



Dr. M.G.R.
EDUCATIONAL AND RESEARCH INSTITUTE
DEEMED TO BE UNIVERSITY

University with Graded Autonomy Status

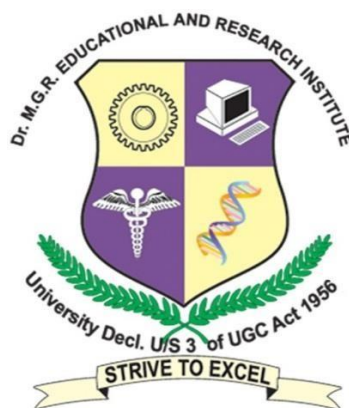
(An ISO 21001 : 2018 Certified Institution)

Periyar E.V.R. High Road, Maduravoyal, Chennai-95. Tamilnadu, India.



FACULTY OF HOTEL MANAGEMENT
CULINARY ARTS & DENOVO COURSES

LEARNING OUTCOME BASED CURRICULUM



BSC PSYCHOLOGY (FULL TIME)
CURRICULUM & SYLLABI
2022-2023

Regulations

Students admitted from the academic year 2022-2023

DEPARTMENT OF PSYCHOLOGY

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VISION

To create, evolve and demonstrate applicability of the knowledge systems in the discipline of psychology that would promote subjective strengths and individual specific potentials to facilitate peaceful co-existence and professional excellence. Courses will ensure delivery of multidimensional professional competence abiding cultural relevance and in the process of addressing other contemporary societal issues.

MISSION

M1: To create self-awareness among students to discover one's true calling in life for the evolution of higher human consciousness

M2: To create a healthy interface between society, culture and higher education in the context of psychology teaching, learning and research.

M3: To bring in, integrate, and strengthen the cultural rootedness and appropriateness of psychological knowledge and practice with a global outlook.

M4: To help develop professional skills that empowers the students to gain employment, or engage in professional practice, as well as contribute towards the well-being of other individuals and small groups, and promote harmony in the society.

M5: To foster and nurture the strengths of Indian society such as diversity, secularism, and accessibility to all thereby ensuring the potential for growth for individuals and the social system.

PROGRAMME OUTCOMES

- **PO1: Disciplinary knowledge:** Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines that form a part of the undergraduate programme of study.
- **PO2: Communication Skills:** Ability to understand and express thoughts and ideas effectively in writing and orally; to present complex information in a clear and concise manner to different groups.
- **PO3:Critical thinking and Problem solving:** Capability to analyze and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence; formulate coherent arguments; critically evaluate practices, policies and theories by following scientific approach to knowledge development and apply their competency to solve different kinds of problems and apply to real life situations.
- **PO4:Analytical and Scientific reasoning:** Ability to analyze, interpret and draw conclusions from quantitative/qualitative data; and critically evaluate ideas, evidence and experiences from an open-minded and reasoned perspective.
- **PO5: Research-related skills:** Ability to recognize cause-and-effect relationships, define problems, formulate hypotheses, test hypotheses, analyze, interpret and draw conclusions from data, ability to plan, execute and report the results of an experiment or investigation.
- **PO6: Team work and Leadership qualities:** Function effectively as an individual, and as a team member or leader in diverse teams, and in multidisciplinary environment.
- **PO7: Information/digital literacy:** Capability to use ICT tools in a variety of learning situations, demonstrate ability to access, evaluate, and use a variety of relevant information sources; and use appropriate software for analysis of data and further presentation.
- **PO8: Moral and ethical awareness:** Ability to embrace moral/ethical values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work. Appreciating environmental and sustainability issues; and adopting objective, unbiased and truthful actions in all aspects of work.

- **PO9: Lifelong learning:** Ability to update knowledge and skills, participating in learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social and cultural objectives.

PROGRAM EDUCATIONAL OBJECTIVES

PEO 1: Demonstrate comprehension in the field of academic inquiry in psychology with its major subfields and how the discipline is positioned in relation to key socio-biological disciplines.

PEO 2: Demonstrate understanding of the methodological approaches to psychological understanding including experimentation, observation, interviewing, using self-report (verbal)

PEO 3: measures and various instruments. Making attempts at self-analysis, self-awareness and taking steps for self-growth.

PEO 4: Documenting the studies in terms of scientific reports as well as popular writing with evidence.

PEO 5: Use psychological knowledge, understanding and skills to identify problems, literature search, formulating and designing relevant studies incorporating psychological variables and processes and conducting small studies using suitable methods.

PEO 6: Demonstrate understanding and application of skills of communication, counselling and scientific writing.

PROGRAM SPECIFIC OUTCOMES

PSO 1: Understand the fundamentals concepts of Psychology to analyze and evaluate individual differences based on various perspectives and theories of personality, Interest, Intelligence, Aptitude, Adjustment skills etc.

PSO 2: Investigate different aspects of human behavior with an understanding of various research methods and demonstrate their application in psychosocial and professional settings.

PSO 3: To identify the social and cultural influences on human behavior and demonstrate the skill to use psychological tools and tests to examine the variations in human behavior in clinical, organizational, and educational settings.

PSO 4: To apply counseling and psychological intervention models to alleviate the distress experienced by people due to psychological, emotional and interpersonal problems and promote health enhancing behavior

PSO 5: Acquire and develop appropriate work ethics with personal and professional skills to work in collaboration with the team as well as independently

PEO WITH MISSION STATEMENT MAPPING

	M1	M2	M3	M4	M5
PEO 1	2	3	3	3	2
PEO 2	2	2	3	3	2
PEO 3	3	3	2	3	3
PEO 4	1	2	2	3	2
PEO 5	2	3	3	3	3
PEO 6	3	3	3	3	3

PEO-PO MAPPING

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
PEO 1	3	2	3	2	2	1	2	3	3
PEO 2	3	2	3	2	3	1	2	3	3
PEO 3	2	3	3	3	2	3	1	3	3
PEO 4	3	3	2	3	3	1	3	3	3
PEO 5	3	2	3	3	3	2	3	3	3
PEO 6	3	3	3	3	3	3	3	3	3

PEO –PSO MAPPING

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
PEO 1	3	3	3	2	2
PEO 2	3	3	3	2	3
PEO 3	2	2	3	3	3
PEO 4	3	3	3	3	3
PEO 5	3	3	3	3	3
PEO 6	3	3	3	3	3

SEMESTER: I

Course Code	Course Title	C	L	T/SLr	P/R	Ty / Lb/ ETP/ IE
HBTA22001/ HBHI22001/ HBFR22001	LANGUAGE -TAMIL-I HINDI-I //FRENCH-I	3	3	0/0	0/0	Ty
HBEN22001	LANGUAGE -ENGLISH – I	3	3	0/0	0/0	Ty
HBEM22ID2	ALLIED-I - CONSUMER BEHAVIOR MANAGEMENT	3	3	0/0	0/0	Ty
HBPY22001	INTRODUCTION TO PSYCHOLOGY-I	4	3	1/0	0/0	Ty
HBPY22002	ENVIRONMENTAL PSYCHOLOGY	3	3	0/0	0/0	Ty

Practical

HBCC22L01	COMPUTER SOFTWARE LAB	2	0	0/0	2/0	Lb
HBPY22L01	EXPERIMENTAL PSYCHOLOGY	2	0	0/0	4/0	Lb
HBCC22I01	COMMUNICATION SKILL LAB	1	0	0/0	2/0	IE
HBCC22I02	SOFT SKILL I	1	0	0/0	2/0	IE

Credits Sub Total: 22

SEMESTER: II**Theory:**

Course Code	Course Title	C	L	T/SLr	P/R	Ty / Lb/ ETP/ IE
HBTA22002/HB HI22002/ HBFR22002	LANGUAGE - TAMIL-II /HINDI-II/ FRENCH-II	3	3	0/0	0/0	Ty
HBEN22002	LANGUAGE -ENGLISH – II	3	3	0/0	0/0	Ty
HBFS22ID2	ALLIED II- PHYSIOLOGICAL BASIS OF BEHAVIOR	3	3	0/0	0/0	Ty
HBPY22003	INTRODUCTION TO PSYCHOLOGY-II	4	3	1/0	0/0	Ty
HBPY22004	INTRODUCTION TO HUMAN DEVELOPMENT-I	4	3	1/0	0/0	Ty

Practical

HBPY22L02	UNDERSTANDING SELF & OTHERS	2	0	0/0	4/0	Lb
HBPY22I01	YOGA	1	0	0/0	2/0	IE
HBCC22I03	SOFT SKILL –II	1	0	0/0	2/0	IE

Credits Sub Total: 21

SEMESTER III

Theory:

Course Code	Course Title	C	L	T/ SLr	P/R	Ty / Lb/ ETP/ IE
HBPY22005	RESEARCH METHODOLOGY-I	3	3	0/0	0/0	Ty
HBPY22006	INTRODUCTION TO HUMAN DEVELOPMENT-II	4	3	1/0	0/0	Ty
HBPY22007	APPLIED SOCIAL PSYCHOLOGY-I	3	3	0/0	0/0	Ty
HBPY22008	INTRODUCTION TO INDIAN PSYCHOLOGY	3	3	0/0	0/0	Ty
HBPY22009	INTRODUCTION TO PERSONALITY	4	3	1/0	0/0	Ty

Practical:

HBPY22L03	PSYCHOLOGICAL ASSESSMENT	2	0	0/0	4/0	Lb
HBPY22L04	APPLIED SOCIAL PSYCHOLOGY- FIELD WORK	2	0	0/0	4/0	Lb
HBCC22I04	STATISTICAL AND NUMERICAL METHODS LAB	2	0	0/0	4/0	Lb
HBPY22I02	MENTAL HEALTH CAMPAIGNS & REHABILITATION SERVICES	1	0	0/0	2/0	IE

Credits Sub Total: 24

SEMESTER: IV**Theory:**

Course Code	Course Title	C	L	T/ SLr	P/R	Ty / Lb/ ETP/ IE
HBPY22010	RESEARCH METHODOLOGY-II	3	3	0/0	0/0	Ty
HBPY22011	ABNORMAL PSYCHOLOGY-I	4	3	1/0	0/0	Ty
HBPY22012	APPLIED SOCIAL PSYCHOLOGY-II	3	3	0/0	0/0	Ty
HBXX22OEX	OPEN ELECTIVE-I	3	3	0/0	0/0	Ty
HBPY22EXX	PROGRAM ELECTIVE-I	3	3	0/0	0/0	Ty

Practical:

HBXX22OLX	OPEN ELECTIVE LAB	2	0	0/0	4/0	Lb
HBPY22L05	PSYCHODIAGNOSTICS	2	0	0/0	4/0	Lb
HBCC22I06	CRITICAL THINKING SKILL	1	0	0/0	2/0	IE

Credits Sub Total: 21

SEMESTER: V**Theory:**

Course Code	Course Title	C	L	T/SLr	P/R	Ty / Lb/ ETP/ IE
HBPY22013	COUNSELING SKILLS	4	3	1/0	0/0	Ty
HBPY22EXX	PROGRAM ELECTIVE-II	3	3	0/0	0/0	Ty
HBPY22014	ABNORMAL PSYCHOLOGY-II	4	3	1/0	0/0	Ty
HBXX22OEX	OPEN ELECTIVE II	3	3	0/0	0/0	Ty
HBCC22002	ENTREPRENURSHIP DEVELOPMENT	3	3	0/0	0/0	Ty

Practical:

HBPY22L06	COUNSELING PRACTICAL	2	0	0/0	4/0	Lb
HBPY22I03	RESEARCH PAPER WRITING	1	0	0/0	2/0	IE
HBFL22IXX	FOREIGN LANGUAGE	1	0	0/0	2/0	IE
HBPY22I04	INTERNSHIP	1	0	0/0	2/0	IE

Credits Sub Total: 22

SEMESTER: VI

Theory:

Course Code	Course Title	C	L	T/SLr	P/R	Ty / Lb/ ETP/ IE
HBPY22EXX	PROGRAM ELECTIVE-III	4	3	1/0	0/0	Ty
HBPY22015	CLINICAL PSYCHOLOGY	4	3	1/0	0/0	Ty
HBCC22ET1	UNIVERSAL HUMAN VALUES	3	2	0/0	2/0	ETP

Practical:

HBPY22L07	PROJECT/ DISSERTATION	9	0	0/0	0/18	Lb
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Credits SubTotal: 20

Credit Summary

Semester: 1 : 22

Semester: 2 :21

Semester: 3 : 24

Semester: 4 : 21

Semester: 5 : 22

Semester: 6 : 20

Total Credits : 130

Regulation 2022 -2023 (Optional for Honors Programme)**SEMESTER: VII****Theory:**

Course Code	Course Title	C	L	T/SLr	P/R	Ty / Lb/ ETP/ IE
HBPY22016	YOUTH, GENDER& IDENTITY	3	3	0/0	0/0	Ty
HBPY22017	COMMUNITY PSYCHOLOGY	4	4	0/0	0/0	Ty
HBPY22018	PSYCHOLOGY OF HEALTH & YOGA	4	4	0/0	0/0	Ty
HBPY22019	REHABILITATION PSYCHOLOGY	4	3	1/0	0/0	Ty

Practical:

HBPY22L08	MINI PROJECT	2	0	0/0	0/4	Lb
HBPY22I05	INTERNSHIP	1	0	0/0	2/0	IE

Total credits:18**SEMESTER: VIII****Theory:**

Course Code	Course Title	C	L	T/SLr	P/R	Ty / Lb/ ETP/ IE
HBCC22004	STARTUP STRATEGIES	3	3	0/0	0/0	Ty
HBPY22020	EVOLUTIONARY PSYCHOLOGY	3	3	0/0	0/0	Ty
HBCC22006	INTELLECTUAL PROPERTY RIGHTS& PATENTS	3	3	0/0	0/0	Ty

Practical:

HBPY22L09	PROJECT	6	0	0/0	6/6	Lb
HBPY22I06	RESEARCH PAPER PUBLICATION	2	0	0/0	0/4	IE

Total credits:17**Total no. of credits (I to VIII semesters):165**

LIST OF PROGRAMME ELECTIVES:

PROGRAMME ELECTIVE-I						
Course Code	Course Title	C	L	T/SLr	P/R	Ty / Lb/ ETP/ IE
HBPY22E01	POSITIVE PSYCHOLOGY	3	3	0/0	0/0	Ty
HBPY22E02	FORENSIC PSYCHOLOGY	3	3	0/0	0/0	Ty
PROGRAMME ELECTIVE-II						
Course Code	Course Title	C	L	T/SLr	P/R	Ty / Lb/ ETP/ IE
HBPY22E03	EDUCATIONAL PSYCHOLOGY	3	3	0/0	0/0	Ty
HBPY22E04	SPORTS & EXERCISE PSYCHOLOGY	3	3	0/0	0/0	Ty
PROGRAMME ELECTIVE-III						
Course Code	Course Title	C	L	T/SLr	P/R	Ty / Lb/ ETP/ IE
HBPY22E05	INDUSTRIAL ORGANIZATIONAL PSYCHOLOGY	4	3	1/0	0/0	Ty
HBPY22E06	HUMAN RESOURCE MANAGEMENT	4	3	1/0	0/0	Ty

LIST OF FOREIGN LANGUAGE

LIST OF FOREIGN LANGUAGE						
Course Code	Course Title	C	L	T/SLr	P/R	Ty / Lb/ ETP/ IE
HBFL22I01	FRENCH	1	0	0/0	2/0	Ty
HBFL22I02	GERMAN	1	0	0/0	2/0	Ty
HBFL22I03	JAPANESE	1	0	0/0	2/0	Ty
HBFL22I04	ARABIC	1	0	0/0	2/0	Ty
HBFL22I05	CHINESE	1	0	0/0	2/0	Ty
HBFL22I06	RUSSIAN	1	0	0/0	2/0	Ty
HBFL22I07	SPANISH	1	0	0/0	2/0	Ty

List of OPEN ELECTIVE-2022 Regulations.
For All H&S, Management Studies and Computer application faculties-UG Programmes.

Offering Department	S.NO	Theory/Lab	Subject Code	Subject Name
Mathematics	1.	Theory	HBMA22OE1	Graph Theory
	2.	Theory	HBMA22OE2	Optimization Techniques
Physics	3.	Theory	HBPH22OE1	Fundamentals of Optics and Sound
	4.	Theory	HBPH22OE2	Every day Physics
	5.	Lab	HBPH22OL1	Basic Physics lab
Computer Science	6.	Theory	HBCS22OE1	Office Automation
	7.	Theory	HBCS22OE2	Fundamentals of Computer and Internet
	8.	Lab	HBCS22OL1	Multimedia lab
Economics	9.	Theory	HBEM22OE1	Indian Economy
	10.	Theory	HBEM22OE2	Gender Economics
Chemistry	11.	Theory	HBCH22OE1	Chemistry in our Daily Life
	12.	Theory	HBCH22OE2	Food Chemistry
	13.	Lab	HBCH22OL1	General Chemistry Lab
English	14.	Theory	HBEN22OE1	English For Media
	15.	Theory	HBEN22OE2	Creative Writing
Geology	16.	Theory	HBGE22OE1	Disaster Mitigation and Management
	17.	Theory	HBGE22OE2	Remote Sensing and GIS
	18.	Lab	HBGE22OL1	Remote sensing and GIS lab
Psychology	19.	Theory	HBPY22OE1	Health & Yoga
	20.	Theory	HBPY22OE2	Organizational Behavior
	21.	Lab	HBPY22OL1	Understanding Self & Others
Fashion Design	22.	Theory	HBFD22OE1	Applications of Textiles
	23.	Theory	HBFD22OE2	Introduction to Fashion
	24.	Lab	HBFD22OL1	Embroidery Practical Lab
Computer Applications	25.	Theory	CBCA22OE1	Web design
	26.	Theory	CBCA22OE2	E-Commerce
	27.	Lab	CBCA22OL1	Web Designing Laboratory
Food Science Nutrition and	28.	Theory	HBFS22OE1	Principles of Nutrition

Dietetics	29.	Theory	HBFS22OE2	Food Safety and Quality Control
	30.	Lab	HBFS22OL1	Community Nutrition Practical
Hotel Management and Catering Technology	31.	Theory	HBHM22OE1	Fundamentals of Food Production and Patisserie
	32.	Theory	HBHM22OE2	Bakery and Confectionery Basics
	33.	Lab	HBHM22OL1	Fundamentals Front office operation practical
Defense and Strategic Studies	34.	Theory	HBDS22OE1	Independent India
	35.	Theory	HBDS22OE2	Human Rights
Financial Planning	36.	Theory	MBFP22OE1	Marketing of Financial Services
	37.	Theory	MBFP22OE2	Business strategy
	38.	Lab	MBFP22OL1	Interview Techniques
Bio Technology	39.	Theory	HBBT22OE1	Food and Nutrition
	40.	Theory	HBBT22OE2	Human Physiology
	41.	Theory	HBBT22OE3	Basic Bioinformatics
	42.	Lab	HBBT22OL1	Basic Bioinformatics Lab
Physical Education and Sports	43.	Theory	HBPE22OE1	Rule of Games and Sports
	44.	Theory	HBPE22OE2	Health and Fitness
Human Resource	45.	Theory	HBHR22OE1	Workplace Counseling
	46.	Theory	HBHR22OE2	Corporate Social Responsibility
Information Science and Cyber forensics	47.	Theory	HBCF22OE1	Introduction to Data Science
	48.	Theory	HBCF22OE2	Data Mining
	49.	Theory	HBCF22OE3	Introduction to IoT
	50.	Theory	HBCF22OE4	Introduction to Big Data
	51.	Lab	HBCF22OL1	Data Science Lab
	52.	Lab	HBCF22OL2	Data Mining Lab
Management Studies	53.	Theory	MBBA22OE1	Principles of Management and Science
	54.	Theory	MBBA22OE2	Business Ethics

Note: HODs can permit their students to choose open electives from the above list, other than their own department electives.

TABLE 1 A: CREDIT DISTRIBUTION
(FOR 3 YEAR B.SC PSYCHOLOGY PROGRAMME)

S. No	CATEGORY	Description	No.of Courses	Credits	Total	Credit Weightage	Contact hours
1	CORE COURSES	Core Theory	15	54	65	50.76%	795
		Core Lab	6	12			360
2	ELECTIVE COURSES	Department Core Electives/ Skill enhancement electives	3	10	10	7.69%	150
3	OPEN ELECTIVES	Open Elective theory	2	6	8	6.15%	90
		Open Elective Lab	1	2			30
4	INTERDISCIPLINARY/ ALLIED COURSES	Allied Theory	2	6	6	4.6%	90
		Allied Lab	NIL	NIL			NIL
5	HUMANITIES & SOCIAL SCIENCES , LIFE SKILLS &SOFT SKILLS	Language 1 & 2	2	6	24	18.8%	90
		English 1 & 2	2	6			90
		Communication skill lab	1	1			30
		Soft Skills	2	2			60
		Foreign Language	1	1			30
		Computer lab	1	2			60
		Critical skill lab	1	1			45
		Human Values	1	3			45
		Analytical skill lab	1	2			30
		Entrepreneurship Development	1	3			45
6	PROJECTS/INTERNSHIP/ CORE SKILL	Project	1	9	14	12%	270
		Core Skills	4	4			120
		Internship / NSS / NCC	1	1			60
Total			48	130	130	100%	2415

TABLE 1 B: CREDIT DISTRIBUTION**Regulation 2022 -2023 (For 4 year Honors Programme)**

S. No	CATEGORY	Description	No.of Courses	Credits	Total	Credit Weightage	Contact hours
1	CORE COURSES	Core Theory	20	71	83	50.30%	1065
		Core Lab	6	12			360
2	ELECTIVE COURSES	Department Core Electives/ Skill enhancement electives	3	10	10	7.69%	150
3	OPEN ELECTIVES	Open Elective theory	2	6	8	6.15%	90
		Open Elective Lab	1	2			30
4	INTERDISCIPLINARY/ ALLIED COURSES	Allied Theory	2	6	6	3.6%	90
		Allied Lab	NIL	NIL			NIL
5	HUMANITIES & SOCIAL SCIENCES , LIFE SKILLS &SOFT SKILLS	Language 1 & 2	2	6	27	16.36%	90
		English 1 & 2	2	6			90
		Soft Skills	2	2			60
		Foreign Language	1	1			30
		Environmental Studies	NIL	NIL			NIL
		Management Papers	3	9			45
		Entrepreneurship Development	1	3			45
6	PROJECTS/INTERNSHIP/ CORE SKILL	Project	3	17	26	14.64%	510
		Core Skills	6	7			210
		Internship / NSS / NCC	2	2			60
7	ANY OTHER	COMMON LAB	4	6	6	3.63%	180
Total			60	165	165	100%	3195

TABLE 2: REVISION/MODIFICATION DONE IN SYLLABUS CONTENT:

S.No	Course (Subject) Code	Course (Subject) Name	Concept/ topic if any, removed in current curriculum	Concept/topic added in the new curriculum	% of Revision/ Modification done
1	HBPY22001	INTRODUCTION TO PSYCHOLOGY I	Behavioral modification removed from Unit III, memory disorders removed from Unit IV	NIL	10%
2	HBPY22002	ENVIRONMENTAL PSYCHOLOGY	Nil	More concepts related to ecology is added	20%
3	HBPY22L01	EXPERIMENTAL PSYCHOLOGY	Topics were reduced	nil	15%
4	HBPY22003	INTRODUCTION TO PSYCHOLOGY II	Remove measurement of emotions and scales and assessment of personality	Add theories and approached to motivation, Add elements and components in emotion	40%
5	HBPY22004	INTRODUCTION TO HUMAN DEVELOPMENT I	Remove mutation and genetic changes	Interchanging the domains of human development	10%
6	HBPY22005	RESEARCH METHODOLOGY I	Remove introduction to test construction	Add hypothesis testing, group differences, Type I and Type II error, standardization reliability, validity , norms of psychological test application	40%
7	HBPY22006	INTRODUCTION TO HUMAN DEVELOPMENT II	nil	Rearranging the adolescence content. Addition of unit V with special focus	40%

				on psychosocial development in old age	
8	HBPY22007 HBPY22012	APPLIED SOCIAL PSYCHOLOGY-I & APPLIED SOCIAL PSYCHOLOGY-I		Concepts were divided and made into 2 subjects; new concepts related to IPR was added	80%
9	HBPY22009	INTRODUCTION TO PERSONALITY	nil	Interchanging of units	50 %
10	HBPY22008	INTRODUCTION TO INDIAN PSYCHOLOGY	NIL	SUFISM concept added	5%
11	HBPY18L03	PSYCHOLOGICAL ASSESSMENT		More OB related assessments , Howard Gardner Intelligence test	25%
12	HBPY22010	RESEARCH METHODOLOGY II	nil	Test construction added in Unit III	15%
13	HBPY22011	Abnormal Psychology I	nil	Agoraphobia , PTSD added in Unit II, Chromosomal disorders added to Unit V	25%
14	HBPY22E01	POSITIVE PSYCHOLOGY	nil	Indian Perspective , Add unit IV, mindfulness, Modern Approaches	25%
15	HBPY22E03	EDUCATIONAL PSYCHOLOGY	nil	Extra additional educational schemes	20%
16	HBPY22E04	SPORTS AND EXERCISE PSYCHOLOGY	nil	Renaming of Unit 1	1%
17	HBPY22011	COUNSELING SKILLS	nil	Stages of counseling and LGBTQ area of counseling ; Changes made in the title	10%

18	HBPY22014	ABNORMAL PSYCHOLOGY-II	NIL	Childhood disorders included	5%
19	HBPY22I03	RESEARCH PAPER WRITING	ASA format removed	APA format added	5%
20	HBPY22015	CLINICAL PSYCHOLOGY	nil	Interchange of units	5%
21	HBPY22016	YOUTH, GENDER AND IDENTITY	nil	New subject honors	100%
21	HBPY22017	COMMUNITY PSYCHOLOGY	nil	New subject honors	100%
22	HBPY22019	REHABILITATION PSYCHOLOGY	nil	New subject honors	100%
23	HBPY22018	YOGA AND HEALTH	nil	Add ABC model in Unit III	5%
24	HBPY22020	EVOLUTIONARY PSYCHOLOGY	nil	New subject honors	100%

TABLE3:LIST OF NEW COURSES/VALUE ADDED COURSES//LIFE SKILLS/ELECTIVES/INTERDISCIPLINARY /COURSES FOCUSING ON EMPLOYABILITY/ENTREPRENEURSHIP/SKILL DEVELOPMENT.

