality disorders- odd or eccentric behavior- dramatic, emotional or erratic behavior- anxious or fearful behavior- treatment of personality disorder.

#### UNIT III

##### Sexual disorders

(15 hours)

Changing views of sexual behaviour- sexual dysfunction types and treatment- gender identity disorder- paraphilias- sexual victimization.

#### UNIT IV

##### Schizophrenia and other psychotic disorders

(15 hours)

\*Psychotic disorders- Schizophrenia- subtypes- positive and negative symptoms- development of schizophrenia- vulnerability- therapeutic approaches- other psychotic disorders.

**UNIT V****Cognitive impairment disorders****(15 hours)**

Vulnerability to brain disorders- delirium tremens- dementia- \*cognitive impairment disorders - Disorders of childhood and adolescence- externalizing and internalizing disorders- pervasive developmental disorders.

\* denotes Self study

**Teaching Methods:**

Smart Classroom/Powerpoint presentation/Seminar/Quiz/Discussion/Flipped Class/peer Learning/Experiential Learning/Blended learning

**Reference Book:**

Sarason., I. G. & Sarason B. R. (2012). Abnormal Psychology- The Problem of Maladaptive Behaviour, 11<sup>th</sup> Edition: New Delhi: Prentice Hall of India.

**MAPPING**

<b>CO \ PSO</b>	<b>PSO1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO1</b>	S	M	S	H	H
<b>CO2</b>	H	H	M	S	H
<b>CO3</b>	H	M	S	M	S
<b>CO4</b>	M	M	S	M	L
<b>CO5</b>	H	H	M	M	S
<b>S – Strong                      H – High                      M – Medium                      L – Low</b>					

Programme Code: 21		B.Sc. Psychology		
Title of the Paper:		Core Practical 2 - Experimental Psychology - II		
Batch 2025-2028	Hours / Week 4	Total Hours 60	Credits 2	Employability/ Skill Development/ Entrepreneurship

### Course Objectives

1. To provide students with practical exposure.
2. To assess, apply and interpret various questionnaires.
3. To understand the various types of test related to perception.
4. To explain the motivation analysis test.

### Course Outcomes (CO)

On successful completion of the course, the students will be able

K1 to K5	CO1	To assess the various emotion pattern of an individual.
	CO2	To evaluate the reaction time of an individual.
	CO3	To analyze the need pattern of social motive.
	CO4	To demonstrate the learning process of an individual.
	CO5	To examine the learning process of an individual.

### Syllabus

#### Feeling and Emotion

Judging Emotions from Photographs

#### Motivation

Motivation Analysis Test

Need Pattern Scale

Social Motive Scale

Achievement Motivation Scale

#### Reaction Time

Simple Reaction Time Apparatus

Choice Reaction Time Apparatus

Association Reaction Time Apparatus

Discrimination Time Reaction Time Apparatus

#### Learning

Maze Learning Apparatus

Winking Reflex Apparatus Air/Puff Apparatus

Retroactive Inhibition (Effect of Interpolated Activities on Previous Learning)

Card Sorting Tray with Cards for Habit Interference

Vividness of Imagery

Concept Formation (Yerkes's Multiple Choice Apparatus)

Problem Solving Ability Test (**L.N. Dubey**)

Passi-Usha Test of Creative Problem Solving

Eating Disorder Examination Questionnaire

WHO (Five) Wellbeing Index

Test of Thinking Strategies (**Smriti Swarup and D.H. Mehta Swarup Mehta**)

### Teaching Methods:

Introspection / Observation / Demonstration / Applications / Interpretation

### Reference Books:

1. Anastasi and Urbina (2010). Psychological Testing (7<sup>th</sup> Ed.) New Delhi. PHI Learning Pvt. Ltd.
2. Rajamanickam (2005). Experimental Psychology, Vol 1 & Vol II, New Delhi : Concept Publishing Company.
3. Collins, and Drever, J(1968). Experimental Psychology: Ludhiana: Lyall Book Depot.
4. Kuppuswamy .B (1954). Elementary Experiments In Psychology, Madras: Oxford Publishing Press.
5. Woodworth, R.S. and Schlosberg. H. (1971) Experimental Psychology. New Delhi: Oxford Publishing Co.
6. Freeman F.S. (1976). Theory and Practice of Psychological Testing: New Delhi: Oxford and IBH Publishing Co.

### MAPPING

<b>CO \ PSO</b>	<b>PSO1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO1</b>	S	M	H	H	H
<b>CO2</b>	M	H	H	M	H
<b>CO3</b>	H	M	S	S	S
<b>CO4</b>	M	M	S	M	S
<b>CO5</b>	H	L	M	M	H

**S** – Strong

**H** – High

**M** – Medium

**L** – Low

<b>Programme Code: 21</b>	<b>B.Sc. Psychology</b>			
Title of the Paper:		Allied Paper 4 - Research Methodology		
<b>Batch</b> <b>2025-2028</b>	<b>Hours / Week</b> <b>5</b>	<b>Total Hours</b> <b>75</b>	<b>Credits</b> <b>5</b>	<b>Employability/ Entrepreneurship</b>

**Course Objectives**

1. To give basic knowledge about research and its methodologies.
2. To identify the concepts and procedures of sampling, data collection, analysis and Reporting.
3. To develop an understanding of various research designs and techniques.

**Course Outcomes (CO)**

On successful completion of the course, the students will be able

K1 to K5	CO1	To remember the research problem and technique and defining a problem are developing a research plan.
	CO2	To understand the concepts of sampling, error and its degrees of freedom.
	CO3	To identify various sources of information for data collection.
	CO4	To analyze to prepare key elements of a research report.
	CO5	To interpret the results of the data using statistical techniques.

**Syllabus****UNIT I****(15 Hours)**

Introduction: Meaning of Research-Objectives Research-Types of Research-Research Approaches-Significance of Research-Research Methods versus Methodology- Research and Scientific Method-Research Process-Criteria of Good Research –Problems Encountered by Research in India.

Defining the Research Problem: What is a Research Problem? - Selecting the Problem -Necessity of Defining the Problem-Technique Involved in Defining a Problem -An illustration-Conclusion.

**UNIT II****(15 Hours)**

Research Design: Meaning of Research Design-Need for Research Design - Features of a Good Design-Important Concepts Relating to Research Design - Different Research Designs–Basic Principles of Experimental Designs-Important Experimental Designs-Conclusion.

**UNIT III****(15 Hours)**

Data Collection: Introduction-Experiments and Surveys-Collection of Primary Data-Collection of Secondary Data-Selection of Appropriate Methods for Data Collection-Case Study Method.

Data Preparation: Data Preparation Process-Some Problems in Preparation Process-Missing Values and Outliers-Types of Analysis-Statistics in Research.

**UNIT IV****(15 Hours)**

Testing of Hypothesis: What is a Hypothesis- Basic Concepts Concerning Testing of Hypothesis- Testing the Hypothesis-Test Statistic and Critical Region-Critical Value and Decision Rule- Procedure for Hypothesis Testing- Hypothesis Testing for Mean- Hypothesis Testing for Proportion- Hypothesis Testing for Variance- Hypothesis Testing for Difference of Two Mean- Hypothesis Testing for Difference of Two Proportions- Hypothesis Testing for Difference of Two Variance.

**UNIT V****(15 Hours)**

Interpretation and Report Writing: Meaning of Interpretation-Techniques of Interpretation-Precautions in Interpretation- Significance of Report Writing- Different Steps in Writing Report-Layout of the Research Report-Types of Reports-Oral Presentation-Mechanics of Writing a Research Report-Precautions for Writing Research Reports-Conclusion.

**\* denotes Self Study**

**(Questions for Examination may be taken from the Self Study Portion also).**

**Teaching Methods:**

Chalk and Talk, Power point Presentations, Seminar, Assignment, Smart Class Room

**Text Book:**

1. C.R.Kothari & Gaurav Garg, Research Methodology Methods and Techniques, 4<sup>th</sup> Multi Colour Edition, New Age International (P) Limited, Publishers, New Delhi, 2019.

**Reference Books:**

1. Panneerselvam.R, Research Methodology, 3<sup>rd</sup> Edition, Hall of India (Pvt.), New Delhi, 2006.
2. Yogesh Kumar Singh, Fundamental of Research Methodology and Statistics, 1<sup>st</sup> Edition, New Age International (P) Ltd, New Delhi, 2006.
3. Santosh Gupta, Research Methodology and Statistical Techniques, Deep &Deep PublicationsPvt.Ltd, New Delhi, 2003.
4. Kenneth S.Bordens Bruce B.Abbott, Research and Design Methods A Process Approach, 6<sup>th</sup> Edition, Tata Mcgraw- Hill Publication, Company Ltd., New York, 2006.
5. P.Saravanavel, Research Methodology, Reprint, KitabMahal, Allahabad, 2008.
6. Pradeep Rohilla, Research Methodology, APH Publishing Corporation, New Delhi, 2017.

**MAPPING**

<b>CO \ POS</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	H	M	S	S	H
<b>CO2</b>	M	H	S	M	S
<b>CO3</b>	S	H	M	H	M
<b>CO4</b>	H	S	H	S	H
<b>CO5</b>	S	H	M	M	H

S - Strong

H-High

M-Medium

L-Low

<b>Programme Code: 21</b>	<b>B.Sc. Psychology</b>			
Title of the Paper:		Core Paper 7 - Social Psychology - I		
<b>Batch</b>	<b>Hours / Week</b>	<b>Total Hours</b>	<b>Credits</b>	<b>Skill Development</b>
<b>2025-2028</b>	<b>5</b>	<b>75</b>	<b>5</b>	

### Course Objectives

1. Introduce the students to the discipline of social psychology and highlight the influences of various perspectives on it.
2. Understand the relationship between attitude and behavior and thereby enable them to predict social behavior.
3. Gain knowledge about various sources of prejudice and thereby devise techniques to reduce prejudice.

### Course Outcomes (CO)

On successful completion of the course, the students will be able

K1 to K5	CO1	To understand the roots of Social Psychology.
	CO2	To enhance the non-verbal communication skills.
	CO3	To analyze reasons for being with and deviating from the group.
	CO4	To understand human behaviour in social setting.
	CO5	To evaluate Interpersonal Attraction and Close Relationships.

### Syllabus

#### UNIT I

##### An Introduction to Social Psychology

(15 hours)

Definition - The Boundaries of Social Psychology - The roots of Social Psychology - The Future of Social Psychology - Research in Social Psychology: Theories and Hypotheses, Experimental Research, Correlation Research.

#### UNIT II

##### Perceiving and Understanding Others

(15 hours)

\*Nonverbal communication-Attribution: Situational and Dispositional Causes - Theories of Attribution: Jones and Davis's Theory - Kelley's Theory –Impression formation and impression management.

#### UNIT III

##### Prejudice, Discrimination and Stereotypes

(15 hours)

Prejudice- Discrimination and Stereotypes – The causes effects and cures- Nature and origins stereotyping-Prejudice and Discrimination: Feelings and action toward Social groups-Techniques for countering its effects.

#### UNIT IV

##### The Self and Attitude

(15 hours)

Defining the Self: Self presentation-Self knowledge-Thinking about the self-Personal versus social identity- Self-Esteem-Attitudes towards our selves- Social comparison- \*Evaluation of ourselves- Attitude formation-Development of attitudes-Attitude influence and guide behavior- Fine art of persuasion- Cognitive Dissonance.



**UNIT V****Interpersonal Attraction: Close Relationships****(15 hours)**

Internal determination and external determinants of attraction – Factors based interacting with others – Interdependent relationships with family and friends – Marriage - Troubled Relationships and the effects of Marital Failure.

\* **denotes Self study**

**Teaching Methods:**

Smart Classroom/Powerpoint presentation/Seminar/Quiz/Discussion/Flipped Class/peer Learning/Experiential Learning/Blended learning

**Reference Books:**

1. Feldman, Robert S., Social Psychology, (Second Edition). New Jersey, USA: Prentice Hall, 1998.
2. Baron, R.A. and Byrne, D., Social Psychology, (8th Edition). New Delhi: Prentice Hall of India, 1997.
3. Baron, R.A., Bharadwaj.,G.,Branscombe.N.R. and Byrne,D. Social Psychology, (8th Edition) New Delhi; Pearson Education (2009).

**MAPPING**

<b>PSO CO</b>	<b>PSO1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO1</b>	S	M	S	H	H
<b>CO2</b>	H	M	M	S	H
<b>CO3</b>	H	M	S	S	S
<b>CO4</b>	M	H	S	M	H
<b>CO5</b>	L	H	M	M	S

**S – Strong****H – High****M – Medium****L – Low**

Programme Code: 21		B.Sc. Psychology		
Title of the Paper:		Core Paper 8 - Industrial Psychology		
Batch	Hours / Week	Total Hours	Credits	Employability/ Entrepreneurship
2025-2028	5	75	4	

### Course Objectives

1. To understand the nature of organizational behaviour.
2. To identify the processes used in developing communication and resolving conflicts.
3. To explain group dynamics and demonstrate skills required for working in groups.
4. To discuss the implementation of organizational training program.

### Course Outcomes (CO)

On successful completion of the course, the students will be able

K1 to K5	CO1	To understand the foundations, scope, and career opportunities in I-O Psychology.
	CO2	To analyze workplace dynamics, safety, and the impact of working conditions.
	CO3	To conduct job analysis and evaluate job satisfaction and organizational commitment.
	CO4	To apply recruitment and selection techniques to identify and select qualified employees.
	CO5	To design, implement, and evaluate training programs while applying motivation theories to enhance performance.

### Syllabus

#### Unit I

(15 hours)

##### Introduction

Definition – Historical development of I-O Psychology – Scope of I-O Psychology –Challenges for I-O Psychology – I-O Psychology as a career-Present context.

#### Unit II

(15 hours)

##### Workplace Settings; Accidents & safety

Working Conditions - Physical working conditions – Work schedules - Hawthorne Studies - Time and Motion Study – Person Machine Systems – Workspace Design – Displays – Controls – Design of Computer Work Stations-Accidents: Accident Statistics – Causes of Accidents – Accident Proneness – Accident Prevention\*.

#### Unit III

(15 hours)

##### Job Analysis; Job Evaluation & Job satisfaction

Job Analysis - Definition, Applications and Scope - Various Methods of Job Analysis - Job Evaluation: - Various Methods of Job Evaluation – Job Satisfaction: Impact of Personal Characteristics – Job Satisfaction and On the Job Behaviour – Job Involvement and Organisational Commitment.

#### Unit IV

(15 hours)

##### Recruitment & Selection

Employee preferences – The recruitment process – Selection Techniques: Biographical information – Application Blanks – Biographical Inventories – Interviews – References and Letters of recommendation – Assessment Centers.

**Unit V****(15 hours)****Training & Motivation**

Scope of organizational training programs – Goals of organizational training programs – The Pretraining Environment - Psychological factors in training – Training Methods – Evaluating organizational training programs – Career development and planning-Motivation: - Content Theories of Motivation – Process Theories of Motivation\*.

\* denotes Self study

**Teaching Methods:**

Smart Classroom/Powerpoint presentation/Seminar/Quiz/Discussion/Flipped Class/peer Learning/Experiential Learning/Blended learning

**Reference Books:**

1. Schultz, D. and Schultz.E.Sydney. Psychology and Work Today, An Introduction to Industrial and Organizational Psychology, New Delhi: Pearson Education, 2004.
2. Miner John, B., Industrial and Organisational Psychology, New York: McGraw - Hill, 1992.