S.No	New courses (Subject)	Value added course	Life skill	Electives	Inter Disciplinary	Focus on employability/entrepreneurship/skill development
1	Community psychology		Yoga	Positive psychology	Consumer Behavior Management	Entrepreneurship development
2	Rehabilitation psychology		Universal Human values	Sports Psychology	Physiological Basis of Behavior	Start Up Strategies
3	Youth, Gender & Identity		Intellectual Property Rights	Educational psychology		Soft Skill I
4	Evolutionary Psychology		Understanding self & others	Forensic Psychology		Soft Skill II
5	Applied Social Psychology-II			Industrial Organizational Psychology		Critical Thinking Skill
6	Abnormal Psychology-II			Human Resource Management		Mental Health Campaigns & Rehabilitation Services
7	Forensic Psychology					Computer software lab
8						Communication skill lab



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 Periyar E.V.R. High Road, Maduravoyal, Chennai-95. Tamilnadu. India.



Subject Code: HBTA22001	Subject Name: TAMIL PAPER - I	Ty /Lb/ ETP/IE	L	T / S.Lr	P / R	C
	Prerequisite: Knowledge of Tamil	Ty	3	0/0	0/0	3

L : Lecture Ty : Tutorial SLr : Supervised Learning P: Project R : Research C : CreditsTy/Lb/ETP/IE : Theory / Lab / Embedded Theory and Lab/ internal evaluation

OBJECTIVES

- Understand the aims and objectives of teaching Tamil.
- Understand the rationale for learning Tamil.
- To motivate and stimulate the students to overcome their inferiority complex and improve fluency in the language.
- Learn significance of spoken skill.
- The relationship between language & culture and the implications for language teaching.

COURSE OUTCOMES (Cos) -Students completing this course were able to

CO1	Tamil students are actively engaged in learning Tamil language and culture in a meaningful setting
CO2	Focus on applying the language in real life situations.
CO3	Use proficiency descriptors to motivate learners to progress to the next stage of learning. .
CO4	Lessons are customized to arouse students interest and ignite the joy of learning Tamil language.
CO5	Develop a strong foundation in listening & speaking skills.

Mapping of Course Outcome with Program Outcome (POs)

Cos/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	3	2	3	2	3	3	3	2
CO2	2	2	3	2	3	2	2	3	3
CO3	3	3	2	3	2	3	3	3	2
CO4	2	2	3	2	2	2	2	3	2
CO5	3	3	3	3	3	3	2	2	3

	PSOs			
COs	PSO 01	PSO 02	PSO 03	PSO04
CO 1	3	3	3	3
CO 2	2	2	3	3
CO 3	3	3	3	2
CO 4	2	2	3	3
CO 5	3	2	2	3

Category	Program Core	Program elective	Humanities and social Science	Open Elective	Skill enhancing elective	Inter Disciplinary/Allied	Skill Component	Practical /Project/internship	Others
			✓						

பொதுத்தமிழ்

இளநிலைமாணாக்கருக்கு
B.A/B.Sc/B.Com/B.B.A/B.C.A/B.PES

HBTA21001

முதலாம்ஆண்டு- முதல்பருவம்

- கற்றல்நோக்கம்: 1.மாணவர்களின்கவிதை,கட்டுரைஎழுதும்திறன்வளர்த்தல்
2. தமிழில்பிழையின்றிபேசும்எழுதும்திறன்வளர்த்தல்

அலகு - 1

11 மணிநேரம்

அ)

மரபுக்கவிதை

- 1.செந்தமிழ்நாடு - மகாகவிபாரதியார்
- 2.தமிழின்இனிமை, இன்பத்தமிழ், எங்கள்தமிழ், சங்கநாதம் -பாரதிதாசன்
- 3.தமிழ்வளர்க்கசபதம் - நாமக்கல்கவிஞர்வெ.இராமலிங்கம்பிள்ளை
4. கோயில்வழிபாடு, வாழ்க்கைத்தத்துவங்கள் - கவிமணிதேசிகவிநாயகம்பிள்ளை
- 5.கும்மிப்பாடல் - சுத்தானந்தபாரதியார்
6. தமிழ்த்தாய்வாழ்த்து - மனோன்மணியம்பெ.சுந்தரம்பிள்ளை
- 7.விடுதலைவிளைத்தஉரிமை - கவியரசர்கண்ணதாசன்
8. அன்பெனும்பிடியுள்... ..,முரசறைத்தல் - வள்ளலார்இராமலிங்கஅடிகள்

ஆ) புதுக்கவிதை

- 1.பாட்டாளிகளின்குரல் - பட்டுக்கோட்டைகலியாணசுந்தரம்
2. மகாத்மாதாந்தியடிகள் - கவிஞர்வாலி
3. காகிதப்பூக்கள் - நா.காமராசு
- 4.வள்ளுவர்வழங்கும்விடுதலை - ஈரோடுதமிழன்பன்
5. உலகம் -வைரமுத்து
6. இன்னமுதமாமழை - பேரா. முனைவர்பொற்கோ
- 7.தமிழ்ப்பற்று - மீரா
- 8.ஐந்தாம்வகுப்புஅபிரிவு - நா.முத்துக்குமார்

அலகு - 2

7 மணிநேரம்

நாட்டுப்புறஇலக்கியம்

1. பொதுஅறிமுகம்
2. நாட்டுப்புறஇலக்கியவகைகள்
- 3.நாட்டுப்புறக்கலைகள்

அலகு - 3

12 மணிநேரம்

அ) சிறுகதைகள்

1. தேங்காய்த்துண்டுகள் (மு.வரதராசனார்)
2. அறம் (மாலன்)
3. நாற்காலியும்நான்குதலைமுறைகளும் (திலகவதி)
4. அன்னையும்பிதாவும் (இராஜாஜி)
5. விடியுமா? (கு.ப.ராஜகோபாலன்)

ஆ) உரைநடை

1. மு.வ.என்னும்மந்திரம் (இரா.மோகன்)
2. தமிழிசைஇயக்கம் (க.வெள்ளைவாரணனார்)
3. மதுரைமாநகரம் (ரா.பி.சேதுப்பிள்ளை)

அலகு - 4

6 மணிநேரம்

1. புதுக்கவிதை - தோற்றமும்வளர்ச்சியும்
2. உரைநடை- தோற்றமும்வளர்ச்சியும்
3. சிறுகதை- தோற்றமும்வளர்ச்சியும்

அலகு - 5

9 மணிநேரம்

அ) இலக்கணம்

1. வழக்கு
2. தொகாநிலைத்தொடர்
3. எழுத்துப்போலி
4. பதவியல்

ஆ)மொழிப்பயிற்சி

1. தன்வினை -பிறவினை
2. ஒருமைபன்மைமயக்கம்
3. பிறமொழிச்சொற்களைநீக்குதல்
4. விண்ணப்பம்எழுதுதல்

Subject Code:	Subject Name: HINDI I	T/L/ETP/IE	L	T / S.L r	P/R	C
HBHI22001	Prerequisite : Knowledge of Hindi	Ty	3	0/0	0/0	3

L : Lecture Ty : Tutorial SLr : Supervised Learning P: Project R : Research C : Credits
Ty/Lb/ETP/IE : Theory / Lab / Embedded Theory and Lab/ internal evaluation

OBJECTIVES

1. To Understand the Hindi Literature, culture and the usage of language in the various streams
2. To Build up the Confidence in conversing in Hindi language.
1. To acquire Knowledge of the usage of Hindi language in the various Government Offices

COURSE OUTCOMES (Cos)

Students completing this course were able to

CO1	understand the basic concepts and Origin of Hindi
CO2	Know about the roots of Hindi Literature and its perspective and methods.
CO3	Elaborate and understand philosophical methods of Hindi Literature.
CO4	Evaluate the concept of Hindi from past to present and to study the society closely through Literature
CO5	understand the importance of Hindi in the contemporary world.

Mapping of Course Outcome with Program Outcome (POs)

Sem	Course code: HBHI22001								
I	Programme Outcomes (Pos)								
Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	2	3	2	3	3	3	3	3
CO2	3	3	3	3	2	3	3	3	2
CO3	3	3	2	3	3	3	3	3	2
CO4	2	3	3	3	3	2	2	3	3
CO5	3	3	3	3	3	2	2	3	3

3/2/1 Indicates Strength Of Correlation, 3 – High, 2- Medium, 1- Low

Category	Program Core	Program elective	Humanities and social Science	Open Elective	Skill enhancing elective	Inter Disciplinary/Allied	Skill Component	Practical /Project/Internship	Others

Subject Code: HBHI22001	Subject Name: HINDI I	T/L/ETL	L	T / S.Lr	P/R	C
	Prerequisite : Knowledge of Hindi	Ty	3	0/0	0/0	3
L : Lecture Ty : Tutorial SLr : Supervised Learning P: Project R : Research C : Credits Ty/Lb/ETP/IE : Theory / Lab / Embedded Theory and Lab/ internal evaluation						

UNIT – I

9 hours

Prose –Understanding the secret of the culture and how to draft the letters in Government offices, technical terms

1. SabhyataRahasya
2. PersonalApplications
3. LeaveLetters
4. Government Order
5. Administrative Terminology Hindi to English (25 Words)

UNIT – II

9 hours

Prose-Understanding the human relations and also to know the procedures to open the account in the bank, technical terms

1. Mitrata
2. Letter to theEditor
3. Opening anA/C
4. Demi OfficialLetter
5. Administrative Terminology English to Hindi (25 Words)

UNIT-III

9 hours

Prose-the contribution of youth in developing India, drafting memo and technical things used in memo

1. YuvavonSe
2. Application for Withdrawal
3. Circular
4. Memo
5. Administrative Terminology Hindi to English (25 Words)

UNIT-IV

9 hours

Prose-The effect of Nuclear energy and usage of technical terms in offices

1. ParamanuOorjaevamKhadyaPadarthSanrakshan
2. Transfer of an A/C
3. Missing of Pass Book / ChequeLeaf
4. OfficialMemo
5. Administrative Terminology English to Hindi (25 Words)

UNIT-V

9 hours

Prose-The Obstacles faced by the youth for getting employment, drafting complaint letters, technical terms

1. Yougyata aur VyavasaykaChunav
2. Complaints

3. Ordering for Books
4. Notification
5. Official Noting Hindi to English (25 words)

REFERENCE:

1. Prayojan Moolak Hindi Dr. Syed Rahamathulla, Poornima Prakashan
4/7, Begum III Street, Royapettah, Chennai – 14
2. Hindi Gadhya Mala Dr. Syed Rahamathulla, Poornima Prakashan
4/7, Begum III Street, Royapettah, Chennai – 14



Department of French

Course /subject	Code	HBFR22001	Semester	I			
Category	All UG Programs			L	T/SLr	P/R	C
Course Title	French I (THEORY)			3	0/0	0/0	3
L : Lecture Ty : Tutorial SLr : Supervised Learning P: Project R : Research C : Credits Ty/Lb/ETP/IE : Theory / Lab / Embedded Theory and Lab/ internal evaluation							
Objectives							
1. The students will acquire a different perspective of their own culture in relation to the French culture							
2. The students will discover new attitudes towards familiar practices							
3. The students will acquire a sense of the French language, its music and rhythms and basic usage.							
4. The students will acquire a comprehensive view of the European Union and the member states							

Course Outcome	Course Outcome	Bloom's Level
CO 1	Identify the French language from other European language and to show and tell French words and expression	Remembering
CO 2	Understand how the language works discovering the pronunciation	Understanding
CO 3	<ul style="list-style-type: none"> Start writing short dialogues of greetings Try to interact with someone with life skill question –what where, who etc Describe persons and places 	Applying
CO 4	<ul style="list-style-type: none"> Discover France and its physical tributes, develop an idea about the importance of France in the world affairs Analyze ideas in the content of short paragraphs, paintings etc., and everyday contexts. Appreciate the culture and uniqueness of France. Discuss in English various aspects of France and a new cultural event and compare with current scenario Answer with confidence in small sentences on everyday life. 	Analyzing
CO 5	<ul style="list-style-type: none"> Develop enough confidence to introduce oneself and ask others simple questions about personal details. Interact as long as other person speaks slowly and clearly. 	Creating
CO 6	Plan a rendezvous ,a casual meeting by Interacting with basic sentences and expressions as long as the person to with whom he/she speaks can help to reformulate the sentences	Creating
CO 7	Write a simple message can fill a simple questionnaire .write ones names, nationality ,address etc. on a hotel registration card /passport etc.	Creating

MAPPING OF Cos WITH POS

FRENCH-I (THEORY) LANGUAGE-I HBFR22001									
COURSE OUTCOMES	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
COURSE OUTCOME 1	3	2	2	2	2	1	2	2	3
COURSE OUTCOME 2	2	2	2	2	1	1	2	2	3
COURSE OUTCOME 3	2	3	2	3	1	1	2	2	3
COURSE OUTCOME 4	3	3	3	4	4	4	4	3	3
COURSE OUTCOME 5	2	2	2	3	3	2	3	2	3
COURSE OUTCOME 6	3	3	2	2	3	3	3	3	3
COURSE OUTCOME 7	3	3	2	2	3	3	3	3	3

Category	Program Core	Program elective	Humanities and social Science	Open Elective	Skill enhancing elective	Inter Disciplinary/Allied	Skill Component	Practical /Project/internship	Others
			✓						



Dr. M.G.R.
EDUCATIONAL AND RESEARCH INSTI
(Deemed to be University)
Maduravoyal, Chennai - 600 095. Tamilnadu. Inc
(An ISO 9001 : 2015 Certified Institution)
University with Special Autonomy Status

FRENCH— I (THEORY)LANGUAGE-I

45hrs

Subject Code:
HBFR22001

UNIT I 9 Hrs

Se saluer, La Graphie- écrire (compréhension orale, expression orale)

- Se Présenter-
- La langue française
- La Graphie – écrire L'alphabet, L'abécédaire
- Les Accents et les Ponctuations
- L'interaction de base.

- **Clips audios** : Exercices orales, compositions orales et épreuves orales. (20 – durée moins de 2 minutes)
- **Audio clips**- For oral expressions, oral assignments and oral test-20 duration less than 2 minutes (10 oral exercises, 6 audio reading compositions & 4 tests).

UNIT II

9 Hrs

S'informer-Interactions aidant des Compétences De base

- Des modèles interrogatifs
- Les nombres, demander le cout /le prix
- Demander l'heure, Les jours, Les mois de l'année.

- **Clips audios** : Exercices orales, compositions orales et épreuves orales. (20 – durée moins de 2 minutes)
- **Audio clips**- For oral expressions, oral assignments and oral test-20 duration less than 2 minutes (10 oral exercises, 6 audio reading compositions & 4 tests).

UNIT III

9 Hrs

Localiser –La France

- Quelque symbole de la France.
- La carte de l'Europe, La France dans le contexte international, La France et les Fuseaux horaires, La francophonie, L'union Européen
- La France physique, industrielle, touristique et administrative
- Quelque symbole de Paris.

- **Clip audios** : Exercices orales, compositions orales et épreuves orales. (20 –

durée moins de 2 minutes)

- **Audio clips**- For oral expressions, oral assignments and oral test-20 duration less than 2 minutes (10 oral exercises, 6 audio reading compositions& 4 tests).

UNIT IV

9 Hrs

Lire et prononcer Le française

- Les son française, les voyelles françaises, les sons nasaux, les consonné, Quelque sons uniques.
- Les syllabus français, Les Rythme de la langue française.

- **Clip audios** : Exercices orales, compositions orales et épreuves orales.(20 – durée moins de 2 minutes)
- **Audio clips**- For oral expressions, oral assignments and oral test-20 duration less than 2 minutes (10 oral exercises ,6 audio reading

UNIT V

9 Hrs

Observer et Comprendre

- La vie de la France quotidienne, En cas d'urgence.
- La grammaire initiale

- **Clips audios** : Exercices orales, compositions orales et épreuves orales. (20 – durée moins de 2 minutes)
- **Audio clips**- For oral expressions, oral assignments and oral test-20 duration less than 2 minutes (10 oral exercises, 6 audio Reading compositions& 4 tests).

Reference Books :

1. **Parlez-vous français?Partie 1** -Dr.M.Chandrika.V.Unni&Mrs. Meena Mathews 2019 by Universal publisher
2. **CLE INTERNATIONAL** Lectures Clé en français facile. (2012) Hachette Paris
3. **Cosmopolite**: Livre d'élève A1 by Nathalie Hirschsprung, Tony Tricot, Claude Le Ninan
4. **Latitudes-1** - Régine Mérieux & Yves l'oiseau, Didier 2017
5. **Alter Ego 1** - Catherine Dolez, Sylvie Pons : (2014) Hachette, Paris

HBEN22001	LANGUAGE-ENGLISH I	L	Ty/SLr	P/R	C
	Total contact hours – 45	3	0/0	0/0	3
	Prerequisite – Plus2 English Language				
	Course designed by – Department of English				
Objectives:					
1. demonstrate knowledge of vocabulary and sentence construction in appropriate contexts 2. understand diverse forms of knowledge as expressed in social, historical and cultural contents 3. attain a comprehensive knowledge of the communication skills and use it ethically 4. use analytical and interpretative skills for research and variety of purposes. 5. develop organized academic and business writing for professional careers					
Course Outcomes (Cos)					
001	demonstrate knowledge of vocabulary and sentence construction in appropriate contexts				
002	understand diverse forms of knowledge as expressed in social, historical and cultural contents				
003	attain a comprehensive knowledge of the communication skills and use it ethically				
004	use analytical and interpretative skills for research and variety of purposes.				
005	develop organized academic and business writing for professional careers				
Program Specific Objectives					
PSO1	Understanding of the basic concepts of English language and literature.				
PSO2	Learning through literature in English, diverse historical cultural and social ethics				
PSO3	Application of literary critical perspectives to generate original analysis of literature in English				
PSO4	Promotion of cultural values and real-life skills through English language and literature				

1	Mapping of course outcomes (Cos) with program outcomes (Pos)								
(H/M/L indicates the strength of correlation) H= High; M= Medium; L= Low									
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
1	3	3	3	3	3	3	3	1	3
2	3	3	3	3	3	3	3	1	3
3	3	3	3	3	3	3	3	1	3
4	3	3	3	3	3	3	3	1	3
5	3	3	3	3	3	3	3	1	3
2	Mapping of course outcomes (Cos) with program Specific outcomes (PSOs)								
COs/POs	PSO1		PSO2		PSO3			PSO4	
CO1	3		3		3			3	
CO2	3		3		3			3	
CO3	3		3		3			3	
CO4	3		3		3			3	
CO5	3		3		3			3	
H/M/L Indicates Strength of Correlation : H- High; M- Medium; L- Low									
Category	Program Core	Program elective	Humanities and social Science	Open Elective	Skill enhancing elective	Inter Disciplinary/ Allied	Skill Component	Practical /Project/inter nship	Others
			✓						



Subject Code : HBEN22001	Subject Name : LANGUAGE II – ENGLISH I	Ty/Lb /ETP/ IE	L	T/ SLr	P/R	C
	(Common to all UG Programs under H&S)	Ty	3	0/0	0/0	3
L : Lecture T : Tutorial SLr : Supervised Learning P: Project R : Research C : Credits T/L/EL : Theory / Lab / Embedded Theory and Lab						

Course Objectives:

The course will facilitate the students to

1. Develop English Language skills (LSRW) to communicate in English without any inhibition.
2. Learn vocabulary and syntax to be fluent in English for social and academic communication
3. Demonstrate content knowledge through appropriate language use for academic success.
4. Develop in them analytical and interpretative skills for research, projects, placement etc.,
5. Engage in academic and business writing with a focus on social and professional ethics.

Unit I: Prose

9 hours

1. Beware the Loss of Bio-Diversity
2. The Urban –Rural Divide
3. Grading Down Plastics
4. The Unsung Hero of COVID-19 in India
5. From aircrafts to drones
6. My Vision for India

Unit II: Poetry

9 hours

1. On Killing a Tree
2. The Road Not Taken
3. Anthem for Doomed Youth

Unit III: Short Story

9 hours

1. Portrait of a Lady
2. The Connoisseur

Unit IV: Drama

9 hours

1. The Never-Never Nest
2. Frederick Douglass

Unit V: Functional Grammar – Charts & LSRW Development

Functional Grammar: (*Grammar exercises spread up in all four units*)

Parts of speech- use of articles- prepositions – their uses – verb + prepositions- words followed by prepositions – modals -tenses- active -passive- impersonal passive forms- concord- conditional sentences – question tags - Common errors - Punctuation

Vocabulary development- word formation - prefixes-suffixes – synonyms-antonyms – homophones -homonyms – words often confused

Charts/Diagrams and their interpretation - their use

Tables- Tree diagram - Pie chart- Flow chart- Bar chart

Letters: Formal and Informal

LSRW Development: audio, video and tasks for the content of lessons under each unit.

Course Outcomes:

On completing the course the students will

1. Possess Language skills (LSRW) to communicate in English without any inhibition.
2. Have learnt vocabulary and syntax to be fluent in English for social and academic communication
3. Demonstrate content knowledge through appropriate language use for academic success.
4. Analyse and interpret any genre of literature in English for research, projects, placement etc.,
5. Engage themselves in organized academic and business writing with a focus on social and professional ethics.

Prescribed Text:

1. Dr. M. Chandrasena Rajeswaran & Dr. R. Pushkala. Pinnacle: A Skills Integrated English TextBook for Under Graduate Students.
2. English Workbook V. Karpagavadivu, S. Bhuvaneshwari, S.J. Valentina Rani, S. Magdelene Percy

Suggested Reading

3. Wren and Martin: Grammar and Composition, Chand & Co, 2006

Subject Code : HBEM22ID2	Subject Name :ALLIED I-CONSUMER BEHAVIOR MANAGEMENT	Ty/Lb /ETP/ IE	L	T/ SLr	P/R	C
	Prerequisite : None	Ty	3	0/0	0/0	3

L : Lecture T : Tutorial SLr : Supervised Learning P : Project R : Research C: Credits
T/L/ETP/IE : Theory / Lab / Embedded Theory and Lab/Internal Evaluation

OBJECTIVES :

- To understand the basics of consumer behavior
- To give knowledge on the field of consumer behavior management and the contribution of psychology in the field of consumer behavior.
- To explicit the need of psychology understanding the consumers and attract them to induce buying behavior.
- To identify the motivation of the consumers and their buying behavior

COURSE OUTCOMES (Cos) : (3 – 5)

Students completing the course were able to

CO1	Identify the consumer behavior in relation to marketing strategies
CO2	Understanding the changing Indian consumer market
CO3	To indentify the motivation of the consumers and their buying behaviour
CO4	To understand the attitudes of the consumers
CO5	Understanding Research and case studies of consumer market

Mapping of Course Outcomes with Program Outcomes (POs) & Program Specific Outcomes (PSOs)

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	3	1	1	1	1		1	2
CO2	3	3	2	1	1	2		1	2
CO3	3	3	2	2	1	2		1	2
CO4	3	3	2	2	1	1		1	2
CO5	3	3	2	3	3	1		3	1

	PSOs					
COs	PSO 01	PSO 02	PSO 03	PSO04	PSO 5	
CO 1	3	3	3	1	1	
CO 2	3	3	3	1	1	
CO 3	3	3	3	1		
CO 4	3	3	3	1		
CO 5	1	3	1	1	2	

Category	Program Core	Progr am electi	Humanities and social Science	Open Elective	Skill enhancing elective	Inter Disciplinar y/Allied	Skill Component	Practical /Project/int ernship	Others
						✓			

Subject Code : HBEM22ID2	Subject Name :Allied I-CONSUMER BEHAVIOR MANAGEMENT	Ty/Lb /ETP/ IE	L	T/ SLr	P/R	C
	Prerequisite : None	Ty	3	0/0	0/0	3

UNIT-1

7 HOURS

Introduction: Definition, Scope of Consumer Behaviour, Core marketing concepts; Direct and On line marketing - Advantages & disadvantages.

UNIT – II

9 HOURS

Market Segmentation - Levels and patterns of market segmentation, Segmenting consumer and business markets; Market target; Marketing mix.

UNIT-III

10 HOURS

Understanding Consumer behavior-; Types of consumers; Major Factors influencing Buyer Behavior; cultural. social, personal and psychological factors.

UNIT-IV 10 HOURS

Buying roles, buying behavior: The Buying Decision process, Levels of consumer decision making; Models of consumers; Consumer Adoption process; the stages of buying - decision Process, Consumer research & Conducting research

UNIT-V 9 HOURS

Advertising Strategy: Setting Advertising Objectives- Three marketing segments and other advertisement strategies, creating ads that attract attention, information of practical value, long copy and infomercials Information that gathers the attention of consumers, Miscomprehension of Advertising.

Guest lectures by experts in the field of marketing must be arranged.

Total no of periods 45

TEXT BOOKS:

1. Majumdar, R. (2010). Consumer Behaviour: Insights from Indian Market. India: PHI Learning.
2. Schiffman. L.G. and Kanuk, L.L (2004): Consumer behaviour, 8th edition, Prentice Hall of India Pvt Ltd

REFERENCE:

1. Batra Satish K and S.H.H. Kazmi (2004), consumer behavior- Text & Cases, Excel Books, A-45, Naraina, Phase -1, New Delhi, India.
2. Berkman, H.W. & Gilson, C. 1986. Consumer Behavior: Concepts and Strategies. Third Edition. Kent Publishing Company, Boston.
3. Khan M (2007). Consumer Behaviour. India: New Age International (P) Limited.

E LEARNING RESOURCES:

- https://books.google.co.in/books?id=KF57x1Nrn2UC&printsec=frontcover&dq=consumer+behaviour&hl=en&newbks=1&newbks_redir=1&sa=X&ved=2ahUKEwjxvfie9cz4AhXRSWwGHSL0CiEQ6wF6BAGDEAE
- https://books.google.com/books?id=dDj88ldNwRwC&printsec=frontcover&dq=consumer+behaviour&hl=en&newbks=1&newbks_redir=1&sa=X&ved=2ahUKEwjxvfie9cz4AhXRSWwGHSL0CiEQ6wF6BAGFEAE
- https://books.google.com/books?id=BxGw27yTVHIC&printsec=frontcover&dq=consumer+behaviour&hl=en&newbks=1&newbks_redir=1&sa=X&ved=2ahUKEwjxvfie9cz4AhXRSWwGHSL0CiEQ6AF6BAGKEAI

Subject Code: HBPY22001	Subject Name: INTRODUCTION TO PSYCHOLOGY I				Ty/Lb /ETP/ IE	L	T/ SLr	P/R	C
	Prerequisite: None				Ty	3	1/0	0/0	4
L : Lecture T : Tutorial SLr : Supervised Learning P : Project R : Research C: Credits T/L/ETP/IE: Theory / Lab / Embedded Theory and Lab/Internal Evaluation									
OBJECTIVES: <ul style="list-style-type: none">To introduce the field of psychology.Understanding the basics and history of psychology and psychological processesIt enables students to learn basic psychological processes and to appreciate different approaches to psychological processes.									
COURSE OUTCOMES (Cos) : (3 – 5) Students completing the course were able to									
CO1	Extrapolate the history and schools of psychology								
CO2	Deduce the processes associated with attention, perception, sensation								
CO3	Construe the process and learning								
CO4	Classify types of memory and causes of forgetting								
CO5	Distinguish various types and extremities of intelligence								
Mapping of Course Outcomes with Program Outcomes (POs) & Program Specific Outcomes (PSOs)									
COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	3	1						2
CO2	3	3	2					2	2
CO3	3	3	2					2	2
CO4	3	3	2				2		2
CO5	3	3	2				2	2	2
	PSOs								
COs	PSO 1		PSO 2		PSO 3		PSO4		PSO 5
CO 1	3		2		3		1		1
CO 2	3		2		3		1		1
CO 3	3		2		3		1		2
CO 4	3		2		3		1		1
Category	Program Core	Progr am electi	Humanities and social Science	Open Elective	Skill enhancing elective	Inter Disciplinar y/Allied	Skill Component	Practical /Project/int ernship	Others
	✓								

Subject Code: HBPY22001	Subject Name:: INTRODUCTION TO PSYCHOLOGY I	Ty/Lb /ETP/ IE	L	T/ SLr	P/R	C
	Prerequisite: None	Ty	3	1/0	0/0	4

UNIT1: 10 Hours

INTRODUCTION TO PSYCHOLOGY

Definition and Scope of psychology, Schools of Psychology, History of Psychology, Psychology & its Disciplines, Research Methods in Psychology.

UNIT2: 13 Hours

ATTENTION, PERCEPTION AND SENSATION: Attention Definition, Characteristics, Attention and processing of information, types of attention. Sensation- Sensory Processes- meaning and characteristics, Types of Sensation, Visual sensation and color, Auditory sensation, Olfactory, gustatory, and Tactile. Perception –Process of perception, Perceptual constancy, Depth perception, Illusion, Organizational factors of perception- gestalt

UNIT 3: 13 Hours

LEARNING: Definition and nature of learning, Classical Conditioning- Theory, principle and, Operant Conditioning-Theory, principle, other forms of learning-Insight, Biological, Instrumental, Cognitive, observational learning, and skill learning. Behavioral modification - Concept and application

UNIT4: 12 Hours

MEMORY AND FORGETTING: Memory- Definition and stages of memory processing - encoding, storage, retrieval, Types of memory-sensory memory, short term memory, long term memory. Study Strategies Forgetting- theories: Retrieval failure, decay theory, Interference theory, motivational forgetting, Reconstruction theory.

UNIT5: 12 Hours

INTELLIGENCE: Meaning and definition of Intelligence, Theories of Intelligence (Gardner Multiple Intelligence Theory, Sternberg Triarchic intelligence, Guilford Theory, Thorndike's theory, Spearman's theory, Thurstone's theory) Measurement of intelligence (concept of IQ and Types of intelligence), Extremes in intelligence- Mental Retardness and Giftedness.

Total no. of periods: 60

TEXT BOOKS:

- Atkinson & Hilgard. (2014). Introduction to Psychology (16th Ed.). Delhi: Cengage Learning India Pvt. Ltd.
- Ciccarelli, S.K., & White, J.N. Psychology 5th Ed. (2018). Adapted Mishra.G. Noida: Pearson India Education Services Pvt. Ltd

REFERENCES

- Baron, R.A., & Misra, G., (2017). Psychology Indian Subcontinent Edition. (5th e.d.). India, U.P. : Pearson India Inc
- Morgan, Clifford.T. King, Richard. A., Weisz, John.R. Schopler, John (1993): Introduction to Psychology, Tata McGrawHill.
- Kalat, James W. (1996) : Introduction to Psychology, 4th edition, Brooks/Cole Publishing Co
- Hockenbury, D. H. & Hockenbury, S. E. (2003). Psychology (3rd Ed.) New York: Worth Publishers
- Coon, D. & Mitterer. (2007). Introduction to Psychology – Gateways to Mind and Behaviour (11th Ed.) Delhi: Thomson Wadsworth

E-LEARNING RESOURCES:

<https://www.psywww.com/careers/specialt.html>

www.worthpublishers.com/hockenbury

<https://courses.lumenlearning.com/wsu-sandbox/chapter/gestalt-principles-of-perception/>

<https://courses.lumenlearning.com/boundless-psychology/chapter/theories-of-emotion/>

<https://courses.lumenlearning.com/boundless-psychology/chapter/theories-of-motivation/>

www.pdfdrive.net.com

Subject Code: HBPY22002	Subject Name: Environmental Psychology					Ty/Lb /ETP/ IE	L	T/ SLr	P/R	C	
	Prerequisite: None					Ty	3	0/0	0/0	3	
L : Lecture T : Tutorial SLr : Supervised Learning P : Project R : Research C: Credits T/L/ETP/IE: Theory / Lab / Embedded Theory and Lab/Internal Evaluation											
OBJECTIVES: <ul style="list-style-type: none">To get acquaintance with the contribution of psychology in understanding the peoples ‘responses to environmental problems.To understand the psychological and social consequences of environmental degradationTo understand the human-environment transaction, and possibility of behavioral intervention strategies to minimize the adverse effects.Understand that pro-environment behavior which is highly needed to reduce the ill effects of environmental quality											
COURSE OUTCOMES (Cos) : (3 – 5) Students completing the course were able to											
CO1	The students will get knowledge of Human environmental relationship.										
CO2	The students have essential knowledge of environmental stress and pro- environmental behavior										
CO3	students will gain knowledge on pro-environmental behavior.										
CO4	Students will learn techniques to sustain the environment										
Mapping of Course Outcomes with Program Outcomes (POs)											
COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9		
CO1	3	2	3	1		1		3		1	
CO2	3	2	3	1		1		3		2	
CO3	3	2	3	1		1		3		2	
CO4	3	2	3	1		1		3		2	
	PSOs										
COs	PSO 01		PSO 02		PSO 03		PSO04		PSO 5		
CO 1	1		3		1		2		3		
CO 2	2		2		2		1		3		
CO 3	1		2		3		1		3		
CO 4	1		3		3		2		3		
Category	Program Core	Program elective	Humanities and social Science	Open Elective	Skill enhancing elective	Inter Disciplinary/Allied	Skill Component	Practical /Project/internship	Others		
	✓										

Subject Code: HBPY22002	Subject Name: Environmental Psychology	Ty/L b/ET P/ IE	L	T/ SLr	P/R	C
	Prerequisite: None	Ty	3	0/0	0/0	3

Unit1

12 HOURS

Emergence of environmental psychology and its growth: Definition and scope. Human environment relationship: different worldviews to understand human- environment relationship, Salient features of environmental psychology, Recent trends and future directions in environmental psychology, Indian views on human-environment relationship.

Unit2:

12 HOURS

Human-environment transaction: Personal space, territoriality, crowding, Theoretical models: stimulus overload, behavioral constraint, ecological and adaptation.

Unit 3:

11 HOURS

Environmental stress and Pro environmental behavior: Concept and type of stress, Sources of stressors: Cataclysmic, ambient stressors, daily hassles, Pollutions: noise, air, water, chemical and their consequences. Changing the environmental destructive mindset, Environmental education, environmental prompts and cues, Reinforcement strategies, Environmental movements.

Unit 4:

10 HOURS

Environmental Protection: Methods of protecting sustainability, Reasons for adopting sustainable strategies by Firms, NGO and Government, ISO Standardization for NGOs, Practical ways of approaching sustainable development, GAIA Hypothesis, Steps taken by government – Eco parks, Solar Parks; Renewable Energy

TOTAL NO OF PERIODS: 45

TEXT BOOKS:

1. The psychology of sustainability: understanding the relationship between self and earth. (2019). United states: cognella, incorporated.
2. Amel, e. L., manning, c. M., koger, s. M., scott, b. A. (2015). Psychology for sustainability: 4th edition. United States: Taylor Francis.

REFERENCES:

1. Nagar, D. (2006). Environmental psychology. New Delhi, India: Concept.
2. Jain, U. (1987). The psychological consequences on crowding. New Delhi, India: Sage.
3. Jain, U., &Palsane, M. N. (2004). Environment and behavior. In J. Pandey (Ed.), Psychology in India revisited: Developments in the discipline (Vol. 3: Applied social and organizational psychology, pp. 261-308). New Delhi, India: Sage

E LEARNING RESOURCES:

- https://books.google.co.in/books?id=VJnbBwAAQBAJ&printsec=frontcover&dq=Psychology+of+Sustainable+Development&hl=en&newbks=1&newbks_redir=1&sa=X&ved=2ahUKEwiYiZ3kvs34AhUgR2wGHRKBCnkQ6AF6BAgDEAI
- https://books.google.co.in/books?id=AmNRDwAAQBAJ&printsec=frontcover&dq=Psychology+of+Sustainable+Development&hl=en&newbks=1&newbks_redir=1&sa=X&ved=2ahUKEwiYiZ3kvs34A

Subject Code: HBCC22L01	Subject Name: COMPUTER SOFTWARE LAB	Ty/ Lb/ ETP/IE	L	T/ S.Lr	P/R	C			
	Prerequisite: NIL	Lb	0	0/0	2/0	2			
L: Lecture T:Tutorial SLr : Supervised Learning P : Project R : Research C: Credits T/L/ETP/IE : Theory / Lab / Embedded Theory and Lab/Internal Evaluation									
OBJECTIVES: <ul style="list-style-type: none">To train students how to use MS Office applications use in office work such as creating professional-quality documents; store, organize and analyze information; arithmetic operations and functions.MS Excel to enable the students for creating tables, scatter plots, and completing data analysis.Gain knowledge in practical applications of Word, Excel, PowerPoint, Paint and Internet.									
COURSE OUTCOMES (COs) : (3- 5)									
CO1	Demonstrate the usage of various operations in MS Word								
CO2	Perform calculations in Microsoft Excel using both manually inputting formulas and built-in functions.								
CO3	Develop dynamic slide presentations with animation, narration, images, and much more, digitally and effectively.								
CO4	Create drawings to include clipart, color, shape, size, text, enhance text								
CO5	Understanding how to search specific website, sending mails etc								
Mapping of Course Outcomes with Program Outcomes (POs)									
COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	3	1	2	1	2	3	2	2
CO2	3	2	3	2	2	2	3	2	3
CO3	3	3	1	2	1	2	3	2	2
CO4	3	2	1	1	1	2	2	2	2
CO5	3	3	1	1	1	2	3	2	3
Mapping of Course Outcomes with Program Outcomes (PSOs)									
COs / PSOs	PSO1		PSO2		PSO3		PSO4		PSO 5
CO1	1		1		1		1		2
CO2	1		1		1		1		2
CO3	1		1		1		1		2
CO4	1		1		1		1		2
CO5	1		1		1		1		3
3/2/1 indicates Strength of Correlation 3- High, 2- Medium, 1-Low									
Category	Program Core	Program elective	Humanities and social Science	Open Elective	Skill enhancing elective	Inter Disciplinary/Al lied	Skill Component	Practical /Project/intern ship	Others

**Computer software lab (MS office-Word, Excel, Powerpoint,
Paint and Internet)**

UNIT1: OFFICEAPPLICATIONS–I
MS OFFICE: MS-WORD

UNIT2: OFFICEAPPLICATIONS-II
MSOFFICE:MS-EXCEL

UNIT3: OFFICEAPPLICATIONS-III
MSOFFICE:MS-POWERPOINT

UNIT4: MICROSOFT PAINT EXERCISES - IV

UNIT 5: INTERNET& ITS APPLICATION

SUGGESTED HANDSON EXERCISE**OFFICE APPLICATIONS-I**

1. Preparing a Govt. Order/Official Letter/Business Letter/Circular Letter
Covering formatting commands -font size and styles -bold, underline, upper case, lowercase, superscript, subscript, indenting paragraphs, spacing between lines and characters, tab settings etc.
2. Preparing a newsletter:
To prepare a newsletter with borders, two columns text, header and footer and inserting a graphic image and page layout.
3. Creating and using styles and templates
To create a style and apply that style in a document
To create a template for the styles created and assemble the styles for the template.
4. Creating and editing the table
To create a table using table menu
To create a monthly calendar using cell editing operations like inserting, joining, deleting, splitting and merging cells
To create a simple statement form at calculations viz. Totalling the column.
5. Creating numbered lists and bulleted lists
To create numbered list with different formats (with numbers, alphabets, roman letters)
To create a bulleted list with different bullet characters.
6. Printing envelopes and mail merge.
To print envelopes with from addresses and to addresses
To use mail merge facility for sending a circular letter to many persons
to use mail merge facility for printing mailing labels.
7. Using the special features of word
To find and replace the text
To spell check and correct.
To generate table of contents for a document to prepare index for a document.
8. Create an advertisement
Prepare a resume.

SUGGESTED HANDSON EXERCISES**OFFICE APPLICATIONS-II**

9. Using formulas and functions:
To prepare a Worksheet showing the monthly sales of a company in different branch offices (Showing Total Sales, Average Sales).
Prepare a Statement for preparing Result of 10 students in 5 subjects (using formula to get Distinction, A Grade, B Grade, C Grade and Fail under Result column against each student).
10. Operating on the sheets:
Finding, deleting and adding records, formatting columns, row height, merging, splitting columns etc. Connecting the Work sheets and enter the data.

11. Creating a Chart: To create a chart for comparing the monthly sales of a company in different branch offices.
12. Using the data consolidated command:
To use the data consolidate command to calculate the total amount budgeted for all departments, (wages, travel and entertainment, office supplies and so on) or to calculate the average amount budgeted for – say, department office expenses.
13. Sorting Data, Filtering Data and creation of Pivot tables.

SUGGESTED HANDSON EXERCISE

OFFICE APPLICATIONS-III

14. Creating a new Presentation based on a template – using Auto content wizard, design template and Plain blank presentation.
15. Creating a Presentation with Slide Transition – Automatic and Manual with different effects.
16. Creating a Presentation applying Custom Animation effects –
Applying multiple effects to the same object and changing to a different effect and removing effects.
17. Creating and Printing handouts.

SUGGESTED HANDSON EXERCISE

OFFICE APPLICATIONS-IV

18. To show your understanding of Microsoft Paint, label the drawing with the following labels: zoom tool, eraser, line thickness, example clipart, arrow shape, line tool, get more colors, add text, document title, save icon, undo, select, rotate, icon, fill, freehand tool, copy, color 2. You only need to use each label once.
19. Microsoft Paint Exercise
 - A. Create a logo for a business.
 - B. Examples: for a computer shop, a greengrocer, a garage, an education centre, a restaurant, a sports club, or anything you choose!
 - C. Get ideas by looking at other business/popular logos.
 - D. You can insert clipart.
 - E. Save your drawing as Logo.
 - F. Print your logo. Use Page Setup to fit your logo to the page.

*Ensure your logo represents the business and contains some text.

SUGGESTED HANDSON EXERCISE

OFFICE APPLICATIONS-V

20. Searching for a website/application/text documents viewing and downloading.
21. Create an E-mail account, Retrieving messages from inbox, replying, attaching files filtering and forwarding
22. Operating on a Tablet/SmartPhone – browsing and practising on some important applications (Uc Browser, Skype) - operating on internet – creating and sending messages /mails using the

applications like Whats App and We Chat - downloading text and media files and video conferencing using Skype.

Subject Code: HBPY22L01	Subject Name :EXPERIMENTAL PSYCHOLOGY	Ty/Lb /ETP/ IE	L	T/ SLr	P/R	C
	Prerequisite: None	Lb	0	0/0	4/0	2

L : Lecture T : Tutorial SLr : Supervised Learning P : Project R : Research C: Credits
T/L/ETP/IE: Theory / Lab / Embedded Theory and Lab/Internal Evaluation

OBJECTIVES:

- To make the students familiar with the field of psychological experiments in general
- To demonstrate to the students, measurement of human capacities likes perception, attention, learning and memory in a scientific setting.
- To help students to acquire knowledge on how to record, present and draw conclusions from the data, from the observations made.

COURSE OUTCOMES (Cos) : (3 – 5)

Students completing the course were able to

CO1	Assess the intelligence and abilities of individuals
CO2	Evaluate the attention concentration and memory
CO3	Interpret the interest and aspirations

Mapping of Course Outcomes with Program Outcomes (POs) & Program Specific Outcomes (PSOs)

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	3	3	3		2	2	3	3
CO2	3	3	3	3		2	2	3	
CO3	3	3	3	3		2	2	3	
PSOs									
COs	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5				
CO 1	3	3	3	3	3	3			
CO 2	3	3	3	3	3	3			
CO 4	3	3	3	3	3	3			
Category	Program Core	Program elective	Humanities and social Science	Open Elective	Skill enhancing elective	Inter Disciplinary/Allied	Skill Component	Practical /Project/internship	Others
								✓	

Subject Code: HBPY22L01	Subject Name: EXPERIMENTAL PSYCHOLOGY	Ty/Lb /ETP/ IE	L	T/ SLr	P/R	C
	Prerequisite: None	Lb	0	0/0	4/0	2

COURSE CONTENTS

10 tests for Practicum and Record out of 15 (30 hours)

1. Muller Lyer Apparatus
2. Tachistoscope Apparatus Test
3. Comprehensive Interest Schedule
4. Raven's Progressive Matrices
5. Bhatia's Battery
6. Tweezer Dexterity Test
7. David Battery of Differential Abilities
8. Transfer of Learning - Habit Interference
9. PGI Memory Scale
10. Finger Tapping test
11. Colour Preference Test
12. Porteus Maze Test
13. Level of Aspiration
14. Non-Verbal Test of Intelligence
15. Size constancy apparatus

Total no. of periods: 60

TEXT BOOKS:

- Rajamanickam, (2005). Experimental Psychology with advanced experiments. (Vol.1). New Delhi: Concept Publishing Company.
- Rajamanickam, (2005). Experimental Psychology with advanced experiments. (Vol.2). New Delhi: Concept Publishing Company

REFERENCES:

- Mook, D. (2004). Classic experiments in Psychology. Westport: Greenwood Press.
- Sharma, R.N. & Sharma, R. (2003). Experimental Psychology. New Delhi: Atlantic Publishers & Distributors
- Woodworth. R. S., & Schlosberg, H. (1971) Experimental Psychology, Oxford and IBH Pub., Pvt., Ltd.