**MAPPING**

<b>CO \ PSO</b>	<b>PSO1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO1</b>	H	M	M	H	H
<b>CO2</b>	M	H	S	S	H
<b>CO3</b>	H	M	M	S	L
<b>CO4</b>	M	H	S	S	S
<b>CO5</b>	H	L	S	M	S

**S – Strong****H – High****M – Medium****L – Low**

Programme Code: 21		B.Sc. Psychology		
Title of the Paper:		Core Paper 9 - Health Psychology		
Batch	Hours / Week	Total Hours	Credits	Skill Development
2025-2028	4	60	4	

### Course Objectives

1. To enable students to understand the need and perspectives of health psychology.
2. Various models available to conceptualize health.
3. The influence of stress and pain on health and the importance of social support in managing stress and pain.
4. The nature pain and its management.

### Course Outcomes (CO)

On successful completion of the course, the students will be able

K1 to K5	CO1	To understand the effects of bio, psycho and social factors on a person's health.
	CO2	To get the knowledge about research in health psychology and critically evaluate the key studies.
	CO3	To apply health psychology theories and research findings to address health-related issues.
	CO4	To analysis the effects of health status and changes in health based on a person's emotions, thinking, and behaviour.
	CO5	To create the healthy relationship and to understand health compromising Behaviors.

### Syllabus

#### UNIT I

##### Foundation of Health Psychology

(12hours)

Introducing Health Psychology- Conducting Health Research- Seeking and Receiving Health Care- Adhering to healthy Behaviour.

#### UNIT II

##### Stress, Pain and Coping

(12 hours)

Defining, Measuring and Managing Stress- Understanding Stress, Immunity and Disease-: Understanding and Managing Pain- Considering Alternative Approaches.

#### UNIT III

##### Behaviour and Chronic Disease

(12 hours)

Behavioural Factors in Cardiovascular disease- Behavioural Factors in Cancer- Living with Chronic illness.

#### UNIT IV

##### Behavioural Health

(12 hours)

Smoking Tobacco- Using Alcohol and other drugs- Eating and Weight- Exercising.

**UNIT V****Looking Toward the Future****(12 hours)**

Future Challenges.

**\* denotes Self study****Teaching Methods:**

Smart Classroom/Powerpoint presentation/Seminar/Quiz/Discussion/Flipped Class/peer Learning/Experiential Learning/Blended learning

**Text Books:**

1. Brannon, L., & Feist (2007). Health Psychology. San Francisco: Wadsworth.
2. Friedman, H.S. (2002). Health Psychology, 2nd edition. Upper Saddle River, NJ: Prentice Hall.

**Reference Books:**

1. Allen, F. Health Psychology: Theory and Practice. Allen & Unwin. (1998).
2. Bennett, P., Sprugeon, P., & Weinman, J. (1990). Current Developments in Health Psychology. Gordon & Breach Publishing.
3. Bernard, L.C. & Krupat, E. Health Psychology. Harcourt Brace College. (1997).
4. Carroll, D. Health Psychology: Stress, Behavior, and Disease. Taylor & Francis, Inc. (1992).
5. Crossley, M.L. Rethinking Health Psychology. Open University Press.(2000).
6. Kaplan, R., Patterson, T.L., & Sallis, J.F. Health and Human Behavior. McGraw Hill Companies, Inc. (1993).

**MAPPING**

<b>PSO</b> <b>CO</b>	<b>PSO1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO1</b>	S	M	S	H	M
<b>CO2</b>	M	H	M	S	H
<b>CO3</b>	H	M	S	S	S
<b>CO4</b>	M	L	S	M	S
<b>CO5</b>	S	H	M	M	M

**S – Strong****H – High****M – Medium****L – Low**

Programme Code: 21		B.Sc. Psychology		
Title of the Paper:		Core Practical 3 - Experimental Psychology - III		
Batch 2025-2028	Hours / Week 4	Total Hours 60	Credits 2	Employability/ Skill Development/ Entrepreneurship

### Course Objectives

1. To enable students to understand the experimental approach in scientific investigation.
2. To develop the structured report writing skill of the experiments.
3. To enable students to identify and apply appropriate experimental tests according to the requirements.
4. To enhance the skills needed for conducting experiments and psychological tests

### Course Outcomes (CO)

On successful completion of the course, the students will be able

K1 to K5	CO1	To become proficient in measuring personality tests.
	CO2	To become proficient in measuring individual's aspiration.
	CO3	To become proficient in measuring memory and learning aspects of human behavior.
	CO4	To become proficient in measuring tests related to imagination.
	CO5	To become proficient in measuring social dimensions of human behavior.

### Syllabus

#### Personality

Eysenck Personality Inventory

Rotter's I-E Locus of Control

Myers-Briggs Type Indicator (MBTI)

Big Five Personality Factor

#### Memory

Short Term Memory Test (Asthana)

Long Term Memory Test (Asthana)

Span of Immediate Memory ( Rakhi Bhargava)

P. G. I. Memory Scale ( D. Pershad and N. N. Wig)

Mirror Drawing

Level of Aspiration Measure (Mahesh Bhargava and M.A. Shah)

Occupational Aspiration Scale (J. S. Grewal)

Educational Aspiration Inventory (T. Pradeep Kumar)

Target Dart Test (Rajamanickam)

Bells Adjustment Inventory

Marital Adjustment Inventory (H. M. Singh)

Global Adjustment Scale (Sanjay Vohra)

Youth Problem Inventory (M. Verma)

The Multidimensional Students' Life Satisfaction Scale

### Teaching Methods:

Introspection / Observation / Demonstration / Applications / Interpretation

### Reference Books:

1. Anastasi and Urbina (2010). Psychological Testing (7<sup>th</sup> Ed.) New Delhi. PHI Learning Pvt. Ltd.
2. Rajamanickam (2005). Experimental Psychology, Vol 1 & Vol II, New Delhi : Concept Publishing Company.
3. Collins, and Drever, J(1968).Experimental Psychology: Ludhiana: Lyall Book Depot.
4. Kuppuswamy .B (1954). Elementary Experiments In Psychology, Madras: Oxford Publishing Press.
5. Woodworth, R.S.and Schlosberg .H. (1971) Experimental Psychology. New Delhi: Oxford Publishing Co.
6. Freeman F.S. (1976). Theory and Practice of Psychological Testing: New Delhi: Oxford and IBH Publishing Co.

### MAPPING

CO \ PSO	PSO1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	H	M	S	H	H
CO2	M	H	S	S	H
CO3	H	M	M	S	S
CO4	S	M	S	S	M
CO5	H	L	M	M	M
<b>S – Strong                      H – High                      M – Medium                      L – Low</b>					

<b>Programme Code: 21</b>	<b>B.Sc. Psychology</b>			
Title of the Paper:		Core Paper 10 - Psychology of Crime		
<b>Batch</b> <b>2025-2028</b>	<b>Hours / Week</b> <b>5</b>	<b>Total Hours</b> <b>75</b>	<b>Credits</b> <b>4</b>	<b>Employability/ Skill Development</b>

### Course Objectives

1. To understand basics of psychology of crime.
2. Apply knowledge of psychology in analyzing cases.
3. Appreciate the role of psychologist in crime scene analysis, offender profiling and eyewitness testimony.

### Course Outcomes (CO)

On successful completion of the course, the students will be able

K1 to K5	CO1	To understand the significance of crime, punishment, and the role of forensic sciences and psychology in criminal justice.
	CO2	To examine the biological, psychological, neuropsychological, and social determinants of criminal behavior.
	CO3	To apply psychological principles in crime scene analysis, offender profiling, and forensic interviewing.
	CO4	To evaluate the methods and techniques used in crime investigation, including deception detection and psychological profiling.
	CO5	To analyze the intersection of psychology, law, and technology in criminal proceedings and crime prediction.

### Syllabus

#### UNIT I

(14 hours)

##### Concept of Crime and punishment

Meaning and Significance of Crime - Forensic sciences; forensic psychology: \*past and present. Psychologist as an expert witness. Ingredients of Crime. Punishment: Types and theories - Reactions to punishment.

#### UNIT II

(15 hours)

##### Crime Causation

\*Understanding Criminal Behavior. Psychology of crime. Determinants of criminal behavior biological, psychological, neuropsychological and social.

#### UNIT III

(16 hours)

##### Crime Investigation

Psychology in Crime Investigation. Psychological examination of crime scene. Offender profiling; examination of high-risk offenders - \*Forensic interviewing.

#### UNIT IV

(16 hours)

##### Crime Investigation Methods

Psychology as an Aid to Investigation. Psychological profiling. Detection of deception: polygraph examination, firm, lie detection, brain electrical oscillation signature profiling, narcoanalysis, forensic hypnosis, voice-stress analysis. Theories, techniques, instrumentation, methodology, procedure & critical evaluation.



**UNIT V****(14 hours)****Psychological and Technological Dimensions of Crime**

Psychology & law. Psychology in Criminal Proceedings. Criminal responsibility, diminished capacity, risk assessment. \*Eye-witness testimony.

Types of computer crimes – Types of attacks on computer systems – Argot of computer crime – Online predators – The future of crime: methods of predicting future crimes.

\* **denotes Self study**

**Teaching Methods:**

Smart Classroom/Powerpoint presentation/Seminar/Quiz/Discussion/Flipped Class/peer Learning/Experiential Learning/Blended learning

**Text Books:**

1. Fulero, S, & Wrightsman, L. (2014). Forensic Psychology. New York: Wadsworth Publishers.
2. Goldstein A.M (2012) Forensic Psychology: Emerging Topics and Expanding Roles. New York; John Wiley.
3. Bartol, C., & Bartol, A. (2008). Introduction to Forensic Psychology: Research and Application (Second ed.). London: SAGE.

**MAPPING**

<b>POS</b> <b>CO</b>	<b>PSO1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO1</b>	H	M	S	H	H
<b>CO2</b>	S	H	M	S	H
<b>CO3</b>	H	M	M	M	S
<b>CO4</b>	M	M	L	S	L
<b>CO5</b>	H	H	M	M	S

S – Strong

H – High

M – Medium

L – Low

<b>Programme Code: 21</b>	<b>B.Sc. Psychology</b>			
Title of the Paper:		Core Paper 11 - Social Psychology - II		
<b>Batch</b> <b>2025-2028</b>	<b>Hours / Week</b> <b>6</b>	<b>Total Hours</b> <b>90</b>	<b>Credits</b> <b>5</b>	<b>Skill Development</b>

### Course Objectives

1. To understand the theories, concepts, perspectives in social psychology.
2. To explain how theories used to describe human attitude and behaviour.
3. Analysis the nature of human diversity and attitudes toward diversity.

### Course Outcomes (CO)

On successful completion of the course, the students will be able

K1 to K5	CO1	To illustrate group influences and apply the knowledge to explain day to day events.
	CO2	To understand the key substantive content of the field of social psychology.
	CO3	To identify reasons for why, when people help and devise strategies to promote pro- social behavior.
	CO4	To use existing knowledge and concepts to identify the causes of the social Behavior.
	CO5	To develop the abilities to analysis regarding the principles of social behavior.

### Syllabus

#### UNIT I

##### Prosocial Behavior

(18 hours)

Prosocial Behaviour and Altruism: Dealing with emergencies-Motives for prosocial behavior. Responding to an emergency- External and internal influence on helping behavior- Long term commitment to prosocial acts

#### UNIT II

##### Aggression

(18 hours)

Perspectives on aggression- Causes of human aggression: Social, culture, personal, and Situational – Aggression in ongoing relationship: bullying and aggression at work-The prevention and control of aggression: some useful techniques

#### UNIT III

##### Groups and Individuals

(18 hours)

\*Benefits of joining: Effects of the presence of others: From task performance to Behavior in Crowds- Social loafing: Letting others do the work –Coordination in groups- Perceived fairness in groups: Its nature and effects- \*Decision making by groups

#### UNIT IV

##### Conformity, Compliance and Obedience

(18hours)

Conformity: Factors affecting Conformity - The bases of Conformity - Compliance: The Foot-in the-Door Technique – The Door-in-the-Face Technique - The That's-Not-All Technique - The Lowballing \*Technique - On-the-Job Influence. Obedience: Obedience to Authority - Milgram Studies - Defying Social Pressure.

**UNIT V****Applying Social Psychology****(18 hours)**

Applying Social Psychology to the interpersonal aspects of the legal System – The Testimony of Eyewitnesses - Problems and solutions – Processing Health Related Information – world of work – \*Job satisfaction – Helping – and Leadership.

\* denotes Self study

**Teaching Methods:**

Smart Classroom/Powerpoint presentation/Seminar/Quiz/Discussion/Flipped Class/peer Learning/Experiential Learning/Blended learning

**Reference Books:**

1. Feldman, Robert S., Social Psychology, (Second Edition). New Jersey, USA: Prentice Hall, 1998.
2. Baron, R.A. and Byrne, D., Social Psychology, (8th Edition). New Delhi: Prentice Hall of India, 1997.
3. Myers, David G. Social Psychology. (8<sup>th</sup> Edition). New Delhi: Tata McGraw – Hill Publishing Company Limited. 2006.
4. Baron, R.A., Bhardwaj, G., Branscombe, N.R. and Byrne, D. Social Psychology, (8th Edition). New Delhi; Pearson Education (2009)

**MAPPING**

<div> <div>PSO</div> <div>CO</div> </div>	PSO1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	H	M	S	H	H
CO2	M	M	S	S	H
CO3	H	M	S	M	S
CO4	H	M	S	S	M
CO5	H	H	M	M	M
<div> <div>S – Strong</div> <div>H – High</div> <div>M – Medium</div> <div>L – Low</div> </div>					

<b>Programme Code: 21</b>	<b>B.Sc. Psychology</b>			
Title of the Paper:		Core Paper 12 – Indian Psychology		
<b>Batch</b> <b>2025-2028</b>	<b>Hours / Week</b> <b>6</b>	<b>Total Hours</b> <b>90</b>	<b>Credits</b> <b>4</b>	<b>Employability/ Entrepreneurship</b>

### Course Objectives

1. Understanding the Foundations of Indian Psychology
2. Exploring the Concept of Consciousness, Self and Personality
3. Examining the Yoga and Ancient Techniques for Psychological Development
4. Integrating Indian Psychology with Modern Practices
5. Promoting Holistic Mental Health and Well-Being

### Course Outcomes (CO)

On successful completion of the course, the students will be able

K1 to K5	CO1	To Understand the nature, scope, and key concepts of Indian psychology and its foundational texts.
	CO2	To Explore Indian perspectives on consciousness and compare them with the six orthodox schools of philosophy and Buddhist phenomenology
	CO3	To Analyze Indian theories of self and personality, particularly in Vedānta, Sāṃkhya, and Buddhist traditions.
	CO4	To Comprehend the philosophical and practical aspects of yoga, along with ancient healing techniques and alternative therapies.
	CO5	To Evaluate the integration of Indian psychology with modern psychology, identifying opportunities for future research and interdisciplinary applications.

### Syllabus

#### UNIT I: INTRODUCTION TO INDIAN PSYCHOLOGY

(18 Hours)

Introduction to Indian Psychology: Definition and objectives of Indian psychology. Key Concepts in Indian Psychology: Nature of Consciousness and Mind - Fundamental Assumptions of Indian Psychology. Panchakoshas (Five Sheaths): Understanding the five layers of human existence, and their psychological implications - Foundational Texts of Indian Psychology: Introduction to the Four Vedas, and Principal Upanishads - The relevance of Sruti and Smriti. Purusharthas (Four Aims of Life): Dharma, Artha, Kaama, Moksha.

#### UNIT II: CONSCIOUSNESS AND MIND

(18 Hours)

Six Schools of Indian Philosophy: Nyaya, Vaisheshika, Samkhya, Yoga, Mimamsa, Vedanta. Concepts of Consciousness in Indian Traditions: The nature of consciousness in Vedanta, Sāṃkhya, and Yoga - The role of consciousness in mental and spiritual well-being. Advaita Vedanta: Understanding Purusha (consciousness) and Prakriti (matter) - The non-dual nature of reality in Vedanta. Buddhist Phenomenology of Consciousness: The concept of Anatta (non-self) - Buddhist psychology's approach to consciousness and mental processes.