B.A.	COMMUNICATION SKILLS (B.Sc./BCA/BPES Programs)						L	T/ SLr	P/R	C
	Total contact hours – 30						0	0/0	2/0	1
	Prerequisite –Plus 2 English									
	Course designed by – Department of English									
Course Objectives:										
1. Understand the concepts of communication and the use of language as a medium of communication.										
2. Shed off language anxieties and gain confidence to speak in English with activities focused on grammar and conversation.										
3. Listen and speak for interpersonal communication and academic activities.										
4. Read and write for lifelong learning, knowledge enhancement and research.										
5. Communicate to work in teams and follow social ethics in the global culture.										
Course Outcomes (Cos)										
1	Use English as a medium of communication for academic and professional attainment									
2	Shed off language anxieties and gain confidence to speak with different kinds of people in varied contexts.									
3	Listen and speak for interpersonal communication and academic activities.									
4	Read and write for lifelong learning, knowledge enhancement and research.									
5	Communicate to work in teams and follow social ethics in the global culture.									
Program Specific Objectives										
PSO1	Understanding of the basic concepts of English language and literature.									
PSO2	Learning through literature in English, diverse historical cultural and social ethics									
PSO3	Application of literary critical perspectives to generate original analysis of literature in English									
PSO4	Promotion of cultural values and real-life skills through English language and literature									
Mapping of course outcomes (COs) with Program Outcomes (POs)										
(H/M/L indicates the strength of correlation) H= High; M= Medium; L= Low										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	
1	3	3	3	1	3	3	2	2	3	
2	3	3	3	1	3	3	2	2	3	
3	3	3	3	1	3	3	2	2	3	
4	3	3	3	1	3	3	2	2	3	
5	3	3	3	1	3	3	2	2	3	
Mapping of course outcomes (Cos) with program Specific outcomes (PSOs)										
COs	PSO1	PSO2	PSO3	PSO4						
CO1	2	2	2	2						
CO2	2	2	2	2						
CO3	3	3	3	3						
CO4	3	3	3	3						
CO5	3	3	3	3						
H/M/L Indicates Strength of Correlation : H- High; M- Medium; L- Low										
Category	Basic Sciences	Engg. Science	Program core	Program Elective	Professional Core	Professional Elective	Open Elective	Practical Project/ Seminar/ Internship	Soft Skills (H)	
	√								√	
4	Approval				Meeting of Academic Council June 2022					

FACULTY OF HUMANITIES AND SCIENCE
COMMUNICATION SKILLS / HBCC22I01
(Common to all UG H&S Courses) 30 HOURS

Prefatory note:

The paper seeks to train students in communicative skills and also give a firm foundation in listening and speaking by engaging students with authentic audios and videos; the students will immensely benefit from strategy instruction for effective reading and writing; they will be able to recognize the importance of grammar and vocabulary for effective reading and writing. The present global scenario requires increasing need for clear and cordial communication with people from different culture. Cultural Intelligence is given as a unit to help students learn about low and high context cultures. It aligns with the University's mission of disseminating knowledge in the pursuit of education, learning and research at the highest international levels of excellence.

Methodology: Flipped Classrooms and Mobile Assisted Language Learning

Course Objective

The students will be facilitated to

1. Use English as a medium of communication for academic and professional attainment
2. Shed off language anxieties and gain confidence to speak with different kinds of people in varied contexts.
3. Listen and speak for interpersonal communication and academic activities.
4. Read and write for lifelong learning, knowledge enhancement and research.
5. Communicate to work in teams and follow social ethics in the global culture.

Unit-I Listening

- Listening for Social and Academic purposes
- Non-verbal and coverbal communication
- Imitating for pronunciation, intonation, word stress, etc.,

Cognitive Activity: Note taking during lecture sessions

Unit-II Speaking

The art of speaking and negotiating

Interpersonal Communication

- | | |
|--------------------------|----------------------------------|
| 1. Opening conversation | 11. Persuading |
| 2. Introducing oneself | 12. Warning |
| 3. Asking about others | 13. Expressing regret |
| 4. Making small talk | 14. Agreeing |
| 5. Asking for directions | 15. Disagreeing |
| 6. Enquiring | 16. Ending a conversation |
| 7. Thanking | 17. Saying what you intend to do |
| 8. Appreciating | 18. Expressing dislikes |
| 9. Offering help | 19. Comparing |
| 10. Requesting | 20. Complaining |

Academic Communication

1. Instructional conversations
2. Power Point Presentation
3. Narrating about incidents
4. Public speaking– explaining success stories of self and others
5. Group Discussion
6. Interview for Projects and Placement

Unit-III Reading skills

1. Types and mechanics of reading
2. Tips for effective reading
3. Reading Strategies
4. Cognitive Strategy: Note Making, Comprehension exercise, oral and written review,

Unit- IV Writing Skills

- The Process of Writing
 1. Grammar, vocabulary, discourse markers and sentence construction
 2. Writing& Rewriting: drafting, revising, editing.
- Writing as a scaffolding activity
 1. Summarizing
 2. Paraphrasing
 3. Precis writing
 4. Short notes and Essay writing

Unit -V Intercultural communication skills

1. Go local
2. Group behavior
3. E mail and intercultural communication
4. High and low context cultures
5. Cultural diversity in terms of time and space

ASSESSMENT

Clubbed with each unit in the form of Audio listening, watching Videos, quiz, role-play – public speaking, PPT presentation, reading and writing.

Course Outcome

On completing the course, the students will be able to

- Use English as a medium of communication for academic and professional attainment
- Shed off language anxieties and gain confidence to speak with different kinds of people in varied contexts.
- Listen and speak for interpersonal communication and academic activities.
- Read and write for lifelong learning, knowledge enhancement and research.
- Communicate to work in teams and follow social ethics in the global culture.

Prescribed Text

J. C. Richards with J. Hull &S.Proctor, Interchange, Level 2, Cambridge University Press, 2015

Recommended Reading

1. P.D. Chaturvedi & M. Chaturvedi, Communication Skills, Pearson, 2012
2. Anderson, Kenneth Joan Maclean and Tony Lynch. Study Speaking , Cambridge: CUP 2004

3. Dutt, Kiranmai, P., GeethaRajeevan, CLN Prakash, A Course in Communication Skills, Delhi: Foundations Books , 2008
4. Sethi, J. , P.V. Dhamija. A Course in Phonetics and Spoken English2nd Ed. New Delhi, Prentice Hall of India Pvt Ltd.2005.
5. Yadugiri, M.A., The Pronunciation of English, New Delhi, Viva Books, 2013.
6. Bailey, Stephen: Academic Writing: A Practical Guide for Students, London and New york: Routledge Falmer,2004.
7. M.C. Rajeswaran, Permuting Role play in Oral Skill Assessment, International Journal of Innovative Research & Studies, Vol. 13, Issue 12, pp. 91-100, Dec. 2014

Subject Code: HBCC22I02	Subject Name:SOFT SKILLS I					Ty/Lb /ETP/ IE	L	T/ SLr	P/R	C
	Prerequisite: None					IE	0	0/0	2/0	1
L : Lecture T : Tutorial SLr : Supervised Learning P : Project R : Research C: Credits T/L/ETP/IE: Theory / Lab / Embedded Theory and Lab/Internal Evaluation										
OBJECTIVES: <ul style="list-style-type: none">To equip students with skills essential for work place and global environment to which they will move on from the university, once they complete the course.										
COURSE OUTCOMES (Cos) : (3 – 5) Students completing the course were able to										
CO1	Build self-esteem and a sense of self-worth to be good team members									
CO2	To provide the opportunity for each learner to develop to his/her individual capacity.									
CO3	Understand the importance of planning ahead and predicting possible outcomes in the problem-solving process.									
CO4	Cultivate interview skills that they get employed even before they leave the university.									
CO5	Develop lifelong learning skills to adapt in the multicultural context of workplaces.									
Mapping of Course Outcomes with Program Outcomes (POs) & Program Specific Outcomes (PSOs)										
COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	
CO1	3	3	3						3	
CO2	3	3	3						3	
CO3	3	3	2						3	
CO4	3	3	2			3			3	
CO5	3	3	3			3			3	
	PSOs									
COs	PSO 01	PSO 02	PSO 03	PSO04		PSO 5				
CO 1	2	1	1	2		3				
CO 2	1	1	1	2		3				
CO 3	1	1	2	2		3				
CO 4	2	1	1	3		3				
CO5	1	1	1	3		3				
Category	Program Core	Program elective	Humanities and social Science	Open Elective	Skill enhancing elective	Inter Disciplinary/Allied	Skill Component	Practical /Project/internship	Others	
							✓			

Subject Code: HBCC22I02	Subject Name: SOFT SKILLS I	Ty/Lb /ETP/ IE	L	T/ SLr	P/R	C
	Prerequisite: None	IE	0	0/0	2/0	1

Unit -I

Conversational skills, Self-awareness, empathy, public relations; developing observation skills
Building Confidence and Self-esteem Anger Management, Stress Management,
Relaxation Techniques.

Unit 2

Study skills: Time management & Organization, learning style, note taking, learning strategies

Unit 3

Problem solving: Thinking skills- Decision making Goal Setting and Motivation, Positive Thinking,
Overcoming doubt, fear, procrastination and perfectionism. Problem solving, Creativity.
Willingness to learn

Unit 4:

Interview skills: employability skills, resume writing & other writing skills: Note-making -Report
writing, copy writing, Agenda – Minutes – Circular – Essay writing on any current issues –
paragraph – Essay writing

Unit 5

Group discussion- Personal Interview skills - Conversation in the work place- Public Speeches-
Exploring Career Opportunities Skills

Total no. of hours: 30

References:

1. S.P. Dhanavel, English and Soft Skills, Vol. 1, Orient Black swan Pvt. Ltd. 2010
2. Wadkar A (2016). Life skills for success. Sage
3. Nair.V. Rajasenan, (2010). Life Skills, Personality and Leadership, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu



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Periyar E.V.R. High Road, Maduravoyal, Chennai-95. Tamilnadu. India.

Subject Code: HBTA22002	Subject Name: TAMIL PAPER - II	T y/Lb/ETP/IE	L	T / S. Lr	P / R	C
	Prerequisite: Knowledge of Tamil	Ty	3	0/0	0/0	3

L : Lecture T : Tutorial SLr : Supervised Learning P : Project R : Research C: Credits
T/L/ETP/IE : Theory / Lab / Embedded Theory and Lab/Internal Evaluation

OBJECTIVES

- Communicating with friends from around the world via social networking opportunities.
- To develop 21st century learners who love & appreciate Tamil language.
- Learn significance of spoken skill.
- The relationship between language & culture and the implications for language teaching
- Travelling to other countries and learning about other cultures.

COURSE OUTCOMES (Cos)

Students completing this course were able to

CO1	Strengthen literacy skills
CO2	Engage in learning Tamil language and culture in a meaningful setting
CO3	Engross in independent and life-long learning
CO4	Develop a strong foundation in listening & speaking skills.
CO5	Arouse students' interest and ignite the joy of learning Tamil language.

Mapping of Course Outcome with Program Outcome (POs)

Cos/POs	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	3	2	3	2	3	3	3	2
CO2	2	2	3	2	3	2	2	3	3
CO3	3	3	2	3	2	3	3	3	2
CO4	2	2	3	2	2	2	2	3	2
CO5	3	3	3	3	3	3	2	2	3

COs	PSOs			
	PSO 01	PSO 02	PSO 03	PSO04
CO 1	3	3	3	3
CO 2	2	2	3	3
CO 3	3	3	3	3
CO 4	2	2	3	3
CO 5	3	3	3	2

Category	Program Core	Program elective	Humanities and social Science	Open Elective	Skill enhancing elective	Inter Disciplinary/Allied	Skill Component	Practical /Project/internship	Others
			✓						

பொதுத்தமிழ்

இளநிலைமாணாக்கருக்கு
B.A/B.Sc/B.Com/B.B.A/B.C.A/B.PES

HBTA21002

முதலாம்ஆண்டு -இரண்டாம்பருவம்

கற்றல்நோக்கம்: 1.தமிழர்பண்பாட்டினைஅறியச்செய்தல்
2. கடிதம்எழுதும்திறன்வளர்த்தல்
3.தமிழ்இலக்கியவரலாற்றினைஅறிதல்

அலகு - 1 சங்கஇலக்கியம்9 மணிநேரம்

1. புறநானூறு -பா.எண் - 183,184,192
2. குறுந்தொகை - பா. எண் 2,40,167
3. நெடுநல்வாடை - 1 முதல் 44 வரிகள்வரை
- 4.கலித்தொகை -பா.எண் 102,133

அலகு - 2காப்பியம்

9 மணிநேரம்

1. சிலப்பதிகாரம் -
வழக்குஉரைகாதைமுழுவதும்

அலகு - 3நீதிஇலக்கியம்

9 மணிநேரம்

- 1.திருக்குறள் - 34,72,96,102,103,116,124,136,158,395 (10 குறள்கள்)
- 2.நாலடியார் - 1,11,29,32,43,51,74,103,116,135 (10பாடல்கள்)
- 3.ஆசாரக்கோவை - 20,23,25,76,96 (5 பாடல்கள்)
- 4.திரிகடுகம்- 7,12,27,31,38,(5 பாடல்கள்)

அலகு - 4தமிழ்இலக்கியவரலாறு

9 மணிநேரம்

1.
பக்திஇலக்கியம்
2. சிற்றிலக்கியம்

அலகு - 5இலக்கணம்

9 மணிநேரம்

- 1.வல்லினம்மிகும்இடங்கள்
2. வல்லினம்மிகாஇடங்கள்
3. வினாவகைகள்
4. விடைவகைகள்

மொழிப்பயிற்சி

1. கடிதம்எழுதும்முறை

- 2.செய்வினை -செயப்பாட்டுவினை
- 3.மயங்கொலிப்பிழையைநீக்குக

Subject Code: HBHI22002	Subject Name: HINDI II	Ty/Lb/ETP/IE	L	T / S.Lr	P/R	C
	Prerequisite : Knowledge of Hindi	Ty	3	0/0	0/0	3

L : Lecture T : Tutorial SLr : Supervised Learning P : Project R : Research C: Credits
T/L/ETP/IE : Theory / Lab / Embedded Theory and Lab/Internal Evaluation

OBJECTIVES

- 1.To Understand the Ancient Hindi plays and its aspects.
- 2.To understand the medieval stories and well known novels
- 3.To know the techniques in writing Annotation and Translation

COURSE OUTCOMES (Cos)

Students completing this course were able to

CO1	Introduce students to the real world situation with the help of Plays and stories written by various poets and writers.
CO2	Understand the Literature in broader areas than merely confined to the subject
CO3	Evaluate the concept of Hindi from past to present and to study the society closely through Literature.
CO4	Make the best use of Hindi language in various streams.
CO5	Helps in their Career acquiring knowledge in a language

Mapping of Course Outcome with Program Outcome (POs)

Sem	Coursecode: HBH122002								
I	ProgrammeOutcomes(Pos)								
Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	2	3	2	3	3	3	3	3
CO2	3	3	3	3	2	3	3	3	2
CO3	3	3	2	3	3	3	3	3	2
CO4	2	3	3	3	3	2	2	3	3
CO5	3	3	3	3	3	2	2	3	3

3/2/1 Indicates Strength Of Correlation, 3 – High, 2- Medium, 1- Low

Category	Program Core	Program elective	Humanities and social Science	Open Elective	Skill enhancing elective	Inter Disciplinary/Allied	Skill Component	Practical /Project/internship	Others

Subject Code:	Subject Name: HINDI II	Ty/Lb/ETP/IE	L	T / S.L r	P/R	C
HBHI22002	Prerequisite: Knowledge of Hindi	Ty	3	0/0	0/0	3
L: Lecture T : Tutorial SLr : Supervised Learning P : Project R : Research C: Credits T/L/ETP/IE: Theory / Lab / Embedded Theory and Lab/Internal Evaluation						

UNIT – I One Act Play – novel and translation of hindi language)9hrs

1. Aurazeb ki Aakhiri Raat
2. Mukthidhan
3. Practice of Annotation Writing
4. Practice of Summary and Literary evaluation Writing

UNIT – II One Act Play – novel and translation of hindi language)9hrs

1. Laksmika Swagat
2. Mithayeewala
3. Practice of Annotation Writing
4. Practice of Summary and Literary evaluation Writing

UNIT-III One Act Play – novel and translation of hindi language)9hrs

1. Basant Rituka Natak
2. Seb Aur Dev
3. Practice of Annotation Writing
4. Practice of Summary and Literary evaluation Writing

UNIT-IV One Act Play – novel and translation of hindi language)9hrs

1. Bahut Bada Sawal
2. Vivah ki Teen Kathayen
3. Practice of Annotation Writing
4. Practice of Summary and Literary

UNIT-V (Translation of Hindi Language to English language-paragraph, technical terms)9hrs

1. Translation Practice. (English to Hindi)

REFERENCE:

1. Aath Ekanki, Edited by Devendra Raj Ankur, Mahesh Anand Vaaniprakashan, 4695, 21- A Dariyagunj, New Delhi-110002
2. Swarna Manjari, Edited by Dr.Chitti Annapurna, Rajeshwari Publications 21/3, Mothilal street, (opp.Ranganthan Street) T.Nagar, Chennai-600017
3. Prayojan Mulak Hindi : Dr.Syed Rahmathullah, Poornima Prakashan, 4/7, Begum III street, Royapettah, Chennai-14
4. Anuvad Abhyas Part III Dakshin Hindi Prachar Sabha, T.Nagar ,Chennai -17



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Department of French

Curriculum and syllabus

Course /subject	Code	HBFR22002	Semester	II			
Category	All UG Programs			L	T/SLr	P/R	C
Course Title	French II (THEORY)			3	0/0	0/0	3
L : Lecture T : Tutorial SLr : Supervised Learning P : Project R : Research C: Credits T/L/ETP/IE : Theory / Lab / Embedded Theory and Lab/Internal Evaluation							
Objectives							
1. Students will be able to understand the familiar words and expressions when someone talks slowly and distinctly.							
2. The students will be able to reads; he/she will be able to understand the posters, advertisements or catalogues.							
3. The students will be able to communicate and ask and reply to simple questions on familiar subjects							
4. The students will be able to use expressions and write simple sentences without faults to describe their living spaces							

Course Outcome	Course Outcome	Bloom's Level
CO 1	Repeating the basics learnt and memorizing new a factors like the conjugations	Remembering
CO 2	Understanding very frequent expressions and vocabulary concerning immediate surrounding and what concerns the speaker. Also understand simple announcements and clear message.	Understanding
CO 3	Can read ,understand and act upon on short announcements classified in papers or catalogues ,menu cards, timings and personal shot and messages	Applying Analyzing
CO 4	Can utilize a series of sentences or expressions to describe in simple terms family living conditions studies and actual and recent professional activities	Evaluating
CO 5	Can communicate simple and direct exchange originating from simple habitual tasks on familiar activities and subjects.	Creating
CO 6	Can communicate simple and direct exchanges originating from simple habitual tasks on familiar activities and subjects	Creating
CO 7	Can write notes and simple and short messages, write like on picture postcard messages of personal vacations and thank you letters.	Creating

MAPPING OF Cos WITH POs

FRENCH-II HBFR22002									
COURSE OUTCOMES	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
COURSE OUTCOME 1	3	2	2	2	2	1	2	2	3
COURSE OUTCOME 2	2	2	2	2	1	1	3	2	3
COURSE OUTCOME 3	2	3	2	3	1	1	2	2	3
COURSE OUTCOME 4	3	2	3	2	2	2	2	3	3
COURSE OUTCOME 5	2	2	2	3	3	3	3	2	3
COURSE OUTCOME 6	3	3	2	2	3	3	3	3	3
COURSE OUTCOME 7	3	3	2	2	3	3	3	3	3

Category	Program Core	Program elective	Humanities and social Science	Open Elective	Skill enhancing elective	Inter Disciplinary/Allied	Skill Component	Practical /Project/internship	Others
			✓						



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Subject Code:
HBFR22002

FRENCH– II (THEORY) Language-II 45 hrs

UNIT I

9hrs

**Compétences communicatives, phonologiques, linguistiques,
grammaticales et culturelles**

- Se saluer, prendre congé, se présenter quelqu'un/quelque chose, Salutations, présentatifs, détails d'identité, professions, quartiers
 - Genres, nombres, articles, présentatifs, pluriels des noms, c'est/il est, pronoms toniques
 - Salutations française, comportement des salutations, les quartiers parisiens, le peintre Monet
- **Clip audios** : Exercices orales, compositions orales et épreuves orales. (20 – durée moins de 2 minutes)
- **Audio clips**- For oral expressions, oral assignments and oral test-20- duration less than 2 minutes (10 oral exercises, 6 audio reading compositions & 4 tests).

UNIT II

9hrs

**Compétences communicatives, phonologiques, linguistiques,
grammaticales et culturelles**

- Dialogue de la vie d'étudiant, des liens familiaux, de l'appartenance, des habitudes ; poème, le son « eu » énonces à répéter, lecture guidée.
- S'exprimer de la fréquence, des habitudes, articles, présent de l'indicatif, verbes à la terminaison – er, adjectifs possessifs et qualificatifs, locutions avec « avoir »

- Demander l'heure, Les jours, Les mois de l'année.
- **Clip audios** : Exercices orales, compositions orales et épreuves orales.(20 – durée moins de 2 minutes)
- **Audio clips**- For oral exercises, oral assignments and oral test-20 duration less than 2 minutes (10 oral excercises ,6 audio reading compositions& 4 tests).

UNIT III

9hrs

Compétences communicatives, phonologiques, linguistiques, grammaticales et culturelles

- Parler des voyages, identifier les vêtements, caractériser de personnes, faire des exclamations, s'informer sur la vie d'étudiantfrançais.
- Poème, le « son i », décrire des personnes, prononcer le nom des pays et des nationalités, appréciation/exclamation
- Transport et voyages, les pays, nationalités, la mode, la partie du corps ,Adjectifs de nationalités et genres, adjectifsréguliers/irréguliers, prépositions de lieux, verbes aller- venir et verbes a la terminaison –ir
- L'aéroport de Roissy, a la douane, les vêtements, a mode a paris, quelques professions, le sport et la sante ; aJoconde, la BD,

- **Clip audios** : Exercices orales, compositions orales et épreuves orales. (20 – durée moins de 2 minutes)
- **Audio clips**- For oral expressions, oral assignments and oral test-20-duration less than 2 minutes (10 oral exercises ,6 audio Reading compositions& 4 tests)

UNIT IV

9hrs

Compétences communicatives, phonologiques, linguistiques, grammaticales et culturelles

- Communication au restaurant, des recettes, le goût et les préférences identifier le type des restaurants.
 - Poème, le son « o » énonces simples, des sons nasaux, exercices de répétition
 - Les repas français recette activités et sportives
- **Clip audios** : Exercices orales, compositions orales et épreuves orales.(20 – durée moins de 2 minutes)
- **Audio clips**- For oral expressions, oral assignments and oral test-20 duration less than 2 minutes (10 oral exercises ,6 audio reading

UNIT V

9hrs

Compétences communicatives, phonologiques, linguistiques, grammaticales et culturelles

- Planifier des vacances, parler des concours, du sport, du temps qu'il fait, s'exprimer au comparatif
- Poème le son « yu », répétition d'énonces, lire de noms de quelques villes
- Activités de vacances, mots de localisation, plan de Paris, le climat et l'écologie, un concours international, les saisons
- Adjectifs de couleur, nombres ordinaux, quelques verbes irréguliers,
- 3 temps autour du présent « de » et « a » et des verbes. Différentes formes du négatif, « il fait » le comparatif le superlatif absolu
- Auberges de jeunesse, vacance, plan de Paris arrondissements quelques monuments parisiens, tourisme fluvial français

➤ **Clip audios** : Exercices orales, compositions orales et épreuves orales. (20 –durée moins de 2 minutes)

➤ **Audio clips**- For oral expressions, oral assignments and oral test-20 duration less than 2 minutes (10 oral exercises ,6 audio Reading compositions& 4 tests).