#### UNIT III: SELF AND PERSONALITY

(18 Hours)

Theories of Self in Indian Psychology: Atman (true self) and its psychological implications - Ananda (bliss) as the nature of the self in Vedanta. Personality in Vedanta and Sāṃkhya: Vedantic view of personality - Sāṃkhya's three Gunas (Sattva, Rajas, Tamas) and their role in personality formation. Buddhist Concepts of Self (Anatta): The notion of non-self in Buddhism and its impact on psychological theory - The Buddhist view of ego and personality. Role of Gunas in Personality Development: Sattva, Rajas, Tamas. The Nature of the Ego (Ahamkara) in Indian Psychology: The role of the ego in Vedanta and Yoga - The importance of transcending the ego for mental health. Kleshas (Mental Afflictions): Understanding the five Kleshas in Yogic psychology.

**UNIT IV: YOGA AND ANCIENT TECHNIQUES**

Introduction to Yoga in Indian Psychology: Yoga as a tool for psychological and spiritual development - The significance of self-realization through yoga. Bhagavad Gita and Self-Realization: Key psychological insights from the Bhagavad Gita - The importance of detachment, selfless action, and devotion in psychological health. The Four Main Yogas (in Bhagavad Gita): Karma Yoga (Yoga of Action)- Bhakti Yoga (Yoga of Devotion)- Jnana Yoga (Yoga of Knowledge)- Raja Yoga (Yoga of Meditation). The Eight Limbs of Yoga (Ashtanga Yoga): Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dhyana, Samadhi. Psychological benefits of practicing Ashtanga Yoga. Ancient Healing and Wellness Techniques: Ayurveda: Psychological and physical wellness - Pranic Healing, Reiki, and other alternative therapies - Their psychological applications in contemporary therapy.

**UNIT V: CONTEMPORARY RELEVANCE AND FUTURE DIRECTIONS (18 Hours)**

Integration of Indian Psychology with Modern Psychology: Bridging the gap between traditional Indian psychological concepts and contemporary psychological practices - Indian Psychology's Contributions to Global Practices: The influence of Indian psychology on modern therapeutic techniques - The rise of mindfulness-based stress reduction (MBSR), yoga therapy, and spiritual counseling. Challenges and Opportunities in Promoting Indian Psychology: Issues related to cultural integration and global acceptance - The need for a holistic approach to mental health and well-being. Future Research Directions in Indian Psychology: Emerging areas of research in Indian psychology: consciousness studies, yoga psychology, transpersonal psychology - Interdisciplinary applications of Indian psychology in education, health, and personal development.

\* denotes Self study

**Teaching Methods:**

Smart Classroom/Powerpoint presentation/Seminar/Quiz/Discussion/Flipped Class/peer Learning/Experiential Learning/Blended learning

**Reference Books:**

1. Raghunath Safaya,R. (1975). *Indian Psychology*. New Delhi: Munshiram Manoharlal Publishers.
2. Kuppuswamy,B.(1990). *Elements of ancient Indian psychology*. Delhi: Konark Publishers PVT Ltd.
3. Kadambi Srinivasan (2019). *Roots*: Published by Tirumala Tirupati Devasthanams Tirupati.
4. Dalal, A.S. (Ed.)(2011). *A greater psychology: An introduction to the psychological thought of Sri Aurobindo*. New York: Penguin Putnam Inc.
5. Rao,K.R.&Paranjpe,A.C.(2016). *Psychology in the Indian tradition*: New Delhi: India: Springer Pvt. Ltd.

**MAPPING**

CO \ PSO	PSO1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	S	M	S	H	H
CO2	M	H	M	S	H
CO3	H	S	M	S	S
CO4	S	M	S	S	L
CO5	H	H	H	M	M

S – Strong

H – High

M – Medium

L – Low

Programme Code: 21	B.Sc. Psychology			
Title of the Paper: Core Practical 4 - Experimental Psychology – IV				
Batch 2025-2028	Hours / Week 6	Total Hours 90	Credits 2	Employability/ Skill Development/ Entrepreneurship

### Course Objectives

1. To provide students with practical exposure.
2. To assess, apply and interpret various questionnaires.
3. To understand the various types of test related to thinking.
4. To explain the social psychology test.
5. To know the testing and assessment.

### Course Outcomes (CO)

On successful completion of the course, the students will be able

K1 to K5	CO1	To interpret the thinking of an individual.
	CO2	To assess the various social skills of an individual.
	CO3	To apply various test methods in research methodology.
	CO4	To evaluate the intelligence of an individual.
	CO5	To analyze the ability of an individual.

### Syllabus

#### Social Psychology

Aggression Scale

Altruism Scale

Attitude Scale (Adult)

Social Skills Problem Behaviour Checklist (**Madhu Mathur and Saroj Aurora**)

Happiness Scale

WHO Quality of Life – BREF

Student Resilience Survey

#### Research Methodology

Test of Significance

Correlation Methods

One Way Anova

**Testing and Assessment**

Alexander Pass-along Test

Raven's Progressive Matrices

Bhatia's Battery

Binet Kamath Test of Intelligence

Reasoning Ability Test ( Shailaja Bhagawat)

**Teaching Methods:**

Introspection / Observation / Demonstration / Applications / Interpretation

**Reference Books:**

1. Anastasi and Urbina (2010). Psychological Testing (7<sup>th</sup> Ed.) New Delhi. PHI Learning Pvt. Ltd.
2. Rajamanickam (2005). Experimental Psychology, Vol 1 & Vol II, New Delhi : Concept Publishing Company.
3. Collins, and Drever, J(1968). Experimental Psychology: Ludhiana: Lyall Book Depot
4. Kuppaswamy .B (1954). Elementary Experiments In Psychology, Madras: Oxford Publishing Press.
5. Woodworth, R.S. and Schlosberg .H. (1971) Experimental Psychology. New Delhi: Oxford Publishing Co.
6. Freeman F.S. (1976). Theory and Practice of Psychological Testing: New Delhi: Oxford and IBH Publishing Co.

**MAPPING**

<b>PSO CO</b>	<b>PSO1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO1</b>	M	M	H	H	H
<b>CO2</b>	M	H	S	S	H
<b>CO3</b>	H	M	M	L	S
<b>CO4</b>	M	M	S	S	H
<b>CO5</b>	S	H	M	M	S

**S – Strong****H – High****M – Medium****L – Low**

<b>Programme Code: 21</b>	<b>B.Sc. Psychology</b>			
Title of the Paper:		Project Work & Viva – Voce		
<b>Batch</b> <b>2025-2028</b>	<b>Hours / Week</b> <b>4</b>	<b>Total Hours</b> <b>60</b>	<b>Credits</b> <b>5</b>	<b>Employability/ Skill Development/ Entrepreneurship</b>

### PROJECT WORK AND VIVA VOCE (100 MARKS)

The students are required to take up a group project work on an issue of psychological importance under the supervision of teachers. The project work may be either examining the relationship among certain psychological variables or psychological case analyses.

The project work shall be carried out during the VI semester and the project report shall be submitted at the end of the VI semester neatly typed and bound (1 Hard Copy and 1 Soft Copy in PDF format).

#### Guidelines:

1. Assure that the topics selected must be within the limits of the individual or group members capacity.
2. Authenticity of data should be verified and assured.
3. Genuine issues of psychological interest have to be selected.
4. Hypothesis has to be framed to represent the problem of study.
5. Independent variable, dependent variable and intervening variables have to be properly identified.
6. Sufficient review of literature about the variables selected has to be presented.
7. Appropriate experimental design, if necessary, has to be selected.
8. Study should be based on viable methodology.
9. Proper sampling technique has to be adopted.
10. Analysis must be completed
11. Interpretation of results should be substantiated with conceptual and other proofs.
12. References should be complete.
13. If possible, project work can be an extension of the test constructed.



<b>Programme Code: 21</b>	<b>B.Sc. Psychology</b>			
Title of the Paper:		Major Elective - Consumer Behaviour		
<b>Batch</b> <b>2025-2028</b>	<b>Hours / Week</b> <b>5/6</b>	<b>Total Hours</b> <b>75/90</b>	<b>Credits</b> <b>5</b>	<b>Employability/ Skill Development/ Entrepreneurship</b>

### Course Objectives

1. Demonstrate how knowledge of consumer behaviour can be applied to marketing.
2. To learn about factors which influence consumer behaviour.
3. Relate psychological aspects such as personality, perception, and attitude to the choice's consumers make.
4. Demonstrate methods to improve customer satisfaction.

### Course Outcomes (CO)

On successful completion of the course, the students will be able

K1 to K5	CO1	To understand consumer behaviour in an informed and systematic way.
	CO2	To analyses personal, socio-cultural, and environmental dimensions related to consumer behavior.
	CO3	To enable students in designing and evaluating the marketing strategies.
	CO4	To know the application of market research in framing effective marketing strategies.
	CO5	To analyze the major stages which consumers usually go through when making a consumption.

### Syllabus

#### UNIT I

(15/18 Hours)

#### Introduction to Consumer Behaviour

The marketing concept. The role of technology in exchange between consumers and markets. Consumer values, satisfaction and retention. Consumer decision making.

#### UNIT II

(15/18 Hours)

#### Segmentation, Targeting and Positioning

Market segmentation and effective targeting. Bases for segmentation: Demographics and other bases. Behavioural targeting. Positioning and repositioning. Perceptual mapping.

#### UNIT III

(15/18 Hours)

#### Consumer Motivation and Personality

The dynamics of motivation. Systems of need – Measurement of motives. The nature and theories of personality. Personality traits and consumer behaviour. Product and brand personification – Self and self-image.

**UNIT IV****(15/18 Hours)****Consumer Perception**

The elements of perception. Perceptual selection – Perceptual organization. Perceptual interpretation – Consumer imagery Perceived quality – Perceived risk.

**UNIT V****(15/18 Hours)****Consumer Learning**

The elements of consumer learning. Classical conditioning – Instrumental conditioning - Observational learning. Information processing – Cognitive learning Consumer involvement and Hemispheric lateralization Outcomes and measures of consumer learning.

\* denotes Self study

**Teaching Methods:**

Smart ClassRoom/Powerpoint presentation/Seminar/Quiz/Discussion/Flipped Class/peer Learning/Experiential Learning/Blended learning

**Text books:**

1. Schiffman, .G.L, Wisenblit, J. & Kumar, R.S. (2018). Consumer Behaviour (11th Ed.), Noida. Pearson Education.
2. Loudon, D., Consumer Behaviour, Concepts and Applications, Albert Biutta, McGraw Hill, 2004.

**Reference Book:**

1. Kurder, K. Consumer Behaviour, PHI/Pearson, 2002.

**MAPPING**

<b>CO \ PSO</b>	<b>PSO1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO1</b>	H	M	S	H	H
<b>CO2</b>	H	H	H	S	H
<b>CO3</b>	H	H	H	M	L
<b>CO4</b>	S	H	S	M	S
<b>CO5</b>	H	H	M	M	S

**S – Strong****H – High****M – Medium****L – Low**

<b>Programme Code: 21</b>	<b>B.Sc. Psychology</b>			
Title of the Paper:	Major Elective - Sports Psychology			
<b>Batch</b> <b>2025-2028</b>	<b>Hours / Week</b> <b>5/6</b>	<b>Total Hours</b> <b>75/90</b>	<b>Credits</b> <b>5</b>	<b>Employability/ Skill Development/ Entrepreneurship</b>

### Course Objectives

To understand the theoretical foundation of the psychological processes related to sports.

1. To learn foundations and philosophical questions related to the development of sport program.
2. Describe biomechanical foundations of human movement and sports performance.
3. Identify motor control processes and mechanisms underlying the learning sports skills.
4. Integrate psycho-sociocultural perspectives on sport.

### Course Outcomes (CO)

On successful completion of the course, the students will be able

K1 to K5	CO1	To apply psychological techniques and strategies to enhance performance in sport.
	CO2	To evaluate research in sport psychology and psychological factors related to performance.
	CO3	To apply sport psychology theories and research that best fit different performance.
	CO4	To evaluate the effectiveness of their work with individuals in sport, exercise, and performance psychology.
	CO5	To create methods to work with clients in sport, exercise, and performance psychology.

### Syllabus

#### UNIT I

(15/18 Hours)

#### The Field of Sport Psychology

Introduction to Sport Psychology: Meaning and scope, Importance, Sport Psychology in India. Factors influencing the mental demands of a given sport, Sport and exercise psychology as an academic discipline. History of sport and exercise psychology. Orientation in sport psychology: Psychophysiological, Cognitive-behavioral, Social Psychological. Research methods in sport and exercise psychology, what do sport psychologists do?

#### UNIT II

(15/18 Hours)

#### Exercise and Psychological Well-being

Exercise and Psychological Well-being: Reducing anxiety and depression with exercise, Enhancing mood with exercise. Effect of exercise on psychological wellbeing. Developing personality and cognitive functioning with exercise. Enhancing Quality of life with exercise. Examining the runner's high, Exercise and positive prevention.

#### UNIT III

(15/18 Hours)

#### Personality and Motivation in Sport psychology

Personality and Motivation in Sport psychology: Personality and sport performance- Theories specific to sport behavior: Trait theories- Eysenck, Cattell and Big five dimensions. Narrow band theories of Personality: Sensation seeking, Telic dominance, Mental toughness and attentional style, Interactional approaches. Applying the interactional model to sports: Mood profiling. Motivation and Goal setting in Sport: Intrinsic and extrinsic motivation. Theories of motivation, Self-efficacy, Pathological motivation and sport. Goal setting: Effectiveness of goal setting, Principles of goal setting. Anxiety in Sport performance: Anxiety reduction techniques.

**UNIT IV****(15/18 Hours)****Psychological skill training**

Psychological skill training: Psychological skill training- Importance of Psychological skill training. Effectiveness of Phases of Psychological skill training. Goal of Psychological skill training- Self regulation, Increasing self-awareness, Coping with adversity. Imagery in sport: Factors affecting the effect of imagery in sports, How imagery works? Self-confidence- How does expectations influence performance? Building self-confidence.

**UNIT V****(15/18 Hours)****Social Psychology of Sport**

Social Psychology of Sport: Group definition, Understanding group structure, Creating effective teams, Maximizing individual performance in groups. Group cohesion: Relationship between group cohesion and performance, Factors affecting group cohesion, Strategies to enhance cohesion. Social Facilitation: Coaction and audience effect, Home advantage, Negative effects of group performance: Social Loafing and group think. Violence and Aggression in Sport: Hostile aggression, instrumental aggression and assertiveness, Link between aggression and performance, Social learning theory, Frustration aggression hypothesis. Individual differences in aggression: gender, identification with team. Situational factors affecting aggression: Physical environment, Game circumstances, Reducing aggression in sports.

\* denotes Self study

**Teaching Methods:**

Smart ClassRoom/Powerpoint presentation/Seminar/Quiz/Discussion/Flipped Class/peer Learning/Experiential Learning/Blended learning

**Text Books:**

1. Jarvis, M. (2006). Sport Psychology. New York, Routledge.
2. Weinberg RS and Gould D (2006). Foundations of Sport and Exercise Psychology (4th En). Human Kinetics. USA.

**Reference Books:**

1. Moran, A. P. (2004). Sport and Exercise Psychology, a critical Introduction. New York, Routledge.
2. Kremer, J., & Scully, D. (2001). Psychology in Sport. Taylor and Francis publishers Tenenbaum, G., & Ecklund, R. C. (2007). Handbook of Sport Psychology(3rdEdn.). New Jersey, John Wiley & Sons.

**MAPPING**

<b>PSO</b> <b>CO</b>	<b>PSO1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO1</b>	S	H	M	S	H
<b>CO2</b>	H	S	S	H	S
<b>CO3</b>	M	H	M	S	H
<b>CO4</b>	S	H	H	M	H
<b>CO5</b>	M	H	M	S	H

S – Strong

H – High

M – Medium

L – Low

<b>Programme Code: 21</b>	<b>B.Sc. Psychology</b>			
Title of the Paper:	Major Elective - Human Resource Management			
<b>Batch</b> <b>2025-2028</b>	<b>Hours / Week</b> <b>5/6</b>	<b>Total Hours</b> <b>75/90</b>	<b>Credits</b> <b>5</b>	<b>Employability/ Skill Development/ Entrepreneurship</b>

### Course Objectives

1. To understand the importance of human resources and their effective management in organizations.
2. Demonstrate a basic understanding of different tools used in forecasting and planning human resource needs.
3. Learn current theory and practice of recruitment and selection.
4. To interpret the role of resistance and commitment in relation to change, propose change strategies for enhancing organizational development.
5. Understand the nature and sources of conflict and the different strategies and approaches used in the resolution of conflict.

### Course Outcomes (CO)

On successful completion of the course, the students will be able

K1 to K5	CO1	To understand the current theory and practice of recruitment, selection, performance appraisal and training.
	CO2	To evaluate the role of recruitment and selection in relation to the organization's business.
	CO3	To analyze the key issues related to administering the human elements.
	CO4	To apply advanced training strategies and specifications for the delivery of training programs.
	CO5	To create a unique selection strategy for a specific job.

### Syllabus

#### UNIT I

(15/18 Hours)

#### Introduction to Human Resource Management

Introduction: Nature, Philosophy, Need, Objectives and Evolution of Human Resources Management; HRM Functions; HRD Concept; HRD Strategy; HR Responsibilities; Environmental Factors of HRM: Environmental Factors, Challenges to HRM.

#### UNIT II

(15/18 Hours)

#### Concepts and Process of Human Resource Planning

**Human Resource Planning:** Importance, Process, Barriers; Strategic Planning; Human Resource Information Systems (HRIS); Forecasting Demands: Forecasting Supply; Man Power Forecasting. - Job Stress Counselling and Mentoring.

#### UNIT III

(15/18 Hours)

#### Job Design and Job Analysis: Recruitment and Selection

**Job Design:** Introduction- Definition. Techniques used in Job Design: Job Simplification- Job Enlargement Job Rotation- Job Enrichment- Total Quality Management (TQM). **Job Analysis:** 6 Steps, Job Description vs. Job Specification, Methods of Collecting Job Analysis Information; Role of Recruitment and Selection: Situational Factors in Recruitment, Recruitment Policy, External and Internal Sources of Recruiting and its Merits and Demerits, Selection Process and its Types, Structured Interview Guide.

**UNIT IV****(15/18 Hours)****Training and Development Orientation and Motivation**

**Training and Development;** the Steps in Training Process; Career and Succession Planning: Career Stages, Career Development, Career Management Succession Planning; Case Discussion on Succession Planning. **Motivation:** Motivation- Definition Theories of motivation: Maslow's Need Hierarchy Theory - Herzberg's theory of motivation. Achievement Motivation Theory- Theory X and Theory Y.

**UNIT V****(15/18 Hours)****Compensation and Performance Appraisal**

**Introduction:** Meaning, Objectives of Compensation; Components of Compensation System; Compensation Management Process; Factors of Determining Pay Rates; Pay Incentives; Employee Benefits and Services; Case Study: Comparing Industry Trends in Pay Rates such as FMCG. **Performance Appraisal:** Introduction; Methods of Performance Appraisal; 360 Degree Feedback; Problems in Performance Appraisal;

\* denotes Self study

**Teaching Methods:**

Smart ClassRoom/Powerpoint presentation/Seminar/Quiz/Discussion/Flipped Class/peer Learning/Experiential Learning/Blended learning

**Text Books:**

1. Rao V.S.P —Human Resources Management: Text and Cases, Second Edition, Excel Books New Delhi 2007.
2. Gary Dessler, —Human Resources management, Tenth Edition, Pearson-Prentice Hall, New Delhi, 2005.

**Reference Books:**

1. David A DeCenzp and Stephen P Robbins, —Personnel and/Human Resource Management, Third Edition, New Delhi 2004.
2. Raymond J. Stone, —Human Resources Management, John Wiley & Sons, New York 2005.

**MAPPING**

CO \ PSO	PSO1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	S	M	S	H	H
CO2	M	H	M	S	H
CO3	H	S	M	S	S
CO4	S	M	S	S	L
CO5	H	H	H	M	M

S – Strong

H – High

M – Medium

L – Low

<b>Programme Code: 21</b>	<b>B.Sc. Psychology</b>			
Title of the Paper:	Major Elective - Environmental Psychology			
<b>Batch</b> <b>2025-2028</b>	<b>Hours / Week</b> <b>5/6</b>	<b>Total Hours</b> <b>75/90</b>	<b>Credits</b> <b>5</b>	<b>Skill Development/ Entrepreneurship</b>

### Course Objectives

1. To introduce the origins, methods, research and applications in the field of environmental psychology.
2. Demonstrate how knowledge of psychology can be applied to Environment.
3. To learn about factors which influence Environment and relate psychological aspects to the environment behaviour.
4. To develop an appreciation of how psychology can contribute to shaping environments, preserve natural environments, and deal with the challenges of environmental crowding.
5. To develop students' capacities to be able to perform a basic research, practice or policy work in the field of environmental psychology.

### Course Outcomes (CO)

On successful completion of the course, the students will be able

K1 to K5	CO1	To select appropriate methods of research in the field of environmental psychology.
	CO2	To interpret the nature of human, components of eco systems and stressors of the environment.
	CO3	To describe and carryout the ecological view of psychological issues and identify the problems faced by the environmental psychologists.
	CO4	To evaluate an interdisciplinary scientific field which tries to complicate, understand, and improve the dynamic relationship between peoples and places.
	CO5	To analyze and interpret the explicit consideration of the environment when trying to understand psychological phenomena.

### Syllabus

#### UNIT I

(15/18 Hours)

##### Environmental Psychology

Nature and Characteristics; Classification of Environment. Indian Perspective on Human environment Relationship, World view in Psychology and Environmental Psychology, Environment Behavior theories: Arousal, Environmental Load, adaptation level. Behavior constraints, Ecological and Environmental Stress Approach.

**Research Methods in Environmental Psychology:** Experimental, Simulation, Methods of Data Collection: Self-report, Naturalistic Observation, Field Survey, Interview and Questionnaire, experimental, correlational and descriptive methods of data collection in environmental Research.

#### UNIT II

(15/18 Hours)

##### Ecology and Development

Human Nature and Environmental Problems; Prosocial and Pro-environmental Behaviours, Ecosystems and Their Components: Ecology, Demography, Mortality and Fertility. Resource Use: Common Property Resources, Sustainable Developments, Acculturation and Psychological adaptation.

**Environmental Stress:** Nature and Characteristics. Types of Stress: Natural Disasters, Technological Catastrophe, \*Noise and Air-pollution, Nature and characteristics: Natural disasters, Technological catastrophe. Noise, Heat and Air pollution: Nature, characteristics and their influences on behavior with special reference to Indian conditions.

**UNIT III****(15/18 Hours)****Environmental Perception, Cognition and Attitudes**

Nature and Characteristics of Environmental Perception: Social and Cultural Influences. Environmental Cognition and Cognitive Mapping. Acquisition of Environmental Attitudes, Perception of movement, adaptation and change.

**Effect of Environment on Behavior:** Personal Space and Territoriality: Nature Functions and Determinants of Personal Space, Consequences of Personal Space Invasion Territoriality Functions and Types; Personal Space: Nature, measurement, determinants, consequences of personal space invasion.

**UNIT IV****(15/18 Hours)****Crowding**

Nature and Characteristics, Features and Effects of Crowding on Animals and Human Beings, Concept, physiological and behavioral consequences, theories of crowding, overload, arousal, density intensify, behavior constraints, control.

**Environmental Psychology and Saving the Environment:** Environmental Education, Prompts and Reinforcement Techniques in Indian Context.

**UNIT V****(15/18 Hours)****Environmental psychology and community**

Quality of life, social process and socialites, preventive intervention; social support and personal control: areas of intervention; Residential neighborhood and urban environments\*.

**Changing behavior to save the environment:** environmental education, prompt, reinforcement, techniques, specific environmental problems: Littering energy conservation, transportation and vandalism.

\* denotes Self study

**Teaching Methods:**

Smart ClassRoom/Powerpoint presentation/Seminar/Quiz/Discussion/Flipped Class/peer Learning/Experiential Learning/Blended learning

**Text Books:**

1. Bell, P. A., Greene, T. C., Fisher, J. D. and Baum, A. (2001). Environmental Psychology (Vth Edition). USA: Wadsworth Group / Thomson learning, 10 Davis Drive Belmont CA.
2. Goldsmith, E. (1991). The Way; The Ecological World – View. Bostone; Shambala
3. Ittelson W. H., Proshansky, H. M., Rilvin, E. G., Winkel, G. H. and Dempsey, D. (1974). An Introduction to Environmental Psychology. New York: Holt Rinehart and Winston.

**Reference Books:**

1. Stokols, D. and Atmann, I. (Eds) (1987). Handbook of Environmental Psychology. New York: Wiley.
2. Tewari, P. S. N. (2000). Paryavaraniya Manovigyan. New Delhi: Moti Lal Banarsi Das.
3. Sahoo, F.M. Mishra P.K. & Pinta, R.S. (1985) Environment and Behavior: Ecology Perspective. New Delhi: Akshat Publications.
4. Bell, P.A. Fisher, J.D. & Loomis, R.J. (1973) Environmental Psychology, Philadelphia W.B. Sannders.

**MAPPING**

CO \ PSO	PSO1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	S	H	S	H	H
CO2	S	H	M	S	H
CO3	H	S	H	M	L
CO4	S	H	S	H	S
CO5	M	H	M	M	H

**S – Strong****H – High****M – Medium****L – Low**



<b>Programme Code: 21</b>	<b>B.Sc. Psychology</b>			
Title of the Paper:		Major Elective - Psychology and Gender Issues		
<b>Batch</b> <b>2025-2028</b>	<b>Hours / Week</b> <b>5/6</b>	<b>Total Hours</b> <b>75/90</b>	<b>Credits</b> <b>5</b>	<b>Skill Development/ Entrepreneurship</b>

### Course Objectives

1. To understand the gender stereotypes.
2. To know the theoretical Positions about gender development.
3. To understand the Women's health.
4. To explain the Gender Identity and Career.
5. To know the Psychopathology and Gender Issues.

### Course Outcomes (CO)

On successful completion of the course, the students will be able

K1 to K5	CO1	To define the meaning and concepts of gender.
	CO2	To outline the theories of Gender Development.
	CO3	To identify the Perspectives on marital interaction.
	CO4	To analyze the importance of Victimization issues.
	CO5	To examine Women and the Criminal Justice System.

### Syllabus

#### UNIT I

(15/18 Hours)

##### Gender Concepts

Gender Concepts – Concepts: gender, sex, masculinity, femineity, feminism, men and masculinity. Studying gender: Methods and History of Gender Research. Gender Stereotypes: Masculinity and Femininity Gender-Role Attitude. Introduction to the Psychology of Women, History of the feminine Psychology, Women and Feminist Pedagogy, Feminist child-rearing. Women's conception of self and morality. Are women morally superior to men?

#### UNIT II

(15/18 Hours)

##### Gender Stereotypes and Other Gender Biases

Gender Stereotypes and Other Gender Biases: Gender Comparisons in Cognitive Abilities and Attitudes About Achievements Gender Comparisons in Social and Personality Characteristics. Race and gender as psychological variables: Social and ethical issues. Theoretical Positions about gender development and Functioning. Hormones and Chromosomes. Theories of Gender Development, Developing Gender Identity, Social Cognitive Theory of gender development and functioning; Sex role theory.

#### UNIT III

(15/18 Hours)

##### Gender Issues, Family and Health

Gender Issues, Family and Health: Current perspectives on dual-career families, The social psychophysiology of marriage. Perspectives on marital interaction, Male sexual proprietaries and violence against wives. Women's health: Mothering and Reproductive Rights; Pregnancy, Childbirth, and Motherhood, Menstruation, menopause, abortion, AIDS. Biological influences. Implications for single-sex schooling. Health compromising behavior: alcoholism, smoking; Health enhancing behavior: proper diet, exercise.

**UNIT IV****(15/18 Hours)****Gender Identity and Career**

Gender Identity and Career: Intelligence and Cognitive Abilities, Emotions, Relationships and Sexuality; Lesbian and bisexual women. Intelligence and Cognitive Abilities, Emotions, Relationships and Sexuality; Lesbian and bisexual women. Victimization issues: Rape, battering, harassment. Careers and Work; Examining personal characteristics and influences, gender differences in pay and in occupational pursuits, gender gap in political attitudes. Women, men, work, and family: An expansionist theory.

**UNIT V****(15/18 Hours)****Psychopathology and Gender Issues**

Psychopathology and Gender Issues: Sex Treatment for Mental Disorders, Stress, Coping, and Differences in Health: Evidence and Explanations. Approaches to rehabilitation; interventions in the rehabilitation processes; models of adaptation to disability; family and caregivers issues. Women and the Criminal Justice System; women as criminal offenders, women as victims. Successful practices to prevent violence against women. Effective strategies and practices to support victims of violence, including victims of sexual assault.

\* denotes Self study

**Teaching Methods:**

Smart Classroom/Powerpoint presentation/Seminar/Quiz/Discussion/Flipped Class/peer Learning/Experiential Learning/Blended learning

**Text Books:**

1. Brannon L. (2012). Gender: Psychological Perspectives, 6/E, McNeese State University Helgeson, V. S. (2010) Psychology of Gender, 4/E Carnegie Mellon University.
2. Magnusson E. and Marecek, J. (2012). Gender and Culture in Psychology: Theories and Practices.

**Reference Books:**

1. Norem J. K. and Clinchy B. M. (1998). The Gender and Psychology Reader.
2. Rudman, L. A. and Glick, P. (2008). The Social Psychology of Gender: How Power and Intimacy Shape Gender Relations.

**MAPPING**

PSO CO	PSO1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	H	S	M	M	H
CO2	M	M	S	H	S
CO3	S	H	S	S	M
CO4	M	H	H	M	M
CO5	L	M	S	H	M

**S – Strong****H – High****M – Medium****L – Low**

<b>Programme Code: 21</b>	<b>B.Sc. Psychology</b>			
Title of the Paper:	Major Elective - Behaviour Modification			
<b>Batch</b> <b>2025-2028</b>	<b>Hours / Week</b> <b>5/6</b>	<b>Total Hours</b> <b>75/90</b>	<b>Credits</b> <b>5</b>	<b>Employability/ Skill Development/ Entrepreneurship</b>

### Course Objectives

1. To understand the concept of human behavior.
2. To enable the students to focus on their behavior.
3. Implemented the behavior modification methods in their life.

### Course Outcomes (CO)

On successful completion of the course, the students will be able

K1 to K5	CO1	To acquire the knowledge about behavior modification and to know the history and applications.
	CO2	To understand the basic principles of Behavior Modification.
	CO3	To analyze behavior change and to know the principles of recording.
	CO4	To understand the behavior modification techniques.
	CO5	To apply the behavior modification techniques in their day today life.

### Syllabus

#### UNIT I

**(15/18 Hours)**

Introduction to Behavior Modification: Human Behavior: Meaning - Behavior Modification: Meaning – Characteristics Historical Roots - Areas of Application: Developmental Disabilities - Mental illness. Education – Rehabilitation Community - Business, Industry, and Human Services Self-Management- Child Management – Sports.