Reference Books :

1. **Parlez-vous français?Partie 1** - Dr.M.Chandrika.V.Unni&Mrs. Meena Mathews 2019 by Universal publisher
2. **CLE INTERNATIONAL** Lectures Clé en français facile. (2012) Hachette Paris
3. **Cosmopolite**: Livre de eleve A1 by Nathalie Hirsch sprung, Tony Tricot, Claude Le Ninan
4. **Latitudes-1** by Régine Mérieux & Yves l'oiseau, Didier 2017
5. **Alter Ego 1** - Catherine Dolez, Sylvie Pons : (2014) Hachette, Paris

HBEN22002	LANGUAGE-English II	L	T/SLr	P/R	C
	Total contact hours – 45	3	0/0	0/0	3
	Prerequisite – Plus 2 English Language				
	Course designed by – Department of English				

Objectives:

1. demonstrate knowledge of vocabulary and sentence construction in appropriate contexts
2. understand diverse forms of knowledge as expressed in social, historical and cultural contents
3. attain a comprehensive knowledge of the communication skills and use it ethically
4. use analytical and interpretative skills for research and variety of purposes.
5. develop organized academic and business writing for professional careers

Course Outcomes (COs)

001	demonstrate knowledge of vocabulary and sentence construction in appropriate contexts
002	understand diverse forms of knowledge as expressed in social, historical and cultural contents
003	attain a comprehensive knowledge of the communication skills and use it ethically
004	use analytical and interpretative skills for research and variety of purposes.
005	develop organized academic and business writing for professional careers

Program Specific Objectives

PSO1	Understanding of the basic concepts of English language and literature.
PSO2	Learning through literature in English, diverse historical cultural and social ethics
PSO3	Application of literary critical perspectives to generate original analysis of literature in English
PSO4	Promotion of cultural values and real-life skills through English language and literature

1	Mapping of course outcomes (Cos) with program outcomes (Pos)								
(3/2/1 indicates the strength of correlation) 3= High; 2= Medium; 1= Low									
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
1	3	3	3	3	3	3	3	1	3
2	3	3	3	3	3	3	3	1	3
3	3	3	3	3	3	3	3	1	3
4	3	3	3	3	3	3	3	1	3
5	3	3	3	3	3	3	3	1	3
2	Mapping of course outcomes (COs) with program Specific outcomes (PSOs)								
COs/POs	PSO1		PSO2		PSO3			PSO4	
CO1	3		3		3			3	
CO2	3		3		3			3	
CO3	3		3		3			3	
CO4	3		3		3			3	
CO5	3		3		3			3	
Category	Program Core	Program elective	Humanities and social Science	Open Elective	Skill enhancing elective	Inter Disciplinary/ Allied	Skill Component	Practical /Project/inter nship	Others
			✓						

SEMESTER II

English II

(Common to all UG Courses under H&S)

Unit I: Listening

Authentic audios and videos

Prescribed Book: English Pronunciation in use – Mark Hancock,

Unit II: Speaking

Self-introduction, Describing, anchoring, welcome address, vote of thanks, Role play- formal - informal, narrating stories, film review, analyzing newspaper headings and reports, interpreting Advertisement pamphlets

Group discussion, mock interviews, formal presentation, power point presentation

Prescribed Book: Interchange Student's Book 1,2,3- JC Richards

Unit III: Reading

Extensive, focused reading,

Strategies for effective reading - Reading comprehensions – Note making- summarizing- paraphrasing, Review

Suggested reading: short stories, newspaper reports, film reviews

Unit IV: Writing

Extensive writing practices – note taking, Cognitive and metacognitive strategies to inculcate a sense of organizing ideas into coherent sentences and paragraphs, Formal and Informal letters, Business letters.

Unit V: Nonverbal communication/ charts, diagrams and table

Interpretation of charts Flow chart, pie chart, bar diagram, table, tree diagram, etc.,

Assessment (formative & summative): written 50% and oral 50%/ Classroom tasks may well be utilized for Oral assessments

Prescribed Text:

1. Dr. M. ChandrasenaRajeswaran& Dr. R. PushkalaPinnacle: A Skills Integrated English Text Book for Under Graduate Students.

Reference

1. Hancock, Mark, English Pronunciation in Use; Cambridge Univ. Press, 2013
2. J. C. Richards with J. Hull &S.Proctor, Interchange, Cambridge University Press, 2015
3. Dutt, K, Rajeevan, G& Prakash, CLN 2008, *A Course on Communication Skills*, 1st edn, Cambridge University Press, Chennai
4. www.writingcentre.uottawa.ca/hypergrammar/preposit.html
5. www.better-english.com/grammar/preposition.html

Subject Code: HBFS22ID2	Subject Name: ALLIED-II- PHYSIOLOGICAL BASIS OF BEHAVIOR				Ty/Lb/ ETP/IE	L	T/ SLr	P/R	C
	Prerequisite: None				Ty	3	0/0	0/0	3
L : Lecture T : Tutorial SLr : Supervised Learning P : Project R : Research C: Credits T/L/ETP/IE : Theory / Lab / Embedded Theory and Lab/Internal Evaluation									
OBJECTIVES: <ul style="list-style-type: none">. To explore the biological basis of experience and behavior.To develop an understanding of the influence of behavior, cognition and the environment on bodily systemsTo develop an appreciation of the neurobiological basis of psychological function and dysfunctionTo understand the role of the brain parts and its functioning.									
COURSE OUTCOMES (Cos) : (3 – 5) Students completing the course were able to									
CO1	Explain the biological basis of behavior and methods used study the same								
CO2	Illustrate the function of nervous system								
CO3	Extrapolate the functions of neurotransmitters								
CO4	Formulate the biological function associated with emotions								
CO5	Interpret the role of the parts of brain in learning and memory								
Mapping of Course Outcomes with Program Outcomes (POs) & Program Specific Outcomes (PSOs)									
COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	3	2	1					1
CO2	3	3	1	1					
CO3	3	3	1	1					
CO4	3	3	1	2					1
CO5	3	3	3	3					
	PSOs								
COs	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5				
CO 1	3	3	1	2	1				
CO 2	3	3	1	2	1				
CO 3	3	3	1	2	1				
CO 4	3	3	2	2	1				
CO5	3	3	1	2	1				
Category	Program Core	Program elective	Humanities and social Science	Open Elective	Skill enhancing elective	Inter Disciplinary/Allied	Skill Component	Practical /Project/internship	Others
						✓			

Subject Code : HBFS22ID2	Subject Name :ALLIED II- PHYSIOLOGICAL BASIS OF BEHAVIOR	Ty/Lb /ETP/ IE	L	T/ SLr	P/R	C
	Prerequisite : None	Ty	3	0/0	0/0	3

UNIT1:

7 Hours

INTRODUCTION TO BIO-PSYCHOLOGY

What is Biological Psychology, Nature and scope; Methods and ethics in biopsychology; Divisions of biopsychology. Methods of Study: Ablation, Recording, Electrical & Chemical Stimulation, Stereotaxic surgery, Neuroimaging - CT Scans, PET Scans, MRI & FMRI

UNIT 2:

10 Hours

NEUROANATOMY AND THE NERVOUS SYSTEM: Neuroanatomy-The neuron: Structure of the neuron, types of Neurons; The Peripheral Nervous system: Structure and function The Skeletal Nervous system-structure and function; The Autonomic Nervous System-Structure & function The Central Nervous System: Spinal cord - structure and function

UNIT 3:

10 Hours

NEURAL IMPULSE AND NEUROTRANSMITTERS: Neural Impulse: Neural impulse Cycle: membrane potential, resting potential, action potential; conduction across the length of a neuron and conduction across the synapse; Neurotransmitters and the nervous system - acetylcholine, dopamine, nor epinephrine & GABA

UNIT 4:

9Hours

EMOTION AND BIOLOGY OF EMOTION: The Biology Of Emotions, Neural mechanism, Learning & Memory Emotional behaviour - Visceral factors in emotional behaviour, Autonomic nervous system & emotion. Endocrine system.

UNIT 5:

9 Hours

THE BRAIN: Functional understanding of brain, neural mechanism, Brain mechanism, The Brain - hindbrain, midbrain & forebrain. Lobar Functioning:Attention, Learning & Memory:

Various types of memory, brain damage & Impairments of implicit memory; brain damage & experiments Of explicit memory; The story of H.M: a man with hippocampus Damage; role of hippocampus, amygdala and frontal cortex.

Total no. of Periods: 45

TEXT BOOKS:

1. Kalat, J.W., (2015), Biological Psychology (11th ed.) New Delhi : Cengage Learning India Private Limited.
2. Pinel, J.P.J., (2007). Biopsychology. (6th ed.). New Delhi : Pearson Education, Inc.

REFERENCES

1. Rosenweig, M.R., Leiman, A.L., Breedlove, S.M. (1999). Biological Psychology : A Introduction to Behavioral, Cognitive and Clinical Neuroscience. (2nd ed.) U.S.A. : Sinauer Associates, Inc.
2. Morgan (1965): Physiological Psychology, International student edition, McGraw Hill Series
3. Levinthal, C.F., (2003), Introduction to Physiological Psychology. (3rd ed.). New Delhi: Pearson Education, Inc
4. Carlson, N. R. (2005). Foundations of Physiological Psychology (6th ed.). New Delhi: Pearson

E-LEARNING RESOURCES:

<http://www.ecpdu.net/htmlfiles/uploads/2015/01/research-methods-in-biopsychology.pdf>

<https://www.khanacademy.org/science/biology/human-biology/neuron-nervous-system/a/overview-of-neuron-structure-and-function>

<https://www.khanacademy.org/science/biology/human-biology/neuron-nervous-system/a/the-synapse>

<https://www.medicalnewstoday.com/articles/307076.php>

www.pdfdrive.net.com

Subject Code: HBPY22003	Subject Name: INTRODUCTION TO PSYCHOLOGY II				Ty/Lb /ETP/ IE	L	T/ SLr	P/R	C
	Prerequisite: None				Ty	3	1/0	0/0	4
L : Lecture T : Tutorial SLr : Supervised Learning P : Project R : Research C: Credits T/L/ETP/IE : Theory / Lab / Embedded Theory and Lab/Internal Evaluation									
OBJECTIVES: <ul style="list-style-type: none">. Understanding the perspectives of psychology and advanced psychological processesTo learn the application of psychology in everyday life.To understand the fundamental processes underlying human behavior such as biological foundations of thinking, motivation, emotion, personality and states of consciousness.To learn about sleep and consciousness and its importance of mental health									
COURSE OUTCOMES (Cos) : (3 – 5) Students completing the course were able to									
CO1	Explain the approaches of doyens towards understanding psychology and personality								
CO2	Formulate the thinking process and language development								
CO3	Interpret the construct of Motivation and emotions								
CO4	Classify the status of consciousness and sleep								
Mapping of Course Outcomes with Program Outcomes (POs) & Program Specific Outcomes (PSOs)									
COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	3	3					1	2
CO2	3	3	3						
CO3	3	3	2						
CO4	3	3	2						2
	PSOs								
COs	PSO 1	PSO 2	PSO 3	PSO4	PSO 5				
CO 1	3	3	3	3	2				
CO 2	3	3	3	3	2				
CO 3	3	3	3	3	2				
CO 4	3	3	3	3	2				
Category	Program Core	Program elective	Humanities and social Science	Open Elective	Skill enhancing elective	Inter Disciplinary/Allied	Skill Component	Practical /Project/int ernship	Others
	✓								

Subject Code: HBPY22003	Subject Name: INTRODUCTION TO PSYCHOLOGY II	Ty/Lb /ETP/ IE	L	T/ SLr	P/R	C
	Prerequisite: None	Ty	3	1/0	0/0	4

UNIT1:

10 HOURS

PERSPECTIVES OF PSYCHOLOGY:

Psychodynamic, Behavioral, Humanistic, Biological, Evolutionary/Socio-biological, Socio-cultural, Cognitive, Developmental, Trait.

UNIT2:12HOURS

THINKING AND LANGUAGE:

Thinking - Concept Formation, Problem Solving& Decision making- Strategies and Obstacles, Critical Thinking, Reasoning- Inductive. Deductive Reasoning, Decision Making, Creativity- Divergent and Convergent Thinking, Thinking Process Language- Nature and development of language, the levels of language analysis (Linguistic Structure), Understanding language and thought.

UNIT3:

13 HOURS

MOTIVATION AND EMOTIONS:

Motivation - Basic Concepts, Theories &Approaches to understand Motivation.

Emotions- Nature and characteristics, elements & components of emotion, Theories of emotion.

UNIT4:

13 HOURS

PERSONALITY:

Definition of personality, Determinants of personality, Theories &Approaches to Personality- Psychoanalytic (Freud), Neo-Freudian (Jung, Adler, Sullivan, Erikson, Karen Horney), Humanistic Approaches, Trait approaches, Behavioral Approaches, Social learning Approaches.

UNIT 5:

12 HOURS

CONSCIOUSNESS:

Nature of consciousness, Brain and consciousness: Normal waking, Directed consciousness, flowing consciousness, divided consciousness, Fantasy and day dreaming. Stages of sleep- REM, Non-REM. Dreams- content, function, meaning, circadian rhythms. Altered state of consciousness- Hypnosis, Depersonalization, Meditation, altered consciousness with drugs.

Total no. of periods: 60

TEXT BOOKS:

- Atkinson & Hilgard. (2014). Introduction to Psychology (16th Ed.). Delhi: Cengage Learning India Pvt. Ltd.
- Ciccarelli, S.K., & White, J.N. Psychology 5th Ed. (2018). Adapted Mishra.G. Noida: Pearson India Education Services Pvt. Ltd

REFERENCES

- Baron, R.A., & Misra, G., (2017). Psychology Indian Subcontinent Edition. (5th e.d.). India, U.P. : Pearson India Inc
- Morgan, Clifford.T. King, Richard. A., Weisz, John.R. Schopler, John (1993): Introduction to Psychology, Tata McGrawHill.
- Kalat, James W. (1996) : Introduction to Psychology, 4th edition, Brooks/Cole Publishing Co
- Hockenbury, D. H. & Hockenbury, S. E. (2003). Psychology (3rd Ed.) New York: Worth Publishers
- Coon, D. & Mitterer. (2007). Introduction to Psychology – Gateways to Mind and Behaviour (11th Ed.) Delhi: Thomson Wadsworth

E-LEARNING RESOURCES:

<https://www.psywww.com/careers/specialt.html>

www.worthpublishers.com/hockenbury

<https://courses.lumenlearning.com/wsu-sandbox/chapter/gestalt-principles-of-perception/>

<https://courses.lumenlearning.com/boundless-psychology/chapter/theories-of-emotion/>

<https://courses.lumenlearning.com/boundless-psychology/chapter/theories-of-motivation/>

www.pdfdrive.net.com

Subject Code : HBPY22004	Subject Name: INTRODUCTION TO HUMAN DEVELOPMENT I	Ty/Lb /ETP/ IE	L	T/ SLr	P/R	C
	Prerequisite: None	Ty	3	1/0	0/0	4

L : Lecture T : Tutorial SLr : Supervised Learning P : Project R : Research C: Credits
T/L/ETP/IE : Theory / Lab / Embedded Theory and Lab/Internal Evaluation

OBJECTIVES:

- .Understanding the physical, psychological, emotional and cognitive development in humans from conception to childhood.
- To impart knowledge about the various domains of childhood development.
- To lay emphasis on influence of families, school and cultural environment on various domains of development in childhood.
- To understand and evaluate the normalcy of infants and childhood.

COURSE OUTCOMES (Cos) : (3 – 5)

Students completing the course were able to

CO1	Compile the theories domains and influences on Human development
CO2	Document the role of genetics and chromosomes on human development
CO3	Estimate the impact of environmental and maternal factors on prenatal development
CO4	Evaluate the normalcy of development of infant
CO5	Apprise the normalcy of development during childhood

Mapping of Course Outcomes with Program Outcomes (POs) & Program Specific Outcomes (PSOs)

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	3							
CO2	3	3						3	3
CO3	3	3						3	
CO4	3	3							3
CO5	3	3						3	3

	PSOs					
COs	PSO 1	PSO 2	PSO 3	PSO4	PSO 5	
CO 1	3	3	3	3	2	
CO 2	3	3	3	3	2	
CO 3	3	3	3	3	2	
CO 4	3	3	3	3	2	
CO5	3	3	3	3	3	

Category	Program Core	Program elective	Humanities and social Science	Open Elective	Skill enhancing elective	Inter Disciplinary/Allied	Skill Component	Practical /Project/internship	Others
	✓								

Subject Code: HBPY22004	Subject Name: INTRODUCTION TO HUMAN DEVELOPMENT I	Ty/Lb /ETP/ IE	L	T/ SLr	P/R	C
	Prerequisite: None	Ty	3	1/0	0/0	4

UNIT 1:13 Hours

INTRODUCTION TO HUMAN DEVELOPMENT: Theoretical approaches to human development – Eric Erickson, Sigmund Freud (Psychodynamic theory), Jean Piaget, Vygotsky socio-cultural theory and Urie Bronfenbrenner, Major stages in Lifespan Development (8stages), Principles of Baltes’s life span approach (6 principles). Developmental research designs – Longitudinal, Cross-sectional, Sequential and Micro genetic studies.

UNIT II13 Hours

DOMAINS OF HUMAN DEVELOPMENT: Domains of human development- Physical, cognitive, psycho-social development. Influences on Human Development-- Heredity, environment, maturation, family, socioeconomic status and neighbors, culture, race or ethnicity. Biological Beginnings: Conceiving a new life-Fertilization; Multiple Births. Mechanisms of Heredity- Genetic Code, Sex Determination, Patterns of Genetic Transmission -Dominant and Recessive Inheritance: Genotypes, phenotypes, Multifactorial Transmission. Mutation-Causesandtypes-ChromosomalandGenelinked abnormalities.

UNIT III10 Hours

PRENATAL LIFE: Prenatal Development, Stages of prenatal development- period of germinal, embryonic, and fetal stage. Environmental influences on prenatal development- i) Maternal factors- Nutrition, physical activity, drug intake, sexually transmitted diseases, maternal illness, maternal age, outside environmental hazards. ii) Paternal factors. Prenatal Assessment- Amniocentesis, chorionic villus sampling, embryoscopy, pre implantation diagnosis, maternalblood test, umbilical cord blood sampling, ultrasound. Birth Process- Stages of Child Birth. Methods of delivery: Medicated, natural, prepared and caesarean.

UNIT IV12 Hours

INFANCY: Neo natal period – medical and behavioralassessment: Medical-Apgar scale, Behavioral Brazelton scale; Physical development in infancy - principles - cephalocaudal, proximodistal;
Physical growth - Early reflexes; Early Sensory capacities. Motor development- milestones of motor development.
Cognitive development- Piagetian approach - sensory motor stage Emotional development- stranger anxiety, separation anxiety, social referencing Language development- sequence of language development, early vocalization, recognizing language sounds, gestures, first words,

first sentences. Social development- Socialization and internalization – developing a conscience, developing self –regulation.

UNIT V 12 HOURS

CHILDHOOD: Physical development: Bodily growth and change. Motor development/skills- gross motor skills, fine motor skills and handedness. Cognitive development- Piagetian approach preoperational stage and concrete operational stage. Emotional development- Understanding emotions; Emotional growth. Language development- Vocabulary, grammar, syntax, pragmatics and social speech. Private speech, delayed language development. Social development- relationships with other children, choosing playmates and friends.

Total no. of periods: 60

TEXT BOOKS:

- Papalia, D. E, Olds, S. W, & Feldman, R. D. (2015). Human Development (12thed.). Chennai: McGraw-Hill Education (India) Pvt.Limited.
- Santrock, J. W. (2013). Child Development (13thed.). New Delhi: Tata McGraw Education Private Limited

REFERENCES

- Santrock, J. W. (2011). Life-Span Development (13thed.). New Delhi: Tata McGraw Education Private Limited
- Bee, H. & Boyd, D. The Developing Child (10th ed.). Delhi: Pearson Education.
- Berk, L. E (2013). Child Development (9thed.). New Delhi: PHI Learning Pvt. Limited.
- Hurlock, E.B. (1978). Child Development. (6thed.). New Delhi: Tata McGraw-Hill Publishing Company Limited.
- Hurlock, E. B. (2006). Developmental psychology –A lifespan approach, (5th ed.), New Delhi: Tata McGraw-Hill.

E-LEARNING RESOURCES:

<https://courses.lumenlearning.com/wmopen-psychology/chapter/stages-of-development/>

<https://www.gracepointwellness.org/461-child-development-parenting-infants-0-2/article/10107-infancy-physical-development>

<https://www.gracepointwellness.org/461-child-development-parenting-infants-0-2/article/10116-infancy-emotional-social-development-emotional-expression-and-understanding>

<https://www.cliffsnotes.com/study-guides/psychology/development-psychology/physical-cognitivedevelopment-age-26/physical-development-age-26>

Subject Code: HBPY22L02	Subject Name:UNDERSTANDING THE SELF AND OTHERS				Ty/Lb /ETP/ IE	L	T/ SLr	P/R	C
	Prerequisite: None				Lb	0	0/0	4/0	2
L : Lecture T : Tutorial SLr : Supervised Learning P : Project R : Research C: Credits T/L/ETP/IE: Theory / Lab / Embedded Theory and Lab/Internal Evaluation									
OBJECTIVES: <ul style="list-style-type: none">To help students initiate a personal journey of self-discovery and transformation.To explore psychological skills and attitudes that can help students grow consciously and facilitate change within themselves and the society.To practice mindfulness, meditation and contemplation as ways of deepening insight into the predicament of life, combating stress, non-violent communication and compassion.									
COURSE OUTCOMES (Cos) : (3 – 5) Students completing the course were able to									
CO1	Introspect, discover and develop themselves								
CO2	Exercise social skills								
CO3	Apply stress Management strategies								
CO4	Demonstrate wisdom empathy and compassion								
Mapping of Course Outcomes with Program Outcomes (POs) & Program Specific Outcomes (PSOs)									
COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	3						3	3
CO2	3	3				3		3	3
CO3	3	3						3	3
CO4	3	3						3	3
	PSOs								
COs	PSO 01	PSO 02	PSO 03	PSO04	PSO 5				
CO 1	3	3	3	3	3				
CO 2	3	3	3	3	3				
CO 3	3	3	3	3	3				
CO 4	3	3	3	3	3				
Category	Program Core	Program elective	Humanities and social Science	Open Elective	Skill enhancing elective	Inter Disciplinary/Allied	Skill Component	Practical /Project/internship	Others
								✓	

Subject Code: HBPY22L02	Subject Name: UNDERSTANDING THE SELF AND OTHERS	Ty/Lb /ETP/ IE	L	T/ SLr	P/R	C
	Prerequisite: None	Lb	0	0/0	4/0	2

Course Contents:

Format of the Practicum

The aim of the practicum is to facilitate an experiential journey towards a deeper insight into self and social world. The facilitator of this practicum can create space where students individually and as a group can experience themselves as responsible and self-determined persons who can define the agenda of self-development.

Such a task may require immersion into an experience, therefore a series of ten out of twelve, 4 hr. long weekly workshops spread over the semester. Other formats like short retreats followed by workshops may also be explored wherever possible. The specific workshop themes maybe decided in dialogue with the students as the needs of students may differ across individuals and groups. The themes suggested in the next section in varied combinations may be used to structure workshops according to group needs.

Suggested Workshop Themes:

1. Exploring the Self: The students undertake an experiential journey that leads to an initial answer to the question Who am I? They give a creative expression to the fundamental and core ideas/questions that define their being and their purpose of living. They engage with the aspirations for the present and future and analyze of their personal strengths and weaknesses. The aim is to become more aware 'of themselves with a non-judgmental attitude. They engage with exercises that can help them to become more self-determined individuals and give a conscious direction to their own lives.

2. A Journey through Childhood: The students engage with their own childhood experiences and relive its joys, hurts, longings and aspirations. They learn to listen to each other 's childhood experiences and empathize with them. The aim is to connect with the world of a child-the remembrance 'of what is important to a child -as distinct from the world of an adult. They explore the deeply personal journey from childhood to adulthood, its different phases, experiences, and possible unfinished agendas. The

student reflect on the aspects of the impost that they would like to recover ‘and those that they would like to let go‘ in order to gain a new poise and balance.