#### UNIT II

**(15/18 Hours)**

\*Basic Principles of Behavior Modification. Reinforcement: Factors Influencing the Effectiveness of Reinforcement. Schedules of Reinforcement – Extinction: Factors Influencing Extinction. Punishment: Factors Influencing the Effectiveness of Punishment. Stimulus Control: Discrimination and Generalization. Shaping - Modelling.

#### UNIT III

**(15/18 Hours)**

Measurement of Behavior and Behavior Change: Target Behavior – Definition. Observing and Recording Behavior- - The Logistic of Recording. Methods of Recording -Recording Instrument. Graphing Behavior and Measuring Change.

#### UNIT IV

**(15/18 Hours)**

\*Behaviour Modification Techniques: Systematic Desensitization Process- Application. \*Basic Techniques: JPMR - REBT - Aversive techniques - Flooding- Modeling- Shaping. Prompting - Fading- Chaining-Token Economy- Time Out.

**UNIT V****(15/18 Hours)**

Management of Bio-psychosocial Issues: Management of Anxiety. Stress - Obesity - Phobia - Stuttering and Stammering. Cognitive Behaviour Modification: Cognitive Therapy- Cognitive Restructuring. Self Management methods. Risk Factor Modification. Lifestyle Management - Interventions for Chronic Illness.

\* denotes Self study

**Teaching Methods:**

Smart Classroom/Powerpoint presentation/Seminar/Quiz/Discussion/Flipped Class/peer Learning/Experiential Learning/Blended learning

**Text Books:**

1. Miltenberger, R. G., (2000). Behavior Modification (2nd ed). Library of Congress Cataloging-in Publication Data.
2. Martin, G; Pear, J (2007). Behavior Modification: What it is and how to do it (8th ed). Upper Saddle River, NJ: Pearson Prentice Hall

**References Books:**

1. Wolpe, J., (1972). The Practice of Behavior Therapy. NJ: Pearson Prentice Hall. Introduction Behaviour Modification.

**MAPPING**

<b>CO \ PSO</b>	<b>PSO1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>C01</b>	S	M	H	H	H
<b>C02</b>	M	H	H	S	H
<b>C03</b>	H	M	M	L	S
<b>C04</b>	M	M	M	M	S
<b>C05</b>	H	H	M	M	S

**S** – Strong

**H** – High

**M** – Medium

**L** – Low

<b>Programme Code :</b>	<b>For B.A., BBA CA, B.Com, BCA and B.Sc., Degree Students</b>			
	<b>SKILL BASED SUBJECT 1 – CYBER SECURITY</b>			
<b>Batch 2025-2028</b>	<b>Hours / Week 2</b>	<b>Total Hours 30</b>	<b>Credits 3</b>	<b>Skill Development</b>

### Course Objectives

1. The course introduces the basic concepts of Cyber Security
2. To develop an ability to understand about various modes of Cyber Crimes and Preventive measures
3. To understand about the Cyber Legal laws and Punishments

### Course Outcomes (CO)

On successful completion of the course, the students will be able

K1 to K5	CO1	To Understand the Concepts of Cybercrime and Cyber Frauds.
	CO2	To Know about Cyber Terrorism and its preventive measures.
	CO3	To Analyze about the Internet, Mobile Phone and E-commerce security issues.
	CO4	To Understand about E-mail and Social Media Issues.
	CO5	To Describe about various legal responses to Cybercrime.

### Syllabus

#### UNIT I (6 Hours)

Introduction to Cyber Security: Definition of Cyber Security- Why is Cyber Security important? Layers of Cyber Security- Evolution of Cyber Security. Cyber hacking - Cyber fraud: Definition- Different modes of cyber fraud - Cyber fraud in India. Cyber pornography.

#### UNIT II (6 Hours)

Cyber Terrorism: Modes of cyber terrorism. Cybercrime: What is Cybercrime? Cybercrime preventive methods - Preventive steps for individuals & organizations - Kinds of cybercrime - Malware and its types – Cyber attacks.

#### UNIT III (5 Hours)

Internet Mobile Phone and E-commerce Security issues: Data theft - Punishment of data theft- Theft of internet hours - Internet safety tips for children & parents. Mobile phone privacy-E-Commerce security issues.

#### UNIT IV (6 Hours)

Email and Social media issues: Aspects of Social Media - The Vicious Cycle of unhealthy social media use- Modifying social media use to improve mental health. Computer Virus - Antivirus – Firewalls.

#### UNIT V (7 Hours)

Cyber Forensics and Digital Evidence: What does Digital Footprint Mean? - Web Browsing and Digital Footprints- Digital Footprint examples – How to Protect Your Digital Footprints? - How to erase your Footprints? - Browser Extensions and Search Engine Deletion - Cyber Crime and Cyber Laws - Common Cyber Crimes and Applicable Legal Provisions: A Snapshot - Cyber Law (IT Law) in India – The Information Technology Act of India 2000 - Cyber Law and Punishments in India - Cyber Crime Prevention guide to users – Regulatory Authorities.

**Teaching Methods:**

Smart Classroom/Powerpoint presentation/Seminar/Quiz/Discussion/Flipped Class/peer Learning/Experiential Learning/Blended learning

**Text Book:**

1. **“Cyber Security”, Text Book** prepared by “Kongunadu Arts and Science College”, Coimbatore - 29, 2022.

**Reference Books:**

1. Mayank Bhushan, Rajkumar Singh Rathore, Aatif Jamshed, **“Fundamental of Cyber Security”**, BPB Publications, 1<sup>st</sup> Edition, 2017.
2. Anand Shinde, **“Introduction to Cyber Security-Guide to the world of Cyber Security”**, Notion Press, 2021.
3. Paul Grishman, **“Cyber Terrorism- The use of the Internet for Terrorist Purpose”**, Axis Publication, 1<sup>st</sup> Edition 2010.
4. Shilpa Bhatnagar, **“Encyclopaedia of Cyber and Computer Hacking”**, Anmol Publications, 1<sup>st</sup> Edition 2009.

**Web References:**

1. <http://deity.gov.in/> - Department of Electronics and Information Technology,
2. Govt. of India
3. <http://cybercellmumbai.gov.in/> - Cybercrime investigation cell
4. <http://ncrb.gov.in/> - National Crime Records Bureau
5. <http://catindia.gov.in/Default.aspx> - Cyber Appellate Tribunal
6. <http://www.cert-in.org.in/> - Indian Computer Emergency Response Team
7. <http://cca.gov.in/rw/pages/index.en.do> - Controller of Certifying Authorities
8. [www.safescrypt.com](http://www.safescrypt.com) - Safescrypt
9. [www.nic.in](http://www.nic.in) – National Informatics Centre
10. <https://www.kaspersky.com/resource-center/definitions/what-is-a-digital-footprint>
11. <https://geekflare.com/digital-footprint/>

**Mapping**

CO \ PSO	PSO1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	S	H	M	S	H
CO2	H	S	S	H	S
CO3	M	H	M	S	H
CO4	S	H	H	M	H
CO5	H	M	S	M	S

S – Strong

H – High

M – Medium

L – Low

**Question Paper Pattern****Duration: 3 hrs****Max: 75 marks****Section - A (10x1=10)****Choose the correct answer****Section - B (5x5=25)****Short answer questions, either or type, one question from each unit.****Section - C (5x8=40)****Essay answer questions, either or type, one question from each unit.****CIA EXAMINATION MARK BREAKUP**

<b>S. NO</b>	<b>DISTRIBUTION COMPONENT</b>	<b>MARKS</b>
1.	CIA I – 75 Marks Converted to 30	<b>30</b>
2.	CIA II – 75 Marks Converted to 30	<b>30</b>
3.	Assignment I	<b>10</b>
4.	Assignment II	<b>10</b>
5.	Attendance	<b>05</b>
6.	Any Case Study related to Cyber Security	<b>15</b>
<b>Total</b>		<b>100</b>

<b>Programme Code: 21</b>	<b>B.Sc. Psychology</b>			
Title of the Paper:		Skill Based subject 2 - Counselling Psychology		
<b>Batch</b> <b>2025-2028</b>	<b>Hours / Week</b> <b>2</b>	<b>Total Hours</b> <b>30</b>	<b>Credits</b> <b>3</b>	<b>Employability/ Skill Development/ Entrepreneurship</b>

### Course Objectives

To enable the students to

1. Understand the meaning and importance of counselling in the present context.
2. Learn the methods of establishing counselling relationship.
3. Know the dynamics and termination of counselling relationship.
4. Understand the behavioural, cognitive and other approaches to counselling.

### Course Outcomes (CO)

On successful completion of the course, the students will be able

K1 to K5	CO1	To understand the concept of counselling psychology.
	CO2	To gain the knowledge about the need and importance of counselling psychology.
	CO3	To understand different models of human behavior based on Psychology.
	CO4	To evaluate the psychoanalytic and humanistic approaches to counselling.
	CO5	To apply the counselling principles to everyday life.

### Syllabus

#### UNIT I

(4 Hours)

##### Introduction

History of and Trends in Counselling - Definition of Counselling – History of Counselling – Current trends in the New Millennium - Dealing with violence, trauma and crises, the challenge of managed care, promoting wellness, concern for social justice, greater emphasis on the use of technology and leadership.

#### UNIT II

(6 Hours)

##### Counselling Process

Building Counselling Relationships – Factors that influence the Counselling process – Seriousness of the presenting problem, Structure, Initiative, The physical setting, Client qualities and Counsellor qualities - Types of Initial Interviews – Conducting the initial interview – exploration and the identification of goals.

#### UNIT III

(4 Hours)

##### Counselling Relationships

Working in a Counselling Relationship – Counsellor skills in the understanding and action phases – Transference and Counter transference – the real relationship. Termination of Counselling Relationships – Function of termination – Timing of termination – Issues of termination – Resistance to termination – Premature termination – Counsellor initiated termination.



**UNIT IV****(8 Hours)****Theories of Counselling**

Psychoanalytic, Adlerian and Humanistic Theories of Counselling– Psychoanalytic theories – Psychoanalysis - Adlerian theory – Adlerian Counselling - Humanistic theories – Person Centered Counselling, Existential Counselling and Gestalt therapy.

**UNIT V****(8 Hours)****Theories of Counselling**

Behavioural, Cognitive, Systemic, Brief and Crisis Theories of Counselling – Behavioural Counselling – Cognitive and Cognitive-Behavioural counselling – Systems Theories – Brief Counselling Approaches – Solution-focused counselling, Narrative Counselling – Crisis Counselling Approaches.

\* denotes Self study

**Teaching Methods:**

Smart ClassRoom/Powerpoint presentation/Seminar/Quiz/Discussion/Flipped Class/peer Learning/Experiential Learning/Blended learning

**Reference Books:**

1. Samuel T. Gladding. (2009). Counselling– A Comprehensive Profession. Sixth Edition. Pearson Education.
2. Narayana Rao, S.: Counselling Psychology (2010). New Delhi: Tata McGraw Hill.
3. Nelson Jones, Richard. (1982). The Theory and Practice of Counselling Psychology, London: Holt, Rinehart and Winston.
4. Gibson, Robert L and Mitchell, Marianne H, (1981). Introduction to Guidance, New York: MacMillan

**MAPPING**

<div>PSO</div> <div>CO</div>	PSO1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	H	M	S	H	S
CO2	M	H	M	S	H
CO3	H	M	S	S	S
CO4	M	M	M	S	M
CO5	H	H	M	M	S

**S** – Strong                      **H** – High                      **M** – Medium                      **L** – Low

Programme Code :	For B.A., BBA, B.Com, BCA and B.Sc., Degree Students			
Skill Based Subject III - BASICS OF INTELLECTUAL PROPERTY RIGHT'S				
Batch	Hours / Week	Total Hours	Credits	Skill
2025-2028	2	30	3	Development

### Course Objectives

- To create awareness about recent trends in IPR and Innovation.
- To explore the basic concepts IPR.
- To focus upon trademarks, copyrights, patents, industrial designs and traditional knowledge.
- To learn more about managing IP rights and legal aspects.

### Course Outcomes (CO)

On successful completion of the course, the students will be able

K1 to K5	CO1	To know about basic concepts of IPR and patent.
	CO2	To understand copyrights, industrial designs and geographical indication of goods.
	CO3	To differentiate between trademarks and trade secrets.
	CO4	To acquire knowledge on protection of traditional knowledge and plant varieties.
	CO5	To manage and protect IP Rights.

### UNIT – I

(6 hours)

**Introduction** -origin and development of Intellectual Property Rights (IPR), need for protecting IP, **Patents:** Foundation of patent law, patent searching process, basic criteria of patentability. Patentable and non - patentable subject matters in India. Patent prior art search, drafting the patent specification and filing procedure

### UNIT – II

(6 hours)

**Copyrights:** Fundamentals of copyright law, originality of material, right of reproduction, right to perform the work publicly, copyright ownership issues, notice of copyright. **Industrial Designs:** Kind of protection provided in Industrial design. **Geographical Indication of Goods:** Basic aspects and need for the registration.

### UNIT – III

(6 hours)

**Trade Marks:** Purpose and function of trademarks, acquisition of trade mark rights, transfer of rights, selecting and evaluating trademark, registration of trademarks, claims. **Trade Secrets:** Trade secret law, determination of trade secret status, liability form is appropriation of trade secrets, trade secret litigation.

### UNIT – IV

(6 hours)

**Protection of traditional knowledge** - Objectives, concept of traditional knowledge, issues concerning, bioprospecting and biopiracy. **Protection of Plant Varieties** - Objectives, international position, plant varieties protection in India. Rights of farmers, breeders and researchers.

**Sub.Code: 25UBI6S3**

**UNIT- V**

**(6 hours)**

**Managing IP Rights:** Acquiring IP Rights: letters of instruction, joint collaboration agreement, protecting IP Rights: non-disclosure agreement, cease and desist letter, settlement memorandum.

**Transferring IP Rights:** Assignment contract, license agreement, deed of assignment. Infringement and enforcement.

**Teaching Methods**

Smart ClassRoom/Powerpoint presentation/Seminar/Quiz/Discussion/Flipped Class/peer Learning/Experiential Learning/Blended learning

**TEXT BOOKS**

1. Ramakrishna Chintakunta and M. Geethavani (2022). A Textbook of Intellectual Property Rights. Blue Hills publications.
2. N.K Acharya (2021).Intellectual property rights(8<sup>th</sup>Edn). Asia Law House.
3. Craig Allen Nard, Michael J. Madison, and Mark P. McKenna. (2017). Law of Intellectual Property (5<sup>th</sup>Edn). New York Aspen publishers.
4. Barrett and Margreth (2009). Intellectual Property. New York Aspen publishers.
5. Deborah E.Bouchoux (2013). Intellectual property: The Law of Trademarks, Copyrights, Patents, and Trade Secrets. Publisher: Cengage India

**REFERENCES**

1. B.Ramakrishna and H.S.Anil Kumar (2017). Fundamentals of Intellectual Property Rights: For Students, Industrialist and Patent Lawyers.Notion Press.
2. V. K. Ahuja (2013). Law relating to Intellectual Property rights (2<sup>nd</sup> Edn). LexisNexis.
2. R. Radhakrishnan and S. Balasubramanian (2008). Intellectual property rights: Text and Cases. Excel Books India.
4. D. Goeland S. Parashar (2013). IPR Biosafety and Bioethics. Pearson Education India.

**CIA EXAMINATION MARK BREAKUP**

The CIA Examination mark breakup for the course **Basics of IPR** is given below:

<b>S.No.</b>	<b>Distribution Component</b>	<b>Marks</b>
1	CIA I – 75 Marks Converted to 30	30
2	CIA II – 75 Marks Converted to 30	30
3	Assignment I	10
4	Assignment II	10
5	Attendance	05
6	Any Case Study related to IPR (as a Group)	15
	<b>Total</b>	<b>100</b>

**QUESTION PAPER PATTERN**

The following question paper pattern will be followed for the above said courses:

Section A - Multiple Choice (10 × 1 = 10 Marks)

Section B - Either or Type (5 × 5 = 25 Marks)

Section C - Either or Type (5 × 8 = 40 Marks)

Maximum Marks : 75

Duration : 3 Hours

<b>Programme Code: 21</b>	<b>B.Sc. Psychology</b>			
Title of the Paper:		Extra Departmental course – Psychology and Wellbeing		
<b>Batch</b> <b>2025-2028</b>	<b>Hours / Week</b> <b>2</b>	<b>Total Hours</b> <b>30</b>	<b>Credits</b> <b>3</b>	<b>Skill Development</b>

### Course Objectives

1. The nature of Psychological Well-Being and happiness.
2. The factors of well-being.
3. To build a resilience and Positive Personality.
4. To know the process of developing effective solutions to challenging and often systemic social and environmental issues.

### Course Outcomes (CO)

On successful completion of the course, the students will be able

K5 to K1	CO1	To define the fundamental concepts of psychology and wellbeing.
	CO2	To classify the human happy life and application of mindfulness.
	CO3	To identify the importance of personal goals, self-regulation and control.
	CO4	To identify the various new social practices that aim to meet social needs.
	CO5	To examine various Practice of mindfulness.

### Syllabus

#### UNIT I

(6 hours)

#### Introduction to Psychological Well Being

Well Being: Meaning, Goals and Definition, types of well-being - physical, emotional, social, spiritual, and intellectual. 7 C's of wellbeing. Biological, social and psychological factors influence health and illness. Happiness: Meaning, Hedonic and Eudemonic happiness, Happiness Across the lifespan, Gender and happiness, \*Marriage and happiness, Culture and happiness, Global measure of happiness.

#### UNIT II

(6 hours)

#### Self management

**Personal Goals:** Definition, Measuring PG, Universal human motives, Goals contribute to well-being.

**Self-Regulation:** Meaning, Control and discrepancy theory, planning for S-R success, Goals and problems. **Self-Control:** Meaning, \*Value of self-control; Self-control failure, Goal disengagement.

#### UNIT III

(6 hours)

#### Positive Emotions and Well-Being

Positive Self – Positive Emotions – Broaden and build theory of PE – Hope, Optimism, Empathy, Gratitude, Forgiveness. Positive Relationship: Close relationship – Minding Model.

**UNIT IV****(6 hours)****Resilience and Positive Traits**

**Resilience:** Meaning, Developmental and clinical perspectives, Sources of resilience; Children, Adulthood, Later life, Successful aging growth through trauma; **Positive Traits:** Meaning, Personality, Positive beliefs, Positive illusions.

**UNIT V****(6 hours)****Social Innovation, Life Above Zero and Mindfulness**

**Social Innovation:** Meaning, Types, Social entrepreneurship, Emotional creativity. **Life Above Zero:** Interconnections of the good and bad, Contours of a positive life, Components of happy life, Seligman PERMA model of well-being. **Mindfulness:** Practice of mindfulness, Mindfulness and well-being.

\* denotes Self study

**Teaching Methods:**

Smart Classroom/Powerpoint presentation/Seminar/Quiz/Discussion/Flipped Class/peer Learning/Experiential Learning/Blended learning

**Text Books:**

1. Baumgardner, Steve and Crothers, Marie-Positive Psychology, Pearson Education, Ins, 2015.
2. Baron, R.A. (2004), “**Psychology**”, 5th ed. New Delhi: Pearson Education.
3. Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (1993), “**Introduction to Psychology**”, 7th ed. New Dehi: Tata McGraw Hill.
4. Stephen R.Covey., (1989) “**The 7 habits of highly effective people**” 25<sup>th</sup> Anniversary edition, Free Press, USA.

**Reference Books:**

1. Synder, C.R., Lopez,S. J.,and Pedrotti,J.T- Positive Psychology- The scientific and practical explorations of human strengths, Sage Publications, New Delhi, 2nd Ed 2011.
2. Synder,C.R. Lopez,Shane J. Handbook of Positive Psychology, Oxford University Press,2002.
3. Lopez,Shane J. The Encyclopedia of Positive Psychology Volume I, Blackwell Publishing Ltd, 2009.

**MAPPING**

CO \ PSO	PSO1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	S	M	S	H	H
CO2	M	H	S	H	H
CO3	M	H	S	S	S
CO4	M	M	M	S	H
CO5	H	H	M	L	S
S – Strong		H – High		M – Medium	
				L – Low	

**Question Paper Pattern****Duration: 3 hrs****Max: 75 marks**

**Section - A (10x1=10)**  
**Choose the correct answer**

**Section - B (5x5=25)**  
**Short answer questions, either or type, one question from each unit.**

**Section - C (5x8=40)**  
**Essay answer questions, either or type, one question from each unit.**

**CIA EXAMINATION MARK BREAKUP****(For Theory Only)**

<b>S. NO</b>	<b>DISTRIBUTION COMPONENT</b>	<b>MARKS</b>
1.	CIA I – 75 Marks Converted to 40	<b>40</b>
2.	CIA II – 75 Marks Converted to 40	<b>40</b>
3.	Assignment I	<b>05</b>
4.	Assignment II	<b>05</b>
5.	Attendance	<b>05</b>
6.	Others (Seminar, Group Discussion, Flipped Class room, etc., )	<b>05</b>
<b>Total</b>		<b>100</b>

For B.A., BBA, B.Com, BCA and B.Sc., Degree Students			
PART IV – ENVIRONMENTAL STUDIES			
Batch 2025-2028	Hours / Week 2	Total Hours 30	Credits 2

### Course Objectives

1. The course will provide students with an understanding and appreciation of the complex interactions of man, health and the environment. It will expose students to the multi-disciplinary nature of environmental health sciences.
2. To inculcate knowledge and create awareness about ecological and environmental concepts, issues and solutions to environmental problems.
3. To shape students into good “Eco citizens” thereby catering to global environmental needs.
4. This course is designed to study about the types of pollutants including gases, chemicals petroleum, noise, light, global warming and radiation as well as pollutant flow and recycling and principles of environmental pollution such as air, water and soil.
5. The course will address environmental stress and pollution, their sources in natural and workplace environments, their modes of transport and transformation, their ecological and public health effects, and existing methods for environmental disease prevention and remediation.

### Course Outcomes

On successful completion of the course, the students will be able

K1 to K5	CO 1	To understand how interactions between organisms and their environments drive the dynamics of individuals, populations, communities and ecosystems.
	CO2	To develop an in depth knowledge on the interdisciplinary relationship of cultural, ethical and social aspects of global environmental issues.
	CO3	To acquiring values and attitudes towards complex environmental socio-economic challenges and providing participatory role in solving current environmental problems and preventing the future ones.
	CO4	To gain inherent knowledge on basic concepts of biodiversity in an ecological context and about the current threats of biodiversity.
	CO5	To appraise the major concepts and terminology in the field of environmental pollutants, its interconnections and direct damage to the wildlife, in addition to human communities and ecosystems.

### Syllabus

#### UNIT I

##### MULTIDISCIPLINARY NATURE OF ENVIRONMENT

(6 HOURS)

Definition: scope and importance – Need for public awareness - Natural resources – Types of resources – Forest Resources – Water Resources – Mineral Resources – Food Resources – Energy Resources – Land Resources.

#### UNIT II

##### ECOSYSTEMS

(6 HOURS)

Concept of an ecosystem – Structure and functions of an ecosystem – Procedures, consumers and decomposers – Energy flow in the ecosystem – Ecological succession – Food chains, food web and ecological pyramids – Structure and function of the following ecosystem – Forest Ecosystem – Grassland Ecosystem – Desert Ecosystem – Aquatic Ecosystem.

#### UNIT III

##### BIODIVERSITY AND ITS CONSERVATION

(6 HOURS)

Introduction – Definition – Genetic – Species and ecosystem diversity- Bio geographical classification of India – Value of biodiversity – Biodiversity at global, national and local levels – India as a mega-diversity Nation - Hot spot of biodiversity – Threats to biodiversity - Endangered and endemic species of India – Conservation of Biodiversity – *In situ* Conservation of Biodiversity – *Ex situ* Conservation of Biodiversity.



**UNIT IV****ENVIRONMENTAL POLLUTION****(6 HOURS)**

Definition - Causes, effects and control measures of : Air Pollution – Water Pollution – Soil Pollution – Marine Pollution – Noise Pollution – Thermal Pollution – Nuclear Pollution – Solid Waste Management: Causes, effects, control measures of urban and industrial wastes – Role of individual in prevention of pollution – Pollution case studies – domestic waste water, effluent from paper mill and dyeing, cement pollution – Disaster Management – Food, Drought, Earthquake, Tsunami, Cyclone and Landslide.

**UNIT V****SOCIAL ISSUES AND THE ENVIRONMENT****(6 HOURS)**

Sustainable Development – Smart City, Urban planning, Town Planning , Urban problems related to energy – Water Conservation: Rain Water Harvesting and Watershed Management – Resettlement and rehabilitation of people, its problems and concerns, case studies Narmatha Valley Project – Environmental ethics, issues and possible solutions – Climate change, global warming, ozone layer depletion, acid rain, nuclear accidents and holocaust, case studies – Hiroshima and Nagasaki, Chernobyl – Consumerism and waste products – Environmental Protection Act – Air Pollution Act (Prevention and Control) – Water Pollution Act (Prevention and control) – Wild Life Protection Act – Forest Conservation Act – Issues involved in enforcement of environmental legislation – Public awareness – Human Population and the environment – Population Growth and Distribution – Population Explosion – Family Welfare Programme – Environment and Human Health – Human Rights – Value Education – HIV/ AIDS – Women and Child Welfare – Role of Information Technology in Environment and Human Health.

**Teaching Methods**

- Smart Class Room/Powerpoint presentation/Seminar/Quiz/Discussion

**Text Book:**

1.P.Arul, A Text Book of Environmental Studies, Environmental Agency, No 27, Nattar street, Velacherry main road, Velacheery, Chennai – 42, First Edition, Nov.2004.

**Reference Books:**

1. Purohit Shammi Agarwal, A text Book of Environmental Sciences, Publisher Mrs.Saraswati Prohit, Student Education , Behind Naswan Cinema Chopansi Road, Jodhpur.
2. Dr.Suresh and K.Dhameja, Environmental Sciences and Engineering , Publisher S.K.Kataria & Sons, 424/6, Guru Nanak Street, Vaisarak, Delhi -110 006.
3. J.Glynn Henry and Gary W Heinke, Environmental Science and Engineering, Prentice Hall of India Private Ltd., New Delhi – 110 001.

Question Paper Pattern for General papers

**Environmental Studies**

**Question paper pattern**  
**External only**

**25EVS101**

Duration: 3 hours

Total Marks : 50

Answer all Questions (5 x 10 = 50 Marks)  
Essay type, either or type questions from each unit.

Programme Code:	For B.A., BBA, B.Com, BCA and B.Sc., Degree Students		
VALUE EDUCATION – MORAL AND ETHICS			
Batch 2025-2028	Hours / Week 2	Total Hours 30	Credits 2

**Course Objectives**

1. To impart Value Education in every walk of life.
2. To help the students to reach excellence and reap success.
3. To impart the right attitude by practicing self introspection.
4. To portray the life and messages of Great Leaders.
5. To insist the need for universal brotherhood, patience and tolerance.
6. To help the students to keep them fit.
7. To educate the importance of Yoga and Meditation.

**Course Outcomes (CO)**

On successful completion of the course, the students will be able

K1 to K5	CO1	To recognize Moral values, Ethics, contribution of leaders, Yoga and its practice.
	CO2	To differentiate and relate the day to day applications of Yoga and Ethics in real life situations.
	CO3	To emulate the principled life of great warriors and take it forward as a message to self and the society.
	CO4	To analyze the Practical outcome of practicing Moral values in real life situation.
	CO5	To evaluate and Rank the outcome of the pragmatic approach to further develop the skills.

**Syllabus****UNIT I: (4 Hours)**

**Moral and Ethics:** Introduction – Meaning of Moral and Ethics – Social Ethics – Ethics and Culture – Aim of Education.

**UNIT II: (6 Hours)**

**Life and Teachings of Swami Vivekananda:** Birth and Childhood days of Swami Vivekananda – At the Parliament of Religions – Teachings of Swami Vivekananda

**UNIT III: (4 Hours)**

**Warriors of our Nation:** Subhas Chandra Bose – Sardhar Vallabhbhai Patel – Udham Singh – V. O. Chidambaram Pillai – Bhagat Singh – Tiruppur Kumaran – Dheeran Chinnamalai – Thillaiaadi Valliammai – Velu Nachiyar – Vanchinathan

**UNIT IV: (8 Hours)**

Introduction -yoga and its benefits - Ardhasiddhasana- Yoga for peace- Yoga for health - Yoga for wellbeing - Yoga for success - Brain yoga benefits - The science of Yoga.

**UNIT V: (8 Hours)**

Isha kriya -Surya Shakthi and it's benefits.

**Teaching Methods**

Smart Classroom/Powerpoint presentation/Seminar/Quiz/Discussion/Flipped Class/peer Learning/Experiential Learning/Blended learning

**Text Books:**

1. Value Based Education – Moral and Ethics – compiled by Kongunadu Arts and Science College (Autonomous), 3<sup>rd</sup> Edition (2024).

**Reference Books:**

1. Swami Vivekananda - A Biography, Swami Nikhilananda, Advaita Ashrama, India, 24<sup>th</sup> Reprint Edition (2010).
2. Gandhi, Nehru, Tagore and other eminent personalities of Modern India, Kalpana Rajaram, Spectrum Books Pvt. Ltd., revised and enlarged edition(2004).
3. Freedom Fighters of India, Lion M.G. Agrawal, Isha Books Publisher, First Edition (2008).
4. Easy steps to Yoga by Swami Vivekananda, A Divine Life Society Publication(2000).

**Question Paper Pattern**

**Duration: 3 hours**

**Total Marks: 50**

**Answer all Questions (5 x 10 = 50 Marks)**

Essay type, either or type questions from each unit.

Sub.Code: 25UHR3N1

Programme Code : 21	For B.A., BBA, B.Com, BCA and B.Sc., Degree Students		
PART IV -NON MAJOR ELECTIVE –I HUMAN RIGHTS			
Batch 2025-2028	Hours / Week 2	Total Hours 30	Credits 2

**COURSE OBJECTIVES**

- To prepare for responsible citizenship with awareness of the relationship between Human Rights, democracy and development.
- To impart education on national and international regime on Human Rights.
- To sensitive students to human suffering and promotion of human life with dignity.
- To develop skills on human rights advocacy
- To appreciate the relationship between rights and duties
- To foster respect for tolerance and compassion for all living creature.

**COURSE OUTCOMES**

On successful completion of the course, the students will be able

K1 to K5	CO1	To understand the hidden truth of Human Rights by studying various provisions in the Constitution of India.
	CO2	To acquire overall knowledge regarding the Feminist perspectives in the Liberative Empowerment of Women.
	CO3	To gain knowledge about various gender roles and stereotypes involved in the comprehension of gender equality and women's rights.
	CO4	To comprehend the legal provisions and policies that foreground the safety of children in the society and to promote awareness.
	CO5	To gain enhanced knowledge about sexual and gender minorities to recognize, celebrate and acknowledge the diversified forms of gender expressions and rights.