3. **Taking Responsibility for One’s Decisions:** The aim of the workshop is to become aware of the forces that control one ‘s life and decisions. The students engage with situations where a critical decision needed to be taken and their own response pattern in such situations. The students engage experientially with ways in which they can take much more conscious decisions and not hold others responsible for the default decisions that they allow them to make.
4. **Gender and Sexuality:** The students explore the issues related with gender and sexuality in an environment of openness and trust. The students become comfortable with their own bodies and learn to talk about the physical being and sexuality. Students also dialogue on issues like menstruation, child abuse, marital rape etc. and find ways to protect, care and nourish their own and others‘ physical and emotional selves.
5. **Creativity and Flow:** The aim of the workshop is to encourage student-teachers to think originally and find ways of solving problems with open-mindedness, fluency, and flexibility. To explore unique ways of creative self-expression which deepens insight and refines action through– humor, art, music, dance, and wisdom in simple everyday contexts. The students learn to experience a state of flow ‘which evokes curiosity, deepens insight, can engage with complexity and sustains intrinsic interests.
6. **Integrity:** self-awareness in relation to misconduct, serious misconduct and corruption, understanding of the relationship between misconduct and corruption, awareness of continuum theory of corruption, Confidence to discuss and debate differing perspectives, identifying examples of unacceptable behavior and means of prevention, motivation to speak up, and demonstrate intolerance of unacceptable behavior.
7. **Love and intimacy:** Enter a space where your relationship can heal and develop, understand the misinterpretation of love among adolescents and young adults, difference between love, intimacy, infatuation and sexual attraction, communicate in ways that deepen your connection and love, learning how to create a healthy balance between freedom and relationships, attain clear understanding of the masculine and feminine qualities, How to use the strength of love and intimate relationship to motive yourself to meet your aspirations

8.Communication: Observing the role of active listening, attention and empathy in communication; analyzing verbal and non-verbal communication patterns. Exploring personal and social relationships, analyzing role of social media in structuring communication; communication in friendship, in the family and in the community. Conflict and the art of non-violent communication.

9. Artificial Desires - The Psychology of Consumer Culture: This workshop helps the students to examine the way in which the market 'has entered our personal domains. It examines the way in which artificial desires are created and we are held hostage to a market that is geared towards fulfilling these false desires. The studentsexaminethewayinwhichmediaandadvertisinginfluenceussubliminally and become conscious of our own consumption patterns in a world that is becoming ecologically fragile everyday

10. Tech addiction: exploring into what makes Internet, Digital Media, and Gaming Technologies so Addictive, when does Internet and Digital Media Use and Abuse become Addiction, the risk factors associated with gadget technologies and apps, understanding whether you are overusing, abusing, additive to Digital Media, Gaming, and Smartphone, ways for using it productively

11. Leadership: Understanding the various types of leaders, the qualities and skills required to lead, An introspective approach toward identifying the leadership qualities with in oneself, the ability to communicate, the ability to influence others towards the intended goal, the ability to mentor, problem solving and decision making abilities, the ability to define goals and distributing task and the ability to motivate others. Nurturing the available abilities and developing the ones that they lack

12. Empathy, Wisdom and Compassion: The students learn to listen to each other with greater compassion and empathy. They collaboratively find way of extending compassion to oneself and others. They learn to appreciate wisdom that emerges from everyday living including the wisdom of children through stories and narratives. They can learn to appreciate the deeper meaning of life and wisdom through an engagement with the life of a local cultural icon who has made deep impact on societal consciousness

Total no. of periods: 60

TEXT BOOKS:

1. Csikszentmihalyi, M. (1990). Flow. New York: Harper and Row.
2. Dweck, C. (2006). Mindset: The new psychology of success. New York: Ballantine Books.
3. Fromm, E. (2006). The art of loving. New York: The Harper Perennial Modern Classics.

REFERENCES:

1. Kumar, S. (2006). You are therefore I am: A declaration of dependence. New Delhi: Viveka Foundation.
- Rosenberg, M. (2012). Living nonviolent communication. Boulder: Sounds True Pub.
2. The Mother. (2002). The science of living, In 'On education' (pp. 3-8).
3. Complete works of The Mother (2nd Ed., Vol.12). Pondicherry: Sri Aurobindo Ashram Press.
4. Thich N. H. The miracle of mindfulness: Introduction to the practice of meditation. Boston: Beacon Press.
5. Virmani, S. Had anhad: Journey with Ram and Kabir. An Audio-Video Resource

E LEARNING RESOURCES:

1. https://books.google.co.in/books?id=TSKzm0iDt-MC&printsec=frontcover&dq=understanding+the+self&hl=en&newbks=1&newbks_redir=1&sa=X&ved=2ahUKEwily5Wfpc34AhVBaGwGHRZVDVYQ6AF6BAgKEAI
2. https://books.google.co.in/books?id=JxEwJoJKnCEC&printsec=frontcover&dq=understanding+the+self&hl=en&newbks=1&newbks_redir=1&sa=X&ved=2ahUKEwily5Wfpc34AhVBaGwGHRZVDVYQ6AF6BAgCEAI

Subject Code: HBPY22I01	Subject Name: YOGA				Ty/Lb /ETP/ IE	L	T/ SLr	P/R	C
	Prerequisite: None				IE	0	0/0	2/0	1
L : Lecture T : Tutorial SLr : Supervised Learning P : Project R : Research C: Credits T/L/ETP/IE: Theory / Lab / Embedded Theory and Lab/Internal Evaluation									
OBJECTIVES: <ul style="list-style-type: none">To improve the mental health of the studentsTo make them understand the importance of physical exerciseTo manage stress in their day-to-day life events.									
COURSE OUTCOMES (Cos) : (3 – 5) Students completing the course were able to									
CO1	Utilize meditative asanas for developing attention and concentration								
CO2	Exercise bending and stretching asana to improve the flexibility								
CO3	Apply Asanas for the betterment of torso and spinal chord								
CO4	Practice pranayama to improve lung functions and manage stress								
Mapping of Course Outcomes with Program Outcomes (POs) & Program Specific Outcomes (PSOs)									
COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	3						3	3
CO2	3	3							3
CO3	3	3							3
CO4	3	3						3	3
	PSOs								
COs	PSO 01	PSO 02	PSO 03	PSO04	PSO 5				
CO 1	3	3	3	3	3				
CO 2	3	3	3	3	3				
CO 3	3	3	3	3	3				
CO 4	3	3	3	3	3				
Category	Program Core	Program elective	Humanities and social Science	Open Elective	Skill enhancing elective	Inter Disciplinary/Allied	Skill Component	Practical /Project/internship	Others
							✓		

Subject Code: HBPY22I01	Subject Name: YOGA	Ty/Lb /ETP/ IE	L	T/ SLr	P/R	C
	Prerequisite: None	IE	0	0/0	2/0	1

MEDITATIVE ASANAS

Padmasana, Sukhasana, Vajrasana and Sthitaprarthanasana

CULTURAL ASANAS

Asanas for Upward Stretch Parvatasana, Talasana, Yastikasana

Forward bending Asanas

Hastapadasana, Yoga Mudra, Paschimottanasana

Backward bending Asanas

Bhujangasana, Dhanurvakrasana, Shalabasana

Sideward bending Asanas

Konasana – I and II, Trikonasana – I and II

Asanas for torsion of the spine

Konasana – III and Vakrasana

Asanas for Extremities

Ekpadasana, Utkatasana, Bhadrasana, Matsyasana

Non – Traditional Techniques

Surya Namaskar

Pranayamas

Total no. of periods: 30

Subject Code: HBCC22I03	Subject Name :SOFT SKILLS II				Ty/Lb /ETP/ IE	L	T/ SLr	P/R	C
	Prerequisite: None				Lb	0	0/0	2/0	1
L : Lecture T : Tutorial SLr : Supervised Learning P : Project R : Research C: Credits T/L/ETP/IE : Theory / Lab / Embedded Theory and Lab/Internal Evaluation									
OBJECTIVES :									
<ul style="list-style-type: none">To equip students with skills essential for work place and global environment to which they will move on from the university, once they complete the course.To become aware of the components of soft skills, and the method of imparting knowledge of life skills to othersDevelop lifelong learning skills to adapt in the multicultural context of workplaces.									
COURSE OUTCOMES (Cos) : (3 – 5) Students completing the course were able to									
CO1	Develop peer interaction for a successful lifelong learning.								
CO2	Develop assertive and adaptive behavior to be leaders								
CO3	Have increased awareness of his/her personal leadership style.								
CO4	Develop lifelong learning skills to adapt in the multicultural context of workplaces.								
CO5	Evolve as good global citizens with insights into social and professional ethics.								
Mapping of Course Outcomes with Program Outcomes (POs) & Program Specific Outcomes (PSOs)									
COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	3	3			1			3
CO2	3	3	3			3			3
CO3	3	3	2			3			3
CO4	3	3	2			1		3	3
CO5	3	3	2			1		3	3
	PSOs								
COs	PSO 01	PSO 02	PSO 03	PSO04	PSO 5				
CO 1	1	1	1	2	3				
CO 2	1	1	1	2	3				
CO 3	3	1	1	2	3				
CO 4	3	1	1	2	3				
CO 5	1	1	1	2	3				
Category	Program Core	Program elective	Humanities and social Science	Open Elective	Skill enhancing elective	Inter Disciplinary/Allied	Skill Component	Practical /Project/internship	Others
							✓		

Subject Code: HBCC22I03	Subject Name: Soft Skills II	Ty/Lb /ETP/ IE	L	T/ SLr	P/R	C
	Prerequisite: None	IE	0	0/0	2/0	1

Unit 1:

Team building skills: Presentation Skills-Trust and Collaboration-Listening as a Team Skill-Brainstorming-Social and Cultural Etiquettes- Internal Communication &Negotiation skills.

Unit 2:

Leadership- Communication Skills: assertiveness skills- Delegation- Trustworthiness- Motivating Others-feedback & responsibility

Unit 3:

Managerial skills: Emotional Intelligence; Conflict management, Entrepreneurship innovative leadership and design thinking ethics and integrity- Flexibility

Unit 4:

Positivity, Appearance, Reliability, Ethics, Accountability, Commitment, Professionalism

Unit 5:

Intercultural communication skills: Global Mantra: Go local, Cultural sensitivity, Group behavior; Cultural intelligence: Low and High context, e mail and inter cultural communication

Total no. of hours: 30

References:

1. S.P. Dhanavel, English and Soft Skills, Vol. 1, Orient Black swan Pvt. Ltd. 2010
2. Bishop, S. (1999). Assertiveness skills – A source book of activities. Viva Publishers Pvt. Ltd.
3. Wadkar A (2016). Life skills for success. Sage

Subject Code: HBPY22005	Subject Name: Research Methodology I				Ty/Lb /ETP/ IE	L	T/ SLr	P/R	C	
	Prerequisite: None				Ty	3	0/0	0/0	3	
L : Lecture T : Tutorial SLr : Supervised Learning P : Project R : Research C: Credits T/L/ETP/IE : Theory / Lab / Embedded Theory and Lab/Internal Evaluation										
OBJECTIVES: <ul style="list-style-type: none">• To enable students to understand basic research concepts.• To educate students with the process and the methods of quantitative and qualitative psychological research traditions• To enable students to understand the criteria for selecting appropriate sample.• To understand the importance of writing research and publication.										
COURSE OUTCOMES (Cos) : (3 – 5) Students completing the course were able to										
CO1	Extrapolate the principle and steps of a good research									
CO2	Formulate hypothesis and identify the sample for data collection									
CO3	Identify the effective approach for research in relation to problem									
CO4	Construct a questionnaire to assess some psycho-social components of an individual									
Mapping of Course Outcomes with Program Outcomes (POs) & Program Specific Outcomes (PSOs)										
COs/POs		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1		3	3	2	1	2	2	2	1	3
CO2		3	3	2	3	3	1	1	3	3
CO3		3	3	2	3	2	2	2	1	2
CO4		3	3	3	3	3	2	1	3	3
		PSOs								
COs		PSO 01	PSO 02		PSO 03	PSO04		PSO 5		
CO 1		1	3		2	1		1		
CO 2		1	3		2	1		1		
CO 3		1	3		2	1		1		
CO 4		1	3		2	1		1		
Category	Program Core	Program elective	Humanities and social Science	Open Elective	Skill enhancing elective	Inter Disciplinary/Allied	Skill Component	Practical /Project/internship	Others	
	✓									

Subject Code : HBPY22005	Subject Name:RESEARCH METHODOLOGY-I	Ty/Lb /ETP/ IE	L	T/ SLr	P/R	C
	Prerequisite: None	Ty	3	0/0	0/0	3

UNIT 1: 10 HOURS

Basics of Research in Psychology: What is Psychological Research? The Goals of Psychological Research, Principles of Good Research, Ethics in Psychological Research, orientations towards Quantitative and Qualitative Orientations towards Research and their Steps

UNIT 2: 9 HOURS

Basic Research formulation Formulating a Problem and Developing a Testable Research Question., Methods of Data Collection Sampling; Probability Sampling Methods and Non-Probability Sampling Methods, Sampling errors.

UNIT 3: 10 HOURS

Experimental Method and Non-Experimental Methods: Experimental Method, Introduction to Experimental and Quasi-experimental Methods Non Experimental Methods, Case Study; Observation; Surveys, Focus Group Discussion, indepth Interview

UNIT 4 8 HOURS

Hypothesis: definition, Basis for hypotheses, types of hypothesis, formulation of hypothesis, hypothesis testing, type I and type II errors, Characteristics of good Hypothesis hypotheses

UNIT 5: 8 HOURS

Standardization: characteristic for good test, need for standardization, Reliability – definition and types, Validity - definition and types.

Total No. Periods: 45

TEXT BOOKS

- C.R. Kothari. (2004). Research Methodology: Methods & Techniques. New Delhi: New Age International Pvt Ltd.
- Zechmeister S Anne, Zechmeister B Eugene & Shaughnessy J John (2001). Essentials of Research Methods in Psychology. Singapore: McGraw-Hill International Edition.
- Singh, A.K. (2012). Tests, Measurements and Research Methods in Behavioral Sciences. (5th ed.). Patna: B.B. Printers

REFERENCES:

- Chadha, N.K. (2009) Applied Psychometry. Sage Pub: New Delhi. Gregory, R.J. (2006). *Psychological Testing: History, Principles, and Applications* (4th Ed.). New Delhi: Pearson Education.
- Murphy, K.R. & David Hofer, C. O. (2004). *Psychological Testing: Principles & Applications* (6th Ed.) New Jersey: Prentice Hall.
- Neuman, W.L. (2006). *Social Research Methods: Qualitative and Quantitative Approaches* (6th Ed.) Boston: Pearson Education.
- Willig, C. (2001). Introducing qualitative research in psychology: Adventures in theory and method. Philadelphia: Open University Press.
- Gravetter (2015), Research Methods for the Behavioral Sciences, 5th Edition, Wadsworth, 2015

E-LEARNING RESOURCES:

<http://www.modares.ac.ir/uploads/Agr.Oth.Lib.17.pdf>

https://shodhganga.inflibnet.ac.in/bitstream/10603/94178/10/10_chapter%204.pdf

<https://stattrek.com/survey-research/sampling-methods.aspx>

<https://courses.lumenlearning.com/boundless-psychology/chapter/methods-of-collecting-data/> https://www.sas.upenn.edu/~baron/from_cattell/labrep.html

Subject Code: HBPY22006	Subject Name:INTRODUCTION TO HUMAN DEVELOPMENT II		Ty/Lb /ETP/ IE	L	T/ SLr	P/R	C		
	Prerequisite: None		Ty	3	1/0	0/0	4		
L: Lecture T : Tutorial SLr : Supervised Learning P : Project R : Research C: Credits T/L/ETP/IE: Theory / Lab / Embedded Theory and Lab/Internal Evaluation									
OBJECTIVES: <ul style="list-style-type: none">Understanding the physical, psychological, emotional, and cognitive development in humans from adolescence to late adulthoodTo enable students to gain understanding of the factors influencing longevity, course of physical and cognitive functioning, ageing, work and retirement and mental health problems in older adultsTo gain understanding on the stereotypes of aging, and on the issue of death and dying within ones’ cultural context.									
COURSE OUTCOMES (Cos) : (3 – 5) Students completing the course were able to									
CO1	Envisage the normalcy of development and challenges in the development during adolescence								
CO2	Predict the normalcy of development and functioning during early adulthood								
CO3	Determine the normalcy of development and functioning during Middle adulthood								
CO4	Appraise the normalcy of development and functioning during Late adulthood								
Mapping of Course Outcomes with Program Outcomes (POs) & Program Specific Outcomes (PSOs)									
COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	3	2	1	2	2	2	1	3
CO2	3	3	2	3	3	1	1	3	3
CO3	3	3	2	3	2	2	2	1	2
CO4	3	3	3	3	3	2	1	3	3
	PSOs								
COs	PSO 01	PSO 02	PSO 03	PSO04	PSO 5				
CO 1	3	3	3	2	3				
CO 2	3	3	3	2	3				
CO 3	3	3	3	2	3				
CO 4	3	3	3	2	3				
Category	Program Core	Program elective	Humanities and social Science	Open Elective	Skill enhancing elective	Inter Disciplinary/Allied	Skill Component	Practical /Project/internship	Others
	✓								

Subject Code: HBPY22006	Subject Name: INTRODUCTION TO HUMAN DEVELOPMENT-II	Ty/Lb /ETP/ IE	L	T/ SLr	P/R	C
	Prerequisite: None	Ty	3	1/0	0/0	4

UNIT I:

12 HOURS

ADOLESCENCE: Puberty – the end of childhood,

Physical Development: Adolescents’ growth spurt, primary and secondary sexual characteristics, signs of sexual maturity.

Cognitive Development: Piaget’s Cognitive Perspective

Psychosocial Development -Threats of adolescence wellbeing, Identity crisis, Relationships- Family and Friends, Dating, sexual behavior, teenage pregnancy, Substance abuse, Over-coming obstacles

UNIT II:

12 HOURS

EARLY ADULTHOOD: Physical Development: Sensory & Psychomotor Functioning.

Cognitive development-Piaget’s shift to post formal thought, Schaie’s Life span model of Cognitive development. Emotional Intelligence.

Psycho social development -Erikson’s Intimacy versus Isolation. Marital and non-marital life styles - Single life, Homosexual relationship, co-habitation, Marriage.

UNIT III: 12 HOURS

MIDDLE ADULTHOOD: Physical Development- physical changes – Sensory & Psychomotor Functioning, , Sexuality & Reproductive Functioning- Menopause & its Meanings; Changes in male Sexuality

Cognitive development –The distinctiveness of adult cognition – the role of expertise, integrative thought, practical problem solving, creativity.

Psychosocial Development – Consensual Relationships: Marriage, Midlife divorce, Gay & Lesbian Relationships, Friendships, Relationships with maturing children.

UNIT IV:**12 HOURS**

LATE ADULTHOOD: Physical development: Sensory & Psychomotor Functioning- Vision, Hearing, Taste & Smell, Strength, Endurance, Balance & Reaction time, Sexual Functioning
Cognitive Development: Intelligence & Processing Abilities; Competence in everyday tasks & problem solving.

Psychosocial Development- Personal Relationships in Late life- Social contact, Relationships & Health; Multigenerational Family; Non-marital kinship ties-Relationships with Adult children or their absence; Relationship with siblings; Becoming Grandparents.

UNIT V:12 HOURS

OLD AGE- Physical Development: Organic and systemic changes; Erik Erikson's Stage of Integrity versus Despair and Isolation (over 65 years); degeneration of muscles & atrophy

Cognitive development: Intelligence and processing abilities, Measuring Older Adults
Intelligence; Changes in Processing Abilities; Neurological changes; Wisdom

Psychosocial Development–Retirement and Leisure-Life after retirement; Living Arrangements- Aging in place- and other options; Mistreatment of the Elderly , Personal relationships in late life- Social contact, Relationships and Health, Becoming Great Grand Parent, Confronting one's death; Patterns of grieving Death & Bereavement across the Lifespan. Finding Meaning & purpose in Life & Death

Total No. Periods: 60

TEXTBOOKS:

1. Papalia, D., Olds, S., & Feldman, R. (2015). Human Development. 12th ed.). ND: TataMcGrawhill.
2. Barrow, Georgia, M. (2014). Ageing, the Individual and Society (10th edn). Cengage Learning.

REFERENCES

1. Santrock, John W; (2011); Life- Span Development; 13th Edition; McGraw Hill Education (India) Private Limited: New Delhi.
2. Feldman, R.S. (2015). Development across the life span (7th edn). Delhi: Pearson.
3. Hurlock E. (1980) Developmental Psychology, Tata McGraw- Hill Publishing Company.
4. Santrock, W. John (2007). Adolescence. New Delhi: Tata McGraw-Hill Publishing Co
5. BirrenE.James. &Schaie K Warner (2001). Handbook of the Psychology of Aging. San Diego: Academic Press. 5 thed

E LEARNING RESOURCES:

[https://socialsci.libretexts.org/Bookshelves/Human_Development/Map%3A_Lifespan_Development__A_Psychological_Perspective_\(Lally_and_ValentineFrench\)](https://socialsci.libretexts.org/Bookshelves/Human_Development/Map%3A_Lifespan_Development__A_Psychological_Perspective_(Lally_and_ValentineFrench))

<https://www.cliffsnotes.com/study-guides/psychology/developmentpsychology>

<https://www.cliffsnotes.com/study-guides/psychology/development-psychology/physical-cognitivedevelopment-65/physical-development-age-65>

<https://courses.lumenlearning.com/lifespandevelopment2/chapter/psychosocial-development-3/>

Subject Code: HBPY22007	Subject Name: Applied Social Psychology -I	Ty/Lb/ETP /IE	L	T/ SLr	P/R	C
	Prerequisite: None	Ty	3	0/0	0/0	3

L : Lecture T : Tutorial SLr : Supervised Learning P : Project R : Research C: Credits
T/L/ETP/IE : Theory / Lab / Embedded Theory and Lab/Internal Evaluation

OBJECTIVES:

- The objective is to introduce students to the powerful influence of society in shaping their thinking and behavior
- It also aims to enable them to apply their understanding to contemporary social issues
- To apply the principles of Social Psychology to health and organization.
- To incorporate the theoretical aspects with research for daily life situation.

COURSE OUTCOMES (Cos) : (3 – 5)

Students completing the course were able to

CO1	The students will have complete knowledge on social cognition and application of social psychology
CO2	The students will have a complete knowledge of schemas, mental shortcuts and taking quick decisions.
CO3	The students will have a complete knowledge of nonverbal communication, impression formation and management and counterfactual thinking.
CO4	The students will get the idea of attitude and attitude formation
CO5	Overall, the student will relate knowledge of theory as well as current and past research in social psychology in situations in everyday life.

Mapping of Course Outcomes with Program Outcomes (POs) & Program Specific Outcomes (PSOs)

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	3	1	2	3	3	2	2	2
CO2	2	2	2	3	3	2	3	2	2
CO3	3	3	2	2	1	2	1	1	3
CO4	3	2	3	3	1	3	1	3	3
CO5	3	1	2	2	1	3	1	2	3

	PSOs					
COs	PSO 01	PSO 02	PSO 03	PSO04	PSO 5	
CO 1	3	3	3	3	1	
CO 2	3	3	3	3	1	
CO 3	3	3	3	3	1	
CO 4	3	3	3	3	1	
	3	3	3	3	1	

Category	Program Core	Program elective	Humanities and social Science	Open Elective	Skill enhancing elective	Inter Disciplinary/Allied	Skill Component	Practical /Project/int ernship	Others
	✓								

Subject Code: HBPY22007	Subject Name: Applied Social Psychology -I	Ty/Lb/ETP /IE	L	T/SLr	P/R	C
	Prerequisite: None	Ty	3	0/0	0/0	3

UNIT I 8 HOURS

Introduction: Definition and nature of Social Psychology, History and scope of Social Psychology, Environmental Applicability, Research methods used in Social Psychology.

UNIT II 9 HOURS

Social cognition: Definition of Social Cognition, Schemas as mental frameworks for organizing and using social information, Heuristics as a way of reducing the effort of social cognition, automated and controlled processing, potential sources of error.

Unit III

10 HOURS

Social Perception: Non-Verbal Communication, Attribution used for understanding other behavior, Impression formation and Impression Management, Counterfactual thinking.

UNIT IV

8 HOURS

Attitude: Nature and Formation of attitude, Theories of attitude change social learning, fine art of persuasion, Resistance to persuasion.

UNIT V

10 HOURS

Conformity: Definition of Conformity, Factors influencing conformity, classic social experiments- Sherif, Asch, Milgram Obedience, Zimbardo prison experiment, Resistance of Social pressure, Social Facilitation and Inhibition, Cognitive Dissonance.

Total no. of periods: 45

TEXT BOOKS:

1. Baron, R. A., & Branscombe, N.R. (2016), Social Psychology, Pearson India Education services Private Limited.
2. Myers, D. G. (2008). Social psychology. New Delhi, India: Tata McGraw-Hill.

REFERENCES:

1. Baron, R. A., Byrne, D., & Bhardwaj, G. (2010). Social psychology (12th Ed.). New Delhi, India: Pearson.
2. Hogg, M. A., & Vaughan, G. M. (2005). Social psychology. Harlow: Pearson Prentice Hall.
3. Husain, A. (2012). Social psychology. New Delhi, India: Pearson.
4. Taylor, S. E., Peplau, L. A., & Sears, D. O. (2006). Social psychology (12th Ed.). New Delhi, India: Pearson.
5. Buunk, A.P., & Vugt, M.V. (2013). Applying Social Psychology – From Problems to solutions. New Delhi: Sage Publications India Pvt. Ltd

E LEARNING RESOURCES:

https://us.sagepub.com/sites/default/files/upm-binaries/90582_ch_1_heinzen.pdf
<https://www.blackwellpublishing.com/content/hewstonesocialpsychology/chapters/cpt3.pdf>

<https://opentextbc.ca/socialpsychology/chapter/changing-attitudes-by-changing-behavior/>

<https://courses.lumenlearning.com/wsu-sandbox/chapter/prejudice-and-discrimination/> <https://courses.lumenlearning.com/boundless-psychology/chapter/social-influence/>

Subject Code: HBPY22008	Subject Name: Introduction in Indian Psychology		Ty/Lb /ETP/ IE	L	T/ SLr	P/R	C		
	Prerequisite: None		Ty	3	0/0	0/0	3		
L: Lecture T : Tutorial SLr : Supervised Learning P : Project R : Research C: Credits T/L/ETP/IE: Theory / Lab / Embedded Theory and Lab/Internal Evaluation									
OBJECTIVES:									
<ul style="list-style-type: none">To introduce the students to the nature and content of Indian psychological thought.To promote an enquiring and critical approach to the study of Indian psychological thought and how it relates to our present times and our own lives.Rediscover oneself in a manner that enriches the understanding of one’s past and present, while offering hope and guidance for future .Applying Indian methods for counseling and training.									
COURSE OUTCOMES (Cos) : (3 – 5) Students completing the course were able to									
CO1	Interpret the states of consciousness and the relationship between human and nature								
CO2	Classify self and personality based of the descriptions given in various ancient Indian literatures								
CO3	Illustrate the ancient systems related to learning, perception cognition and emotions								
CO4	Apply the methods used in Indian psychology for counseling and life skills training								
Mapping of Course Outcomes with Program Outcomes (POs) & Program Specific Outcomes (PSOs)									
COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	2	2	2	2	2	2	3	3
CO2	3	3	3	2	2	1	1	3	3
CO3	3	2	2	3	1	1	1	3	3
CO4	3	3	3	3	2	2	1	3	3
	PSOs								
COs	PSO 01	PSO 02	PSO 03	PSO04	PSO 5				
CO 1	3	3	3	1	2				
CO 2	3	3	3	1	2				
CO 3	3	3	3	1	2				
CO 4	3	3	3	1	2				
Category	Program Core	Program elective	Humanities and social Science	Open Elective	Skill enhancing elective	Inter Disciplinary/Allied	Skill Component	Practical /Project/internship	Others
	✓								

Subject Code : HBPY22008	Subject Name: Introduction in Indian Psychology	Ty/Lb/ETP /IE	L	T/SLr	P/R	C
	Prerequisite: None	Ty	3	0/0	0/0	3

UNIT I:10 HOURS

Introduction: Cultural Climate and Conceptual Roots of Indian Psychology, States of Consciousness and Types of Knowledge, Relationship Between Humans and Nature, Centrality of Consciousness: Consciousness in Indian Psychology, Advaita Metaphysics of Consciousness, Buddhist Phenomenology of Consciousness , Elements of Consciousness, Four Planes of Consciousness, Forms of Consciousness

UNIT II:12 HOURS

Self and Personality: Self, Person, and Personality : Theories of the “SELF” in Indian Thought, Assertion of Ātman in Nyāya– Vaiśeṣika, The Affirmation of the Self in Vedānta, Viśiṣṭādvaita of Rāmānuja , Sāṃkhya-Yoga Conception of the Self, Jaina Conception of the Self, Three Types of Personality, Overview of Personality Typologies from the Indian Tradition,

UNIT III:11 HOURS

Learning Perception Cognition And Emotions : Ancient education systems, concepts of learning vidhya, avidhya, jnana, Cognition, ancient Indian Views of Cognition and Knowledge, From Perception to Cognition, Indian concepts of emotions the role of ego ahamkara, klesas, rasa, bhava.

UNIT IV:10 HOURS

Applications of Indian Psychology: A first look on Counselling and therapy– vipassana and mindfulness; counseling Baghvat Gita model, Education, Life & Social skills – the Thirukkural approach, Education– Gandhi’s Nai Talim; Tagore’s system of education; Sri Aurobindo’s integral education.

TOTAL NO OF PERIODS: 45

TEXT BOOKS

1. Abhedananda, Swami (1992). True psychology. Calcutta: Ramakrishna VedantaMath.
2. Cornelissen, R. M. M., Misra, G., & Varma, S. (Eds.) (2014). Foundations and applications of Indian psychology. New Delhi: Pearson.

REFERENCES:

1. Abhedananda, Swami (1992). True psychology. Calcutta: Ramakrishna VedantaMath.
2. Aurobindo, Sri (2007). A few representative short texts by Sri Aurobindo. Pondicherry: Sri Aurobindo Centre of Consciousness Studies. [These texts can be accessed at: <http://www.saccs.org.in/texts/integralyoga-sa.php>.]
3. Aurobindo, Sri. (2008). The integral yoga. Pondicherry: Sri Aurobindo Ashram Trust.
4. Cortright, B. (2007). Integral psychology. Albany: State University of New York.
5. Dalal, A. S. (Ed.) (2001). Living within. Pondicherry: Sri Aurobindo Ashram Trust.

E LEARNING RESOURCES:

<http://niyamakpsychology.blogspot.com/2008/10/triguna-theory-of-personality-with.html>
<https://anilpinto.blogspot.com/2014/04/history-of-indian-psychology-in-higher.html?m=0>
<https://indianpsychologicalsystems.blogspot.com/>

Subject Code : HBPY22009	Subject Name: INTRODUCTION TO PERSONALITY				Ty/Lb/ETP /IE	L	T/ SLr	P/R	C
	Prerequisite: None				Ty	3	1/0	0/0	4
L : Lecture T : Tutorial SLr : Supervised Learning P : Project R : Research C: Credits T/L/ETP/IE : Theory / Lab / Embedded Theory and Lab/Internal Evaluation									
OBJECTIVES :									
<ul style="list-style-type: none">• To develop an understanding of the concept of individual difference• To develop an appreciation of the biological and social impact on personality• To study approaches to personality• To understand personality in interpersonal and interpersonal relationships• To understand the eastern and western approaches.									
COURSE OUTCOMES (Cos) : (3 – 5)									
Students completing the course were able to									
CO1	Illustrate the eastern and western approaches of understanding personality								
CO2	Identify the factors which determine the personality of an individual								
CO3	Construct methods of developing the personality of a person								
CO4	Interpret the theories of personality established by doyens in the field								
CO5	The student would be able to identify the contemporary approaches of Personality								
Mapping of Course Outcomes with Program Outcomes (POs) & Program Specific Outcomes (PSOs)									
COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	1	3	3	3	1	2	1	3
CO2	2	1	3	3	3	2	1	3	3
CO3	3	1	3	3	3	2	2	3	2
CO4	3	1	3	2	3	1	1	2	3
CO5	3	1	2	3	2	1	1	2	3
	PSOs								
COs	PSO 01	PSO 02	PSO 03	PSO04	PSO 5				
CO 1	3	3	3	3	1				
CO 2	3	3	3	3	1				
CO 3	3	3	3	3	1				
CO 4	3	3	3	3	1				
	3	3	3	3	1				
Category	Program Core	Program elective	Humanities and social Science	Open Elective	Skill enhancing elective	Inter Disciplinary/Allied	Skill Component	Practical /Project/int ernship	Others
	✓								

Subject Code: HBPY22009	Subject Name: INTRODUCTION OF PERSONALITY	Ty/Lb /ETP/ IE	L	T/ SLr	P/R	C
	Prerequisite: None	Ty	3	1/0	0/0	4

UNIT I

Introduction

12 HOURS

The study of Personality; History of Personality; Definition and the Concept of personality; Personality theory and Personality related Research

UNIT II

14 HOURS

Role of Factors in the Development of Personality

Importance of heredity and environment in the development of personality, Role of biological factors: Direct genetic effect; mediated effect through environmental toxins, Role of environmental factors: Physical and socio-cultural impact, How is personality studied and assessed. Psychology of individual differences: Biological and Social explanation of gender differences in personality, Developmental aspects of Personality Indian and western approach

UNIT III

12 HOURS

Evolution of the Approaches to Personality

Definition- Evaluation – Application of the different approaches to Personality: Psychoanalytical Approach to Personality, Neo-psychoanalytic Approach to Personality: Carl Jung; Karen Horney; Henry Murray.
Trait Approach to Personality: Gordon Allport; Raymond Cattell; Hans Eysenck.

Unit IV

12 HOURS

Contemporary Approaches to Personality

Definition- Evaluation – Application of the different approaches to Personality: Humanistic Approach to Personality: Abraham Maslow; Carl Roger. Behaviorists Approach to Personality: B. F. Skinner. Cognitive Approach to Personality: George Kelly. Social Learning Approach to Personality: Albert Bandura.

Unit V

10 HOURS

Personality in Context

Interpersonal relationships; Personality Consistency; Personality development in socio-economic context; Personality Functions across lifespan; Personality and Culture; Eastern and Western Approach to Personality. Personality into practice-Assessments of personality

Total no. of periods: 60

TEXTBOOKS:

1. Duanep, Schultz & Sydney Ellen Schultz (2016). *Theories of Personality* (11thEdn.) New Delhi: Thomson Publishers
2. Hall, S. Calvin & Garner Lindzey (2007). *Theories of Personality* (4thEdn.), John Wiley & sons: US 137 (H)

REFERENCES:

1. Pervin, L. A., Cervone, D., & John, O. P. (2005). *Personality: Theory and research*. Hoboken, NJ: Wiley.
2. Ciccarelli, S. K., & Meyer, G. E. (2010). *Psychology: South Asian edition*. New Delhi, India: Pearson Education.
3. Friedman, H. S., & Schustack, M. W. (2006). *Personality: Classic theories and modern research*. New Delhi, India: Pearson.
4. Misra, G., & Mohanty, A. K. (Eds.) (2002). *Perspectives on indigenous psychology*. New Delhi, India: Concept Publishing Company. Paranjpe, A. C. (1984). *Theoretical psychology: The meeting of east and west*. New York: Plenum Press.
5. Feist, J. & Feist, G. J. (2006). *Theories of personality*, (6th ed.). New Delhi: McGraw Hill.

E LEARNING RESOURCES:

<http://myteachersalley.blogspot.com/2017/05/sheldons-theory-of-personality-type.html>
<https://psychicmotivator.in/theories-of-personality-type-approach/>
https://www.academia.edu/8957116/Theories_of_Personality

Subject Code: HBPY22L03	Subject Name: Psychological Assessment				Ty/Lb /ETP/ IE	L	T/ SLr	P/R	C
	Prerequisite: None				Lb	0	0/0	4/0	2
L : Lecture T : Tutorial SLr : Supervised Learning P : Project R : Research C: Credits T/L/ETP/IE : Theory / Lab / Embedded Theory and Lab/Internal Evaluation									
OBJECTIVES: <ul style="list-style-type: none">To understand and interpret the person’s test scores.To assist in selection of appropriate test.To understand and solve the ethical issues in psychological assessment									
COURSE OUTCOMES (Cos) : (3 – 5) Students completing the course were able to									
CO1	Evaluate intelligence levels and learning disability in children								
CO2	Assess personality of adults								
CO3	Determine anger anxiety and stress levels in individuals								
CO4	Estimate the self-concept and locus of control in individuals								
Mapping of Course Outcomes with Program Outcomes (POs) & Program Specific Outcomes (PSOs)									
COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	3	3	3	3	3	3	3	2
CO2	3	3	3	3	3	3	2	3	2
CO3	3	3	3	3	2	3	3	3	2
CO4	3	3	3	3	3	3	1	3	3
	PSOs								
COs	PSO 01	PSO 02	PSO 03	PSO04		PSO 5			
CO 1	3	3	3	3		3			
CO 2	3	3	3	3		3			
CO 3	3	3	3	3		3			
CO 4	3	3	3	3		3			
Category	Program Core	Program elective	Humanities and social Science	Open Elective	Skill enhancing elective	Inter Disciplinary/Allied	Skill Component	Practical /Project/int ernship	Others
								✓	

Subject Code: HBPY22L03	Subject Name: Psychological Assessment	Ty/Lb/ ETP/IE	L	T/ SLr	P/R	C
	Prerequisite: None	Lb	0	0/0	4/0	2

Ten tests to be conducted out of fifteen

- Self-concept questionnaire
- Self Esteem Scale
- NEO-PI– R
- Eysenck Personality Questionnaire
- Locus of Control
- Perceived Stress Scale
- Job satisfaction scale
- Organizational Commitment Scale
- Organizational Stress - C. N. Daftuar
- Howard Gardner’s Multiple Intelligence
- Emotional Intelligence Scale
- Leadership type scales
- Deo-Mohan Achievement Scale – Deo, P. & Mohan, A. (2011)
- Study Skills – DrKanchana
- Styles of Learning and Thinking (SOLAT)

Total no. of periods: 30

TEXTBOOKS

1. Gregory.(2004). Psychological testing-History, Principles and Applications (4th Ed).Delhi:PearsonEducation,Inc.
2. Miller, L.A., Lovler, R.L., & Mc Intire,S.A. (2013). Psychological Testing – A practical Approach (4th Ed). NewDelhi: Sage Pubications

REFERENCES

1. Anastasi, A. & Urbina, S. (2007). Psychological Testing (6th Ed). New Delhi: Prentice Hall of India Pvt Ltd.
2. Freeman, F.S. (1962). Theory and Practice of Psychological Testing (3rd Edition) New Delhi: Oxford & IBH Publishing Co Pvt Ltd.
3. Kline, T.J.B. (2005). Psychological Testing- A practical approach to design and Evaluation. New Delhi: Vistar Publications

Subject Code: HBPY22L04	Subject Name: Applied social Psychology –Field work		Ty/Lb /ETP/ IE	L	T/ SLr	P/R	C		
	Prerequisite: None		Lb	0	0/0	4/0	2		
L : Lecture T : Tutorial SLr : Supervised Learning P : Project R : Research C: Credits T/L/ETP/IE : Theory / Lab / Embedded Theory and Lab/Internal Evaluation									
OBJECTIVES:									
<ul style="list-style-type: none">To organize mental health camps.To create awareness about mental health in social settings, schools and other community groupsApply empathetic pro-social behavior in community settings									
COURSE OUTCOMES (Cos) : (3 – 5) Students completing the course were able to									
CO1	Create awareness about mental health and wellness								
CO2	Organize mental health assessment camps								
CO3	Apply empathetic pro-social behavior in community settings								
Mapping of Course Outcomes with Program Outcomes (POs) & Program Specific Outcomes (PSOs)									
COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	3	3	3	3	3	2	2	2
CO2	3	3	2	2	3	3	2	2	2
CO3	3	3	3	3	2	3	1	3	2
	PSOs								
COs	PSO 01	PSO 02	PSO 03	PSO04	PSO 5				
CO 1	1	3	3	3	3				
CO 2	1	3	3	3	3				
CO 3	1	3	3	3	3				
Category	Program Core	Program elective	Humanities and social Science	Open Elective	Skill enhancing elective	Inter Disciplinary/Allied	Skill Component	Practical /Project/internship	Others
								✓	

COURSE CONTENTS:

30 Hours of community work in not less than five days related to creating awareness about Mental health, Lifestyle and habit related diseases, harmful effect of psychotropic substance use, and other psychological problems associated with day today life in social settings, schools and other community groups

Subject Code: HBCC22I04	Subject Name: Statistical and Numerical Methods lab	L	T/ S L r	P/R	C
	Prerequisite: Higher Secondary Mathematics	0	0/0	3/0	2

L: Lecture T: Tutorial SLr : Supervised Learning P : Project R : Research C: Credits
T/L/ETP/IE: Theory / Lab / Embedded Theory and Lab/Internal Evaluation

OBJECTIVES

- To understand the Basic concepts in Measures of Central Tendency
- To understand the Basic concepts in Correlation and Regression
- To understand the methods of solving Algebraic and Transcendental equations
- To understand the basic concepts in R Programming language

COURSE OUTCOMES (Cos)

Students completing this course were able to

CO1	Understand the basic concepts in Measures of Central Tendency
CO2	Understand the basic concepts in Correlation and Regression
CO3	Try to solve Algebraic equations
CO4	Try to solve system of Linear Equations
CO5	Learn how to apply R programming to solve Statistical and Numerical problems

Mapping of Course Outcome with Program Outcome (POs)

Cos/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9			
CO1	3	2	3	3	2	2	1	2	3			
CO2	3	2	2	3	3	1	1	2	3			
CO3	2	2	3	2	3	2	2	1	2			
CO4	3	2	3	3	3	2	1	1	3			
CO5	2	2	3	3	2	1	1	2	2			

COs /PSOs	PSO 01	PSO 02	PSO 03	PSO04	PSO 5
CO1	2	1	1	1	1
CO2	2	1	1	1	1
CO3	2	1	1	1	1
CO4	2	1	1	1	1
CO5	2	1	1	1	1

Category	Program Core	Program elective	Humanities and social Science	Open Elective	Skill enhancing elective	Inter Disciplinary /Allied	Skill Component	Practical /Project/internship	Others
							✓		

Subject Code: HBCC22I04	Subject Name: Statistical and Numerical Methods Lab	L	T/ SLr	P/R	C
	Prerequisite: Higher Secondary Mathematics	0	0	3	2

Common to II yr / III Semall H&S Programmes

UNIT I MEASURES OF CENTRAL TENDENCY & VARIABILITY

Mean, Median, Mode – Range, Quartile Deviation – Mean Deviation - Standard Deviation

UNIT II CORRELATION AND REGRESSION

Correlation Coefficient – Spearman’s Rank Correlation – Linear Regression

UNIT III SOLUTION OF EQUATIONS

Solution of Algebraic equations – Method of false position – Iteration method – Newton-Raphson method

UNIT IV SOLUTION OF LINEAR SYSTEM OF EQUATIONS

Solution of Linear system of equations – Gauss Elimination method – Gauss-Jordan method.

UNIT V PROGRAMMING IN R

Algorithm to find Mean, Median, Mode and Standard Deviation Using R, Algorithm to find Correlation coefficient using R, Algorithm to solve System of Equations.

References

- 1) Veerarajan T., *Probability, Statistics and, Random Processes*, Tata McGraw Hill Publishing Co., (2008).
- 2) Gupta S.C., Kapoor V.K., *Fundamentals of Mathematical Statistics*, S.Chand& Co., (2007).
- 3) Sastry S.S., *Introductory Methods of Numerical Analysis*, Prentice Hall of India, (2012).
- 4) Kandasamy P., Thilagavathy, Gunavathy K., *Numerical Methods (Vol.IV)*, S.Chand& Co., (2008).
- 5) Victor A. Bloomfield, *Using R for Numerical Analysis in Science and Engineering*, CRC Press, Taylor & Series Group(2014).

Subject Code:	Subject Name: MENTAL HEALTH CAMPAIGNS & REHABILITATION SERVICES	Ty/Lb/ETP/IE	L	T/SLr	P/R	C
HBPY22I02	Prerequisite: None	IE	0	0/0	2/0	1

L: Lecture T: Tutorial SLr : Supervised Learning P : Project R : Research C: Credits
T/L/ETP/IE: Theory / Lab / Embedded Theory and Lab/Internal Evaluation

OBJECTIVES:

- The students will be encouraged to use media and other forums to bring awareness among common people.
- The students will reach industries and organization to bring awareness among the working population.
- It helps the learner to Engage with the community
- Conduct psychodiagnostics testing in the community & screen for mental health issues

COURSE OUTCOMES (Cos) : (3 – 5)

Students completing the course were able to

CO1	The students will identify various channels and modes of approach to conduct mental health awareness campaigns
CO2	The students will prepare short videos and posters and circulate it through social media to create awareness about mental health
CO3	The students will be able to reach out to institutions and organizations and conduct mental health awareness camps and training programs.
CO4	The students will be able to organize mental health awareness activities in public places to create mental health awareness among common people.

Mapping of Course Outcomes with Program Outcomes (POs) & Program Specific Outcomes (PSOs)

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	3	3	1		3	3	3	3
CO2	3	3	3	1		3	3	3	3
CO3	3	3	3	1		3	3	3	3
CO4	3	3	3	1		3	3	3	3

	PSOs					
COs	PSO 1	PSO 2	PSO 3	PSO4	PSO 5	
CO 1	1	1	3	2	3	
CO 2	1	1	3	2	3	
CO 3	1	1	3	2	3	
CO 4	1	1	3	2	3	

Category	Program Core	Program elective	Humanities and social Science	Open Elective	Skill enhancing elective	Inter Disciplinary/Allied	Skill Component	Practical /Project/internship	Others
							✓		

Subject Code: HBPY22I02	Subject Name: MENTAL HEALTH CAMPAIGNS & REHABILITATION SERVICES	Ty/Lb/ ETP/IE	L	T/ SLr	P/R	C
	Prerequisite: None	IE	0	0/0	2/0	1

The students have to conduct 2 mental health awareness programs in institutions (Schools, Colleges, Rehabilitation settings, special schools etc) or NGOs, or corporate companies

The students have to create two short videos, one associated with Mental health disorders and other on preserving and enhancing mental health and reach out to the general public through social media and other channels

The student will create atleast 5 posters on various topic associated with mental health and circulate the same among general public through various channels

The students will celebrate various important days associated with mental health by organizing various programs for the benefit of the general public

Total no of periods 30

Subject Code: HBPY22010	Subject Name: RESEARCH METHODOLOGY-II				Ty/Lb /ETP/ IE	L	T/ SLr	P/R	C	
	Prerequisite: None				Ty	3	0/0	0/0	3	
L: Lecture T:Tutorial SLr : Supervised Learning P : Project R : Research C: Credits T/L/ETP/IE: Theory / Lab / Embedded Theory and Lab/Internal Evaluation										
OBJECTIVES: <ul style="list-style-type: none">To learn the basics of statistical analysis of psychological researchTo lay the groundwork for research documentationUnderstanding report writing in APA formatTo acquire the knowledge of using statistical software’s for analysis and interpretation.To study about test construction and standardizing a tool.										
COURSE OUTCOMES (Cos) : (3 – 5) Students completing the course were able to										
CO1	Examine the data using statistical levels of measurements									
CO2	Evaluate the relationship between two variables using correlation									
CO3	Test the hypothesis by analyzing the equality of means of data collected and using parametric and nonparametric statistical approach									
CO4	Conduct research and document the same									
CO5	Use available software for statistical analysis of data									
Mapping of Course Outcomes with Program Outcomes (POs) & Program Specific Outcomes (PSOs)										
COs/POs		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1		3	3	3	3	2		1		
CO2		3	3	3	3	3		3		
CO3		3	3	3	3	2		3		
CO4		3	3	3	3	3		3		2
		3	3	3	3	1		3		
		PSOs								
COs		PSO 1		PSO 2		PSO 3		PSO4		PSO 5
CO 1		2		3		1		1		2
CO 2		2		3		1		1		2
CO 3		2		3		1		1		2
CO 4		2		3		1		1		2
Category	Program Core	Program elective	Humanities and social Science	Open Elective	Skill enhancing elective	Inter Disciplinary/Allied	Skill Component	Practical /Project/internship	Others	
	✓									

Subject Code: HBPY22010	Subject Name: RESEARCH METHODOLOGY II	Ty/Lb /ETP/ IE	L	T/ SLr	P/R	C
	Prerequisite: None	Ty	3	0/0	0/0	3

Unit 1:9 HOURS

Levels of measurement: Levels of measurement- nominal, ordinal, interval and ratio, Measures of central tendency, Measures of dispersion, Derived scores (only theoretical inputs), Normal distribution: nature & properties, finding areas when the score is known, finding the scores when the area is known.

Unit 2:9 HOURS

Correlation: Correlation as a matter of direction, a matter of degree, formulas for Pearson's coefficient correlation, factors effecting correlation coefficient, Basics of regression analysis, one way ANOVA, Introduction to non-parametric: Chi square.

Unit 3:9 HOURS

Introduction to test construction: Theory of measurement error; operationalizing a concept, generating items, Item analysis, Experimental Methods, Psychological Test: norm of psychological test, preparing a manual.

Unit 4:9 HOURS

Conducting research and documentation: Writing a research proposal, Collecting the data, processing and displaying data, writing a research report

Unit 5:9 HOURS

Software for data analysis: Introduction to SPSS, Basics of using MS Excel for data analysis

Total no of periods 45

TEXT BOOKS:

1. Coolican, H. (2006). Introduction to Research Methodology in Psychology. London: Hodder Arnold.
2. Howell, D. (2009) Statistical methods for Psychology.
3. King, B.M. & Minium, E.W, (2007). Statistical Reasoning in the behavioral Sciences USA: John Wiley & Sons. Mangal, S.K. (2012). Statistics in Psychology & Education. 2nd Edition. New Delhi: PHI learning Pvt.Ltd

REFERENCES

1. Ranjit Kumar (2011) Research Methodology – a step by step guide for beginners (3rdED) Sage publications
2. Aron, A., Aron, E.N., & Coups, E.J. (2007). Statistics for Psychology. (4thEd.) India: Pearson Education, Prentice Hall.
3. Chadha, N.K. (1991) Statistics for Behavioral and Social Sciences. Reliance Pub. House: New Delhi.

E LEARNING RESOURCES:

1. https://books.google.com/books?id=6i5ptAEACAAJ&dq=research+methodology&hl=en&newbks=1&newbks_redir=1&sa=X&ved=2ahUKEwj2w9aGsM34AhU9R2wGHfJBzIQ6AF6BAGgEEAI
2. https://books.google.co.in/books?id=SJ0nDwAAQBAJ&printsec=frontcover&dq=test+construction&hl=en&newbks=1&newbks_redir=1&sa=X&ved=2ahUKEwiFyJyhsM34AhWbR2wGHVrHAdYQ6AF6BAGgDEA
3. https://books.google.com/books?id=XxTICQAAQBAJ&printsec=frontcover&dq=test+construction&hl=en&newbks=1&newbks_redir=1&sa=X&ved=2ahUKEwiFyJyhsM34AhWbR2wGHVrHAdYQ6AF6BAGgKEAI

Subject Code: HBPY22011	Subject Name: ABNORMAL PSYCHOLOGY I			Ty/Lb/ETP /IE	L	T/ SLr	P/R	C			
	Prerequisite: None			Ty	3	1/0	0/0	4			
L : Lecture T : Tutorial SLr : Supervised Learning P : Project R : Research C: Credits T/L/ETP/IE : Theory / Lab / Embedded Theory and Lab/Internal Evaluation											
OBJECTIVES: <ul style="list-style-type: none">Examine multiple probable causes and correlates of behavior.Learn descriptions, and theories underlying diagnostic nosology of psychiatric disorders.Learn and understand benefits, critiques, limitations, and implications of diagnosis and classification.To learn about child-based disorders and also learn about substance abuse.											
COURSE OUTCOMES (Cos) : (3 – 5) Students completing the course were able to											
CO1	Illustrate abnormal behavior its causes and classification										
CO2	Classify anxiety disorders and Dissociative Disorders based on symptoms with reference to diagnostic criteria										
CO3	Predict the presence of affective disorders in individuals										
CO4	Apply diagnostic criteria for diagnosing Psychotic disorders										
CO5	Identify developmental disorders in children and substance abused disorders in adolescents and adults										
Mapping of Course Outcomes with Program Outcomes (POs) & Program Specific Outcomes (PSOs)											
COs/POs		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	
CO1		3	3	2	1				1	1	
CO2		3	3	2					2	1	
CO3		3	3	3	2	2			2	1	
CO4		3	3	2	2	2			2	1	
CO5		3	3	3					2	1	
		PSOs									
COs		PSO 1		PSO 2		PSO 3		PSO4		PSO 5	
CO 1		3		3		3		3		3	
CO 2		3		3		3		3		3	
CO 3		3		3		3		3		3	
CO 4		3		3		3		3		3	
CO 5		3		3		3		3		3	
Category	Program Core	Program elective	Humanities and social Science	Open Elective	Skill enhancing elective	Inter Disciplinary/Allied	Skill Component	Practical /Project/internship	Others		
	✓										

Subject Code: HBPY22011	Subject Name: ABNORMAL PSYCHOLOGY I	Ty/Lb /ETP/ IE	L	T/ SLr	P/R	C
	Prerequisite: None	Ty	3	1/0	0/0	4

Unit-1:

12 HOURS

Introduction: Concept of Abnormal Behavior and Criteria for Determining Abnormality. Historical Background of Abnormality. Causes of Abnormal Behavior: Biological, Psychological, and Socio-Cultural; Critical Evaluation of these causes. Current Diagnostic Systems: Introduction to the International Classification of Diseases (ICD-10) and Diagnostic & Statistical Manual of Mental Disorders (DSM-5).

Unit-2:

14 HOURS

Anxiety and stress Related Disorders: Anxiety & Panic Disorder:

Symptoms, diagnostic criteria, and causes. Specific Phobia and Social Anxiety Disorder, agoraphobia: Symptoms, diagnostic criteria, and causes. Stress related disorders – PTSD - Symptoms, Diagnostic criteria and causes. Obsessive-Compulsive disorder: Symptoms, diagnostic criteria, and causes.

Unit-3:

12 HOURS

Mood and Affective disorders: Bipolar-I and Bipolar-II Disorders: Symptoms, diagnostic criteria, and causes Major and other Depressive Disorder: Symptoms, diagnostic criteria, and causes.

Unit-4:

12 HOURS

Schizophrenia and Psychotic Disorders: Schizophrenia: Types, Symptoms, diagnostic criteria, and causes. Delusional disorder: Symptoms, diagnostic criteria, and causes.

Unit 5:

10 HOURS

Childhood Disorders: Mental Retardation, ADHD, and Learning Disabilities, Defiant and conduct disorder, Pervasive Developmental Disorders.

Total no of periods 60

TEXT BOOKS:

1. Diagnostic and Statistical Manual of Mental Disorders. (2013). Washington, D.C.
2. Nevid, J., Rathus, S., & Greene, B. (2014). Abnormal psychology in a changing world. Upper Saddle River, NJ: Pearson Prentice Hall.
3. The ICD-10 Classification of Mental and Behavioral Disorders. (1992). Geneva

REFERENCES:

1. Comer, R. J. (2015). Abnormal psychology. New York: Worth publishers.
2. Carson, R. C., Butcher, J. N., Mineka, S., & Hooley, J. M. (2013). Abnormal psychology (15th Ed.). New York: Harper Collins.
4. Durand, V. M., & Barlow, D. H. (2013). Essentials of Abnormal Psychology (7 th Ed.). Pacific Grove, CA: Thomson-Wadsworth.
5. Ray. W.J. (2015). Abnormal Psychology- Neuroscience perspectives on human behaviour and experience. New Delhi: Sage Publications

E LEARNING RESOURCES:

https://secure2.convio.net/dabsa/pdfs/brochures/understanding_your_mood.pdf

https://psychiatryonline.org/pb/assets/raw/sitewide/practice_guidelines/guidelines/schizophrenia.pdf

<http://bcs.worthpublishers.com/WebPub/Psychology/comerabpsych8e/IRM/COMER%20IR%20157-176.pdf>

<http://bcs.worthpublishers.com/WebPub/Psychology/comerabpsych8e/IRM/COMER%20IR%20239-258.pdf>

Subject Code: HBPY22012	Subject Name: APPLIED SOCIAL PSYCHOLOGY -II	Ty/Lb/ETP /IE	L	T/ SLr	P/R	C			
	Prerequisite: None	Ty	3	0/0	0/0	3			
L: Lecture T : Tutorial SLr : Supervised Learning P : Project R : Research C: Credits T/L/ETP/IE: Theory / Lab / Embedded Theory and Lab/Internal Evaluation									
OBJECTIVES: <ul style="list-style-type: none">The objective is to introduce students to the powerful influence of society in shaping their thinking and behaviorIt also aims to enable them to apply their understanding to contemporary social issuesBe imparted with knowledge about various theories that explain aggression and apply the knowledge to prevent and control aggression.Be introduced to the theories that explain selflessness and to suggest ways to increase helping behavior.									
COURSE OUTCOMES (Cos) : (3 – 5) Students completing the course were able to									
CO1	The students will have complete knowledge on social cognition and application of social psychology								
CO2	The students will have a complete knowledge of the psychology of attitudes								
CO3	The students will have a complete knowledge of conformity and how it impacts the society.								
CO4	The students will get the idea of attitude and attitude formation.								
CO5	Overall, the student will relate knowledge of theory as well as current and past research in social psychology in situations in everyday life.								
Mapping of Course Outcomes with Program Outcomes (POs) & Program Specific Outcomes (PSOs)									
COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	3				2		3	2
CO2	3	3				2		3	1
CO3	3	3				3		3	1
CO4	3	3				3		3	1
CO5	3	3				3		3	1
	PSOs								
COs	PSO 01	PSO 02	PSO 03	PSO04	PSO 5				
CO 1	3	3	3	3	1				
CO 2	3	3	3	3	1				
CO 3	3	3	3	3	1				
CO 4	3	3	3	3	1				
CO 5	3	3	3	3	1				
Category	Program Core	Program elective	Humanities and social Science	Open Elective	Skill enhancing elective	Inter Disciplinary/Allied	Skill Component	Practical /Project/internship	Others
	✓								

Subject Code: HBPY22012	Subject Name: APPLIED SOCIAL PSYCHOLOGY -II	Ty/Lb /ETP/ IE	L	T/ SLr	P/R	C
	Prerequisite: None	Ty	3	0/0	0/0	3

UNITI

9 HOURS

Interpersonal attraction and altruism: Beginning of attraction, proximity, Physical attraction and similarity, need to affiliate and effect of observable characteristics, love and close relationships, marital relationships, ending intimate relationships.

UNITII

9 HOURS

Stereotyping, Prejudice and Discrimination: How members of different groups perceive inequality, the nature and origin of stereotyping, Glass ceiling effect and glass cliff effect, Nature of prejudice and discrimination, Public opinion, stigma, Techniques to counter stereotype, prejudice and discrimination.

UNITIII9 HOURS

Aggression: Definition of aggression, perspective of aggression, causes of human aggression, Aggression in long term relationships like bullying, aggression at work, prevention and control of violence.

UNITIV

9 HOURS

Groups and individuals: Formation of groups, Benefits of joining groups, effect of presence of others, coordination in groups, cooperation and conflicts, decision making in groups.

UNITV

9 HOURS

Prosocial behavior and social loafing: Motives for prosocial behavior, Bystanders effect, Social Loafing, external and internal factors on helping behavior, Theories of prosocial behavior.

Total no of periods 45

TEXT BOOKS:

1. Hogg, M. A., & Vaughan, G. M. (2005). Social psychology. Harlow: Pearson Prentice Hall.
2. Husain, A. (2012). Social psychology. New Delhi, India: Pearson.

REFERENCES:

1. Baron, R.A., Byrne, D., & Bhardwaj. (2010). Social psychology (12th Ed.). New Delhi, India: Pearson.
2. Myers, D. G. (2008). Social psychology. New Delhi, India: Tata McGraw-Hill.
3. Taylor, S. E., Peplau, L. A., & Sears, D. O. (2006). Social psychology (12th Ed.). New Delhi, India: Pearson.

E LEARNING RESOURCES

- https://books.google.co.in/books?id=t4ePDAAAQBAJ&printsec=frontcover&dq=social+psychology&hl=en&newbks=1&newbks_redir=1&sa=X&ved=2ahUKEwiI1Nvj9Mz4AhXSTWwGHfFSDXEQ6wF6BAGEEAE
- https://books.google.co.in/books?id=t4ePDAAAQBAJ&printsec=frontcover&dq=social+psychology&hl=en&newbks=1&newbks_redir=1&sa=X&ved=2ahUKEwiI1Nvj9Mz4AhXSTWwGHfFSDXEQ6wF6BAGEEAE

Subject Code: HBPY22L05	Subject Name: PSYCHODIAGNOSTICS				Ty/Lb /ETP/ IE	L	T/ SLr	P/R	C	
	Prerequisite: None				Lb	0	0/0	4/0	2	
L : Lecture T : Tutorial SLr : Supervised Learning P : Project R : Research C: Credits T/L/ETP/IE: Theory / Lab / Embedded Theory and Lab/Internal Evaluation										
OBJECTIVES: <ul style="list-style-type: none">The subject focuses on assessment and understanding the psychopathological abnormalitiesTo draw conclusions using psychometrics. Understand the psychometric structure of psychological tests										
COURSE OUTCOMES (Cos) : (3 – 5) Students completing the course were able to										
CO1	Determine the degree of abnormality and the psycho pathology underlying it									
CO2	Conclude the diagnosis and psychopathology using psychometric tools									
Mapping of Course Outcomes with Program Outcomes (POs) & Program Specific Outcomes (PSOs)										
COs/POs		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1		3	3	3	3	1		3	3	3
CO2		3	3	3	3	1		3	3	3
	PSOs									
COs	PSO 01	PSO 02		PSO 03		PSO04		PSO 5		
CO 1	3	3		3		3		3		
CO 2	3	3		3		3		3		
Category	Program Core	Program elective	Humanities and social Science	Open Elective	Skill enhancing elective	Inter Disciplinary/Allied	Skill Component	Practical /Project/int ernship	Others	
								✓		

Subject Code: HBPY22L05	Subject Name PSYCHODIAGNOSTICS	Ty/Lb /ETP/ IE	L	T/ SLr	P/R	C
	Prerequisite: None	Lb	0	0/0	4/0	2

COURSE CONTENT:

- Clinical case history taking
- Mental Status Examination-MSE
- Psycho diagnostic tools- questionnaires and checklists
 - Mini-Mental status examination
 - Multiphase personality questionnaire
 - Positive and negative syndrome scale
 - Indian scale for assessment of autism
 - Anxiety ratings scale
 - Depression rating scale
 - OCD Checklist

Total no of periods 60

TEXT BOOKS:

- Groth – Marnat, G (2003). Handbook of Psychological Assessment. John Wiley & Sons Inc., Hoboken, New Jersey
- Kaplan, R.M & Saccuzzo, D. P (2009). Psychological testing: Principles, Applications and Issues. 7th Edition, Wadsworth, Belmont, USA

REFERENCES:

- Barlow, D. (2014). Clinical Handbook of Psychological Disorders: A Step by Step Treatment Manual (5th ed.). New York: The Guilford Press.
- Herlihy, B., & Corey, G. (2014). ACA Ethical Standards Casebook (7th ed.). USA: Wiley.
- Corey, G., Haynes, R., Moulten, P., & Mouratori, M. (2010). Clinical Supervision in the Helping Professions: A Practical Guide (2nd ed.). USA: Wiley.

Subject Code: HBCC22I06	Subject Name: CRITICAL THINKING SKILL	Ty/Lb /ETP/ IE	L	T/ SLr	P/R	C
	Prerequisite: None	IE	0	0/0	2/0	1

L: Lecture T:Tutorial SLr : Supervised Learning P : Project R : Research C: Credits
T/L/ETP/IE: Theory / Lab / Embedded Theory and Lab/Internal Evaluation

OBJECTIVES:

- To identify different cases for analysis and presentations
- To individually analyze the case and prepare it for presentation.
- To summarize the case and present it in clinical or case study meeting
- To critically analyze and discuss with groups to find alternative solutions.

COURSE OUTCOMES (Cos) : (3 – 5)

Students completing the course were able to

CO1	The students will be able to identify different type of cases which has been documented in research journals and books
CO2	The students will analyze the case and understand the various dimension in which the case have been worked upon
CO3	The students will be able to summarize the content and present it in clinical or case study meeting.
CO4	The students will be able to discuss the limitations and outcomes with the participants in the clinical or case study meeting and suggest alternative solutions

Mapping of Course Outcomes with Program Outcomes (POs) & Program Specific Outcomes (PSOs)

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	3	3	3	3	3	3	3	3
CO2	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3

	PSOs					
COs	PSO 01	PSO 02	PSO 03	PSO04	PSO 5	
CO 1	3	1	3	2	3	
CO 2	3	1	3	2	3	
CO 3	3	1	3	2	2	
CO 4	3	1	3	2	3	

Category	Program Core	Program elective	Humanities and social Science	Open Elective	Skill enhancing elective	Inter Disciplinary/Allied	Skill Component	Practical /Project/internship	Others
							✓		

Subject Code: HBCC22I06	Subject Name: CRITICALTHINKINGSKILL	Ty/Lb /ETP/I E	L	T/ SLr	P/R	C
	Prerequisite: None	IE	0	0/0	2/0	1

The students have to identify 5 cases related to the field of mental health, behavior (Social and organizational) , psycho social attributes and critically analyze the same for deficiencies and better approaches/ Solutions and record the case and critical analysis for scrutiny

The students will present at least 1 case study in the weekly clinical / case study meeting along with their analysis for further discussion and critical analysis by the other students and experts

Total no of periods 30

TEXT BOOKS:

- Guthrie., G (2012). Basic Research Methods. New Delhi: Sage Publications.
- Neuman, W,L (2007). Social Research methods. New Delhi: PresstechLitho Pvt. Ltd

Subject Code: HBPY22013		Subject Name: Counseling skills				Ty/Lb /ETP/ IE	Lb	T/ SLr	P/R	C
		Prerequisite: None				Ty	3	1/0	0/0	4
L : Lecture T : Tutorial SLr : Supervised Learning P : Project R : Research C: Credits T/L/ETP/IE : Theory / Lab / Embedded Theory and Lab/Internal Evaluation										
OBJECTIVES: <ul style="list-style-type: none">To understand the nature of Counselling Process as a helping relationship.To appreciate the use of Counselling theories and essential skills of counselling.To learn the essential skills & stages of counselling.										
COURSE OUTCOMES (Cos) : (3 – 5) Students completing the course were able to										
CO1		Illustrate the counseling process and the role of counselors								
CO2		Experiment with counseling Skills								
CO3		Apply counseling proficiencies in a counseling setting								
CO4		Explain the guiding theories related to counselling formulated by doyens in the field								
		Infer the approach required to counsel people in different age group and different problems								
Mapping of Course Outcomes with Program Outcomes (POs) & Program Specific Outcomes (PSOs)										
COs/POs		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1		3	1	1	1		2		3	
CO2		3	3	3	3		2		3	2
CO3		3	3	3	3		2		3	2
CO4		3	1	3	1					
		3	3	3	3		3		3	2
		PSOs								
COs		PSO 1		PSO 2		PSO 3		PSO4		PSO 5
CO 1		3		1		1		3		3
CO 2		3		1		1		3		3
CO 3		3		1		1		3		3
CO 4		3		1		1		3		3
Category	Program Core	Program elective	Humanities and social Science	Open Elective	Skill enhancing elective	Inter Disciplinary/Allied	Skill Component	Practical /Project/internship	Others	
	✓									

Subject Code: HBPY22013	Subject Name: Counseling skills	Ty/Lb /ETP/ IE	L	T/ SLr	P/R	C
	Prerequisite: None	Ty	3	1/0	0/0	4

Unit 1:

12 HOURS

Introduction: Defining counseling, who are counselors, approaches to counseling and helping, the helping relationship, the helping process, Development of counselor – counselee relationship, Counseling goal setting process, Ethical principles of counseling and helping

Unit 2:

12 HOURS

Basic Counseling Skills: Basic counseling skills, Nature and importance generic skills of counseling, Micro and macro skills of counseling, Self-monitoring skills as a counselor, Qualities of a good counsellor

Unit 3:

12 HOURS

Stages of Counseling: interview stage: rapport building, paraphrasing and reflecting feelings; working stage – goals & methods – facilitating problem solving, asking questions, transference and counter transference, the process of goal setting, design & implementation of action plans; termination stage: reasons for termination, referral and termination, importance of termination; follow up stage. Relaxation techniques

Unit 4:

12 HOURS

Models of Counseling Skills: Rogers model of counseling skills, Carkhuff model of counseling skills, IPR model of counseling training, Indian models of counseling: the role of detachment and self-surrender

Unit 5:

12 HOURS

Essentials of various areas of Counseling: Group Counseling, Counseling Families, Child Counseling, Counseling the Delinquent, Premarital Counseling, Marriage Counseling, Counseling Drug Addicts, Crisis Intervention Counseling, Career Counseling, Queer affirmative counselling.

Total no. of periods: 60

TEXTBOOKS:

1. Feltham, C., & Horton, I. E. (2006). The Sage handbook of counseling and psychotherapy. London: Sage Publications.
2. Jones, R. N. (2008). Basic counseling's Skills: A helper's manual (2nd Ed.). New Delhi: Sage Publications.
3. Egan, G. (2017). The skilled helper (2nd ed.). Cengage Learning EMEA.

REFERENCE BOOKS:

1. Singh, K. (2007). Counseling skills for managers. New Delhi: Prentice Hall of India.
2. Ranade, K., Chakravarty, S., Nair, P., Shringarpure, G. (2022). Queer Affrnative Counselling Practice - A Resource Book for Mental Health Practitioners in India, Mumbai: Mariwala Health Initiative
3. Welfel, E.R., Patterson, L.E. (2005). The Counseling Process: A Metatheoretical Integrative Approach (6thEdn). Thomson/Brooks/Cole

E-LEARNING RESOURCES:

<https://www.basic-counseling-skills.com/>

<https://www.ncbi.nlm.nih.gov/books/NBK304182/>

http://www.universityofcalicut.info/SDE/Counselling_psych_27Sept2013.pdf

<https://www.mhinnovation.net/sites/default/files/downloads/innovation/tools/PMHP-Basic-CounsellingSkills.pdf>

www.isabs.org

www.counseling.org

www.AAMFT.org

Subject Code : HBPY22014	Subject Name:Abnormal Psychology-II	Ty/Lb /ETP/ IE	L	T/ SLr	P/R	C			
	Prerequisite: None	Ty	3	1/0	0/0	4			
L : Lecture T : Tutorial SLr : Supervised Learning P : Project R : Research C: Credits T/L/ETP/IE : Theory / Lab / Embedded Theory and Lab/Internal Evaluation									
OBJECTIVES:									
<ul style="list-style-type: none">. Examine multiple probable causes and correlates of behavior.Learn descriptions, and theories underlying diagnostic cosmology of psychiatric disorders.Learn and understand benefits, critiques, limitations, and implications of diagnosis and classification.To compare and contrast the models of etiology of disorders									
COURSE OUTCOMES (Cos): (3 – 5)									
Students completing the course were able to									
CO1	Classify personality disorders based on symptoms with reference to diagnostic criteria								
CO2	Identify sex and sexuality disorders based on symptoms with reference to diagnostic criteria								
CO3	Identify psycho-physiological and dissociative disorders based on diagnostic formulation to devise the prevention and treatment								
CO4	Apply diagnostic criteria for diagnosing Psychotic disorders								
CO5	Identify substance abuse disorders and Addiction to social media, Gadgets and intervention								
Mapping of Course Outcomes with Program Outcomes (POs) & Program Specific Outcomes (PSOs)									
COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	1	1	1				1	
CO2	3	1	1	1				1	
CO3	3	1	2	1	1			1	1
CO4	3	1	1	1				1	
CO5	3	1	1	1	1			1	
	PSOs