**SYLLABUS**

- UNIT I** (6 Hours)  
**HUMAN RIGHTS HUMANS RIGHTS CONSTITUTION OF INDIA:** Humans Rights - Constitution Of India
- UNIT II** (6 Hours)  
**WOMEN EMPOWERMENT IN INDIA:** Feminism And Sexual Violence - Women And Liberation
- UNIT III** (6 Hours)  
**GENDER EQUALITY AND WOMEN'S RIGHTS:** Stereotype Gender Roles - Women's Education, Power And Science
- UNIT IV** (6 Hours)  
**RIGHTS OF THE CHILD IN INDIA:** Status of child in contemporary Indian society - Special Laws and Policies for protection of children
- UNIT V** (6 Hours)  
**SOGIESC RIGHTS:** Understanding SOGIESC- basic Definitions- inclusivity of SOGIESC-importance of studying SOGIESC- presence of SOGIESC in Indian Traditions- temples and cultural practices that exemplify SOGIESC in India- Genetics of Sex determination- Genetics of Intersex community- Successful SOGIESC Personalities and achievers – Alan Turing- Sally Ride- Leonardo da vinci- Alan Hart- Virginia - Woolf- Bayard Rustin- Padmini Prakash- Akkai Padmashali- K Prithika Yashini- Laxmi Narayan Tripathi- Madhu Bai Kinnar-Manabi Bandhopadhyay- SOGIESC Rights and laws

### Teaching Methods

Smart Classroom/Powerpoint presentation/Seminar/Quiz/Discussion/Flipped Class/peer Learning/Experiential Learning/Blended learning

### Books for Study:

1. Human Rights (2019) Compiled by Kongunadu Arts and Science College, Coimbatore –29.

### REFERENCES:

1. Human Rights, (2018) by Jaganathan,MA.,MBA.,MMM.,ML.,ML., (Humanitarian Law) and J.P. Arjun  
Proprietor: Usha Jaganathan, Refugee Law

Law series, 1st floor, Narmatha Nanthi Street, Magathma Gandhi Nagar, Madurai – 625014.

2. “Sexual orientation, gender identity, gender expression, and sex characteristics: a primer” by James Montilla Doble, Edited by Bryon Neil Senga and Marie Aubrey Villaceran.

Weblink: <https://rainbowresearchhub.up.edu.ph/resources/sexual-orientation-gender-identity-gender-expression-and-sex-characteristics-a-primer/>

3. Country Report on SOGIESC Rights In India: An Unfinished Agenda.

Weblink: <https://www.ilgaasia.org/publications/india-country-report-an-unfinished-agenda>

4. Intersex.

Weblink: <https://my.clevelandclinic.org/health/articles/16324-intersex>

5. SOGIESC Personalities:

<https://www.bbc.com/news/world-asia-india-29357630>

[https://en.wikipedia.org/wiki/Laxmi\\_Narayan\\_Tripathi](https://en.wikipedia.org/wiki/Laxmi_Narayan_Tripathi)

[https://en.wikipedia.org/wiki/Akkai\\_Padmashali](https://en.wikipedia.org/wiki/Akkai_Padmashali)

<https://www.indiatoday.in/india/story/prithika-yashini-india-first-transgender-police-officer-tamil-nadu-969389-2017-04-04>

<https://yourstory.com/2018/03/first-transgendre-college-principal-west-bengal>

6. SOGIESC Rights and laws

<https://www.openglobalrights.org/lgbtqia-to-sogiesc-reframing-sexuality-gender-human-rights/>

<https://static1.squarespace.com/static/5a84777f64b05fa9644483fe/t/625ead0484f9005d75b92dd0/1650371887436/ILGA+Asia+India+Report+2021.pdf>

**Question Paper Pattern**

**Duration: 3 hrs**

**Max: 75 marks**

**Section - A** (10x1=10)

**Choose the correct answer**

**Section - B** (5x5=25)

Short answer questions, either or type, one question from each unit.

**Section - C** (5x8=40)

Essay answer questions, either or type, one question from each unit.



<b>Programme Code:</b>	<b>For B.A., BBA, B.Com, BCA and B.Sc., Degree Students</b>		
	<b>Part IV -NON- MAJOR ELECTIVE – II WOMEN’S RIGHTS</b>		
<b>Batch 2025-2028</b>	<b>Hours / Week 2</b>	<b>Total Hours 30</b>	<b>Credits 2</b>

### COURSE OBJECTIVES

1. To know about the laws enacted to protect Women against violence.
2. To impart awareness about the hurdles faced by Women.
3. To develop a knowledge about the status of all forms of Women to access to justice.
4. To create awareness about Women’s rights.
5. To know about laws and norms pertaining to protection of Women.
6. To understand the articles which enables the Women’s rights.
7. To understand the Special Women Welfare laws.
8. To realize how the violence against Women puts an undue burden on healthcare services.

### COURSE OUTCOMES

On successful completion of the course, the students will be able

K1 to K5	CO1	To appraise the importance of Women’s Studies and incorporate Women’s Studies with other fields
	CO2	To analyze the realities of Women Empowerment, Portrayal of Women in Media, Development and Communication
	CO3	To interpret the laws pertaining to violence against Women and legal Consequences
	CO4	To contribute to the study of the important elements in the Indian Constitution, Indian Laws for Protection of Women
	CO5	To spell out and implement Government Developmental schemes for women and create awareness on modernization and impact of technology on Women

### Syllabus

#### Unit I

(6 Hours)

**Women’s Studies:** Basic concepts of Women’s studies in Higher education, Women’s studies perspectives- Socialization- Patriarchy- Women’s studies as an academic discipline- Growth and development of Women’s studies as a discipline internationally and in India.

#### Unit II

(6 Hours)

**Socio-Economic Development of Women:** Family welfare measures, role of Women in economic development, representation of Women in media, status of Women land rights, Women Entrepreneurs, National policy for the empowerment of women.

#### Unit III

(6 Hours)

**Women’s Rights – Access to Justice:** Crime against Women, domestic violence – physical abuse-verbal abuse – emotional abuse - economic abuse – minorities, dowry- harassment and death, code of conduct for work place, abetment of suicide.

#### Unit IV

(6 Hours)

**Women Protective acts:** Protective legislation for Women in the Indian constitution- Anti dowry, SITA, PNDT, and Prevention Sexual Harassment at Workplace (Visaka case), Domestic violence (Prevention) Act.

Sub.Code :25UWR4N2

**Unit V****(6 Hours)**

**Women and Child welfare:** Safety provisions - various forms of mass media, radio, visual, internet, cyber space, texting, SMS and smart phone usage. Healing measures for the affected Women and child society by private and public sector, NGO and society.

**Teaching Methods:**

Smart Classroom/Powerpoint presentation/Seminar/Quiz/Discussion/Flipped Class/peer Learning/Experiential Learning/Blended learning

**Text Book:**

1. **Women's Rights** (2021), compiled by Kongunadu Arts & Science College, Coimbatore – 641 029.

**Reference Books:**

1. **“Rights of Indian Women”** by Vipul Srivatsava. Publisher: Corporate Law Advisor, 2014.
2. **“Women's security and Indian law”** by Harsharam Singh. Publisher: Aabha Publishers and Distributors, 2015.
3. **“Women's Property Rights in India”** by Kalpaz publications, 2016.

**QUESTION PAPER PATTERN**

**Duration: 3 Hours**

**Max. Marks: 75**

**SECTION A**

(5 x 5 = 25 marks)

Short answers, either or type, one question from each unit.

**SECTION B**

(5 x 10 = 50 marks)

Essay type questions, either or type, one question from each unit.

Programme Code :	For B.A., B.Sc., and BCA Degree Students		
PART IV - NON- MAJOR ELECTIVE III - CONSUMER AFFAIRS			
Batch	Hours/Week	Total Hours	Credits
2025-2028	2	30	2

### COURSE OBJECTIVES

- To familiarize the students with their rights and responsibilities as a consumer.
- To understand the procedure of redress of consumer complaints.
- To know more about decisions on Leading Cases by Consumer Protection Act.
- To get more knowledge about Organizational set-up under the Consumer Protection Act.
- To impart awareness about the Role of Industry Regulators in Consumer Protection.
- To understand Contemporary Issues in Consumer Affairs.

### COURSE OUTCOMES

On successful completion of the course, the students will be able

K1 to K5	CO1	To know the rights and responsibility of consumers.
	CO2	To understand the importance and benefits of consumer protection act.
	CO3	To apply the role of different agencies in establishing product and service standards.
	CO4	To analyse to handle the business firms' interface with consumers.
	CO5	To assess Quality and Standardization of consumer affairs

### SYLLABUS

#### UNIT I

**(6 Hours)**

Conceptual Framework - Consumer and Markets: Concept of Consumer, Nature of markets: Liberalization and Globalization of markets with special reference to Indian Consumer Markets, E-Commerce with reference to Indian Market, Concept of Price in Retail and Wholesale, Maximum Retail Price (MRP), Fair Price, GST, labeling and packaging along with relevant laws, Legal Metrology. Experiencing and Voicing Dissatisfaction: Consumer buying process, Consumer Satisfaction/dissatisfaction-Grievances-complaint, Consumer Complaining Behaviour: Alternatives available to Dissatisfied Consumers; Complaint Handling Process: ISO 10000suite

#### UNIT II

**(6 Hours)**

The Consumer Protection Law in India - Objectives and Basic Concepts: Consumer rights and UN Guidelines on consumer protection, Consumer goods, defect in goods, spurious goods and services, service, deficiency in service, unfair trade practice, restrictive trade practice.

Organizational set-up under the Consumer Protection Act: Advisory Bodies: Consumer Protection Councils at the Central, State and District Levels; Adjudicatory Bodies: District Forums, State Commissions, National Commission: Their Composition, Powers, and Jurisdiction (Pecuniary and Territorial), Role of Supreme Court under the CPA with important case law.

#### UNIT III

**(6 Hours)**

Grievance Redressal Mechanism under the Indian Consumer Protection Law - Who can file a complaint? Grounds of filing a complaint; Limitation period; Procedure for filing and hearing of a complaint; Disposal of cases, Relief/Remedy available; Temporary Injunction, Enforcement of order, Appeal, frivolous and vexatious complaints; Offences and penalties.

Leading Cases decided under Consumer Protection law by Supreme Court/National Commission: Medical Negligence; Banking; Insurance; Housing & Real Estate; Electricity and Telecom Services; Education; Defective Products; Unfair Trade Practices.

**UNIT IV****(6 Hours)**

Role of Industry Regulators in Consumer Protection

- i. Banking: RBI and Banking Ombudsman
- ii. Insurance: IRDA and Insurance Ombudsman
- iii. Telecommunication: TRAI
- iv. Food Products: FSSAI
- v. Electricity Supply: Electricity Regulatory Commission
- vi. Real Estate Regulatory Authority

**UNIT V****(6 Hours)**

Contemporary Issues in Consumer Affairs - Consumer Movement in India: Evolution of Consumer Movement in India, Formation of consumer organizations and their role in consumer protection, Misleading Advertisements and sustainable consumption, National Consumer Helpline, Comparative Product testing, Sustainable consumption and energy ratings.

Quality and Standardization: Voluntary and Mandatory standards; Role of BIS, Indian Standards Mark (ISI), Ag-mark, Hallmarking, Licensing and Surveillance; Role of International Standards: ISO an Overview.

Note: Unit 2 and 3 refers to the Consumer Protection Act, 2086. Any change in law would be added appropriately after the new law is notified.

**Teaching Methods:**

Smart ClassRoom/Powerpoint presentation/Seminar/Quiz/Discussion/Flipped Class/peer Learning/Experiential Learning/Blended learning

**SUGGESTED READINGS:**

1. Khanna, Sri Ram, Savita Hanspal, Sheetal Kapoor, and H.K. Awasthi. (2007) Consumer Affairs, UniversitiesPress.
2. Choudhary, Ram Naresh Prasad (2005). Consumer Protection Law Provisions and Procedure, Deep and Deep Publications PvtLtd.
3. G. Ganesan and M. Sumathy. (2012). Globalisation and Consumerism: Issues and Challenges, RegalPublications
4. Suresh Misra and Sapna Chadah (2012). Consumer Protection in India: Issues and Concerns, IIPA, NewDelhi
5. Rajyalaxmi Rao (2012), Consumer is King, Universal Law Publishing Company
6. Girimaji, Pushpa (2002). Consumer Right for Everyone Penguin Books.
7. E-books :-[www.consumereducation.in](http://www.consumereducation.in)
8. Empowering Consumers e-book,[www.consumeraffairs.nic.in](http://www.consumeraffairs.nic.in)
9. ebook,[www.bis.org](http://www.bis.org)
10. The Consumer Protection Act, 2086 and its later versions.

**Duration: 3 hrs**

**Question paper pattern**

**Max: 75 Marks**

**Section A (5 x 5=25)**

Short notes

Either – or / type – question from each unit.

**Section B (5 x 10=50)**

Essay type

Either – or / type – question from each unit.

ALL UG COURSES		
Title of the paper: <b>HEALTH AND WELLNESS</b>		
Batch 2025 – 2026	Semester IV	Credits 2

**Skill Areas:**

Physical Fitness, Nutrition, Mental Health, Awareness on Drug addiction and its effects.

**Purpose:**

The Health & Wellness course focuses on teaching the elements of physical, mental, emotional, social, intellectual, environmental well-being which are essential for overall development of an individual. The course also addresses the dangers of substance abuse and online risks to promote emotional and mental health.

**Learning Outcomes:**

Upon completion of the Health & Wellness course, students will be able to:

1. Demonstrate proficiency in sports training and physical fitness practices.
2. Improve their mental and emotional well-being, fostering a positive outlook on health and life.
3. Develop competence and commitment as professionals in the field of health and wellness.
4. Awareness on drug addiction and its ill effects

**Focus:**

During the conduct of the Health & Wellness course, the students will benefit from the following focus areas:

1. Stress Management.
2. Breaking Bad Habits.
3. Improving Interpersonal Relationships.
4. Building Physical Strength & Inner Strength.

**Role of the Facilitator:**

The faculty plays a crucial role in effectively engaging with students and guiding them towards achieving learning outcomes. Faculty participation involves the following areas:

1. **Mentorship & Motivation:** The Facilitator mentors students in wellness and self-discipline while inspiring a positive outlook on health. Faculty teach stress management, fitness, and daily well-being.

2. **Promoting a Safe and Inclusive Environment:** The facilitator ensures a safe, inclusive, and respectful learning environment for active student participation and benefit.

3. **Individualized Support and Monitoring Progress:** The facilitator plays a crucial role in providing personalized support, monitoring and guidance to students.

### **Guided Activities:**

In this course, several general guided activities have been suggested to facilitate the achievement of desired learning outcomes. They are as follows:

1. Introduction to Holistic Well-being.
2. Holistic Wellness Program- Nurturing Body and Mind
3. Breaking Bad Habits Workshop.
4. Improving the elements of physical, emotional, social, intellectual, environmental and mental well-being.
5. Creating situational awareness, digital awareness.
6. Understanding substance abuse, consequences and the way out.

### **Period Distribution**

The following are the guided activities suggested for this Audit course.

The Physical Director should plan the activities by the students.

Arrange the suitable Mentor/Guide for the wellness activities.

Additional activities and programs can be planned for Health and Wellness.

S.No.	Guided Activities	Period
1	<b>Introduction to Holistic Well-being</b> <ol style="list-style-type: none"> <li>1. Introduce the core components of Health &amp; Well-being namely Physical, mental and emotional well-being.</li> <li>2. Provide worksheets on all the four components individually and explain the interconnectedness to give an overall understanding.</li> </ol>	
2	<b>Wellness Wheel Exercise (Overall Analysis)</b> <ul style="list-style-type: none"> <li>• Guide students to assess their well-being in various life dimensions through exercises on various aspects of wellbeing and explain the benefits of applying wellness wheel.</li> <li>• Introduce Tech Tools.</li> <li>• Explore the use of technology to support well-being.</li> <li>• Introduce students to apps for meditation, sleep tracking or healthy recipe inspiration.</li> </ul>	



3	<p><b>Breaking Bad Habits (Overall Analysis)</b></p> <ul style="list-style-type: none"> <li>• Open a discussion on bad habits and their harmful effects.</li> <li>• Provide a worksheet to the students to identify their personal bad habits.</li> <li>• Discuss the trigger, cause, consequence and solution with examples.</li> <li>• Guide them to replace the bad habits with good ones through worksheets.</li> </ul>	
4	<p><b>Physical Well-being</b></p> <p><b>1. Fitness</b></p> <p>Introduce the different types of fitness activities such as basic exercises, cardiovascular exercises, strength training exercises, flexibility exercises, so on and so forth.</p> <p>(Include theoretical explanations and outdoor activity).</p> <p><b>2. Nutrition</b></p> <p>Facilitate students to reflect on their eating habits, their body type, and to test their knowledge on nutrition, its sources and the benefits.</p> <p><b>3. Yoga &amp; Meditation</b></p> <p>Discuss the benefits of Yoga and Meditation for one's overall health.</p> <p>Demonstrate different yoga postures and their benefits on the body through visuals (pictures or videos)</p> <p><b>4. Brain Health</b></p> <p>Discuss the importance of brain health for daily life.</p> <p>Habits that affect brain health (irregular sleep, eating, screen time).</p> <p>Habits that help for healthy brains (reading, proper sleep, exercises).</p> <p>Benefits of breathing exercises and meditation for healthy lungs.</p> <p><b>5. Healthy Lungs</b></p> <p>Discuss the importance of lung health for daily life.</p> <p>Habits that affect lung health (smoking, lack of exercises).</p> <p>Benefits of breathing exercises for healthy lungs.</p> <p><b>6. Hygiene and Grooming</b></p> <p>Discuss the importance of hygienic habits for good oral, vision, hearing and skin health.</p> <p>Discuss the positive effects of grooming on one's confidence level and professional growth.</p>	

	<p><b>Suggested Activities (sample);</b></p> <p><b>Nutrition:</b></p> <p>Invite a nutritionist to talk among the students on the importance of nutrition to the body or show similar videos shared by experts on social media. Organize a 'Stove less/fireless cooking competition' for students where they are expected to prepare a nutritious dish and explain the nutritive values in parallel.</p>	
5	<p><b>Emotional Well-being</b></p> <p><b>1. Stress Management</b></p> <p>Trigger a conversation or provide self-reflective worksheets to identify the stress factors in daily life and their impact on students' performance.</p> <p>Introduce different relaxation techniques like deep breathing, progressive muscle relaxation, or guided imagery.</p> <p>(use audio recordings or visuals to guide them through these techniques).</p> <p>After practicing the techniques, have them reflect on how these methods can help manage stress in daily life.</p> <p><b>2. Importance of saying 'NO'.</b></p> <p>Explain the students that saying 'NO' is important for their Physical and mental well-being, Academic Performance, Growth and Future, Confidence, Self-respect, Strong and Healthy Relationships, building reputation for self and their family (avoid earning a bad name).</p> <p>Factors that prevent them from saying 'NO'.</p> <p>How to practice saying 'NO'.</p> <p><b>3. Body Positivity and self-acceptance</b></p> <p>Discuss the following with the students.</p> <ul style="list-style-type: none"> <li>• What is body positivity and self-acceptance?</li> <li>• Why is it important?</li> <li>• Be kind to yourself.</li> <li>• Understand that everyone's unique.</li> </ul> <p><b><u>Suggested Activities (Sample):</u></b></p> <p>(Importance of saying 'NO')</p> <p>Provide worksheets to self-reflect on.....</p> <p>...how they feel when others say 'no' to them</p> <p>...the situations where they should say 'no'</p> <p>Challenge students to write a song or rap about the importance of saying no and how to do it effectively.</p> <p>Students can perform their creations for the class.</p>	

6	<p><b>Social Well-Being</b></p> <p><b>1. Practicing Gratitude</b></p> <p>Discuss the importance of practicing gratitude for building relationships with family, friends, relatives, mentors and colleagues.</p> <p>Discuss how one can show gratitude through words and deeds.</p> <p>Explain how practicing gratitude can create 'ripple effect'.</p> <p><b>2. Cultivating Kindness and Compassion</b></p> <p>Define and differentiate between kindness and compassion.</p> <p>Explore practices that cultivate these positive emotions.</p> <p>Self-Compassion as the Foundation.</p> <p>The power of small gestures.</p> <p>Understanding another's perspective.</p> <p>The fruits of compassion.</p> <p><b>3. Practicing Forgiveness</b></p> <p>Discuss the concept of forgiveness and its benefits.</p> <p>Forgiveness: What is it? and What it isn't?</p> <p>Benefits of forgiveness.</p> <p>Finding forgiveness practices.</p> <p><b>4. Celebrating Differences</b></p> <p>Appreciate the value of individual differences and foster inclusivity.</p> <p>The World: A Tapestry of Differences (cultures, backgrounds, beliefs, abilities, and appearances).</p> <p>Finding strength in differences (diverse perspectives and experiences lead to better problem-solving and innovation).</p> <p>Celebrating differences, not ignoring them (respecting and appreciating the unique qualities).</p> <p>Activities for celebrating differences (share culture, learn about others, embrace new experiences).</p> <p><b>5. Digital Detox</b></p> <p><b>Introduce the students to:</b></p> <p>The concept of a digital detox and its benefits for social well-being.</p> <p>How to disconnect from devices more often to strengthen real-world connections.</p> <p><b>Suggested Activities (sample):</b></p> <p><b>(Practicing Gratitude)</b></p> <p>Provide worksheets to choose the right ways to express gratitude. Celebrate 'gratitude day' in the college and encourage the students to honor the house keeping staff in some way to express gratitude for their service.</p>	
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7	<p><b>Intellectual Well-being</b></p> <p><b>1. Being a lifelong Learner</b></p> <p><b>Give students an understanding on:</b></p> <p>The relevance of intellectual well-being in this 21st century to meet. the expectations in personal and professional well-being</p> <p>The Importance of enhancing problem-solving skills</p> <p>Cultivating habits to enhance the intellectual well-being (using the library extensively, participating in extra-curricular activities, reading newspaper etc.)</p> <p><b>2. Digital Literacy</b></p> <p><b>Discuss:</b></p> <p>The key aspects of digital literacy and its importance in today's world.</p> <p>It is more than just liking and sharing on social media.</p> <p>The four major components of digital literacy (critical thinking, communication, problem-solving, digital citizenship).</p> <p>Why is digital literacy important?</p> <p>Boosting one's digital skills.</p> <p><b>3. Transfer of Learning</b></p> <p>Connections between different subjects - How knowledge gained in one area can be applied to others.</p> <p><b><u>Suggested Activities(sample):</u></b></p> <p>Intellectual Well-being.</p> <p>Provide worksheets to students for teaching them how to boost intellectual well-being.</p> <p>Ask the students to identify a long-standing problem in their locality, and come up with a solution and present it in the classroom. Also organize an event like 'Idea Expo' to display the designs, ideas, and suggestions, to motivate the students to improve their intellectual well-being.</p>	
8	<p><b>Environmental Well-being</b></p> <p>1. The Importance of initiating a change in the environment.</p> <p><b>The session could be around:</b></p> <p>Defining Environmental well-being (physical, chemical, biological, social, and psychosocial factors) People's behaviour, crime, pollution, political activities, infra-structure, family situation etc.</p> <p>Suggesting different ways of initiating changes in the environment (taking responsibility, creating awareness, volunteering, approaching administration).</p>	

	<p><b><u>Suggested Activities (sample):</u></b></p> <p>Providing worksheets to self-reflect on how the environment affects their life, and the ways to initiate a change.</p> <p>Dedicate a bulletin board or wall space (or chart work) in the classroom for students to share their ideas for improving environmental well-being.</p> <p>Creating a volunteers' club in the college and carrying out monthly activities like campus cleaning, awareness campaigns against noise pollution, (loud speakers in public places), addressing anti-social behaviour on the campus or in their locality.</p>	
9	<p><b>Mental Well-being</b></p> <p><b>1. Importance of self-reflection</b></p> <p><b>Discuss:</b></p> <p>Steps involved in achieving mental well-being (self-reflection, self-awareness, applying actions, achieving mental well-being).</p> <p>Different ways to achieve mental well-being (finding purpose, coping with stress, moral compass, connecting for a common cause).</p> <p>The role of journaling in mental well-being.</p> <p><b>2. Mindfulness and Meditation Practices</b></p> <p>Benefits of practicing mindful habits and meditation for overall well-being.</p> <p><b>1. Connecting with nature</b></p> <p>Practicing to be in the present moment - Nature walk, feeling the sun, listening to the natural sounds.</p> <p>Exploring with intention - Hiking, gardening to observe the nature.</p> <p>Reflecting on the emotions, and feeling kindled by nature.</p> <p><b>2. Serving people</b></p> <p>Identifying the needs of others.</p> <p>Helping others.</p> <p>Volunteering your time, skills and listening ear.</p> <p>Finding joy in giving.</p> <p><b>3. Creative Expressions</b></p> <p>Indulging in writing poems, stories, music making/listening, creating visual arts to connect with inner selves.</p> <p><b><u>Suggested Activities (Sample):</u></b></p> <p>(Mindfulness and Meditation) Conducting guided meditation every day for 10 minutes and directing the students to record the changes they observe.</p>	

10	<p><b>Situational Awareness (Developing Life skills)</b></p> <p><b>1. Being street smart</b></p> <p><b>Discuss:</b></p> <p>Who are street smart?</p> <p>Why is it important to be street smart?</p> <p>Characteristics of a street-smart person: Importance of acquiring life skills to become street smart (General First-aid procedure, CPR Procedure, Handling emergency situations like fire, flood etc).</p> <p><b>2. Digital Awareness</b></p> <p><b>Discuss:</b></p> <p>Cyber Security</p> <p>Information Literacy</p> <p>Digital Privacy</p> <p>Fraud Detection</p> <p><b><u>Suggested Activities (sample):</u></b></p> <p>(Street Smart) Inviting professionals to demonstrate the CPR Procedure</p> <p>Conducting a quiz on Emergency Numbers</p>	
11	<p><b>Understanding Addiction</b></p> <p><b>Plan this session around:</b></p> <p>Identifying the environmental cues, triggers that lead to picking up this habit.</p> <p>Knowing the impact of substance abuse Adverse health conditions, social isolation, ruined future, hidden financial loss and damaging the family reputation.</p> <p>Seeking help to get out of this addiction.</p> <p><b><u>Suggested Activities:</u></b></p> <p>Provide Worksheets to check the students' level of understanding about substance addiction and their impacts.</p> <p>Share case studies with students from real-life.</p> <p>Play/share awareness videos on addiction/de-addiction, experts talk.</p> <p>*Conduct awareness programmes on Drugs and its ill effects.</p> <p>(Arrange Experts from the concerned government departments and NGOs working in drug addiction issues) and maintain the documents of the program.</p>	

**Closure:**

Each student should submit a Handwritten Summary of their Learnings & Action Plan for the future.

**Assessments:**

- Use Self-reflective worksheets to assess their understanding.
- Submit the worksheets to internal audit/external audit.
- Every student's activities report should be documented and the same have to be assessed by the Physical Director with the mentor. The evaluation should be for 100 marks. No examination is required.

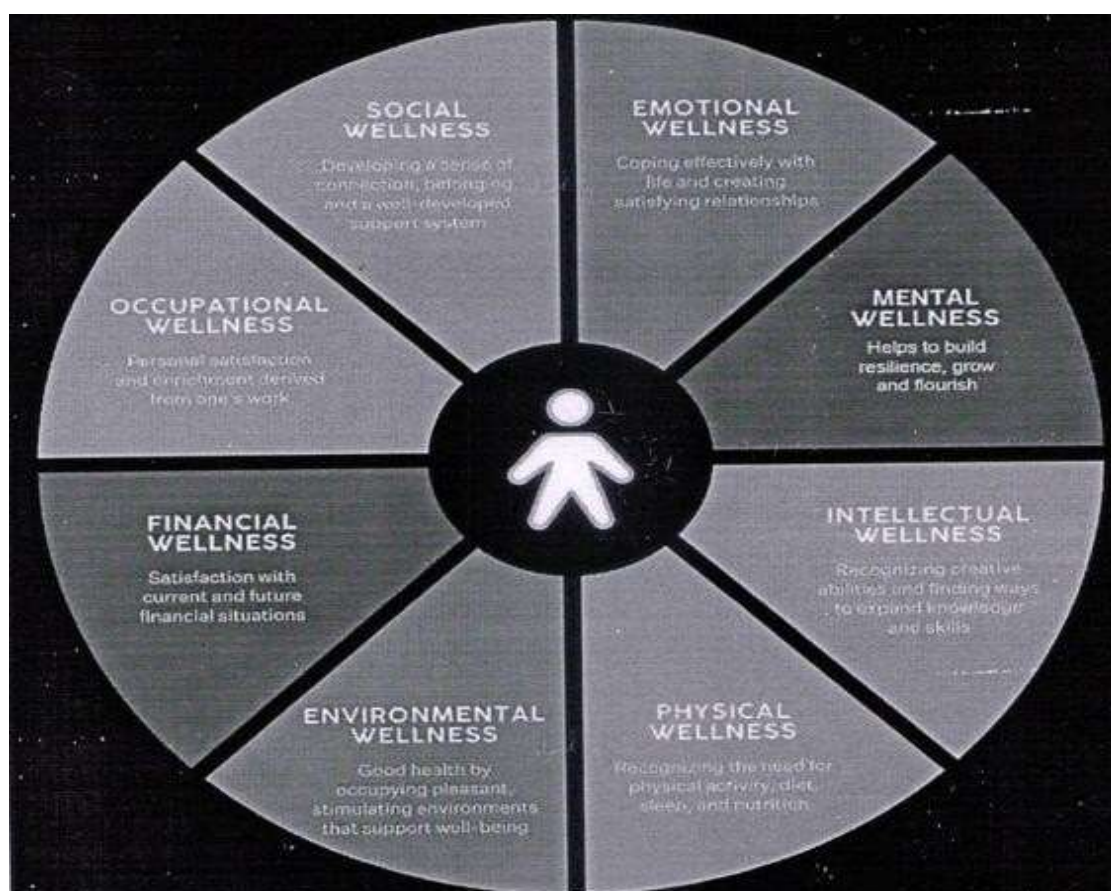
**Scheme of Evaluation**

Part	Description	Marks
A	Report	40
B	Attendance	20
C	Activities (Observation During Practice)	40
Total		100

**References/Resource Materials:**

The course acknowledges that individual needs for references and resources may vary. However, here are some general reference materials and resources that may be helpful:

## 1. The Well-Being Wheel:



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2. **Facilities & Spaces:** Some activities may require access to specific facilities, resources or spaces. Students may need to coordinate with the college administration to reserve these as required.

**3. Online Resources:**

1. United Nations Sustainable Development Goals - Goal 3-Good Health & Well-Being:  
<https://www.un.org/sustainabledevelopment/health/>
2. Mindfulness and Meditation: Stanford Health Library offers mindfulness and meditation resources:  
<https://healthlibrary.stanford.edu/books-resources/mindfulness-meditation.html>
3. Breaking Bad Habits: James Clear provides a guide on how to build good habits and break bad ones: <https://jamesclear.com/habits>
4. 6 Ways to Keep Your Brain Sharp  
<https://www.lorman.com/blog/post/how-to-keep-your-brain-sharp>
5. What Is Social Wellbeing? 12+ Activities for Social Wellness  
<https://positivepsychology.com/social-wellbeing/>
6. How Does Your Environment Affect Your Mental Health?  
<https://www.verywellmind.com/how-your-environment-affects-your-mental-health-5093687>
7. How to say no to others (and why you shouldn't feel guilty)  
<https://www.betterup.com/blog/how-to-say-no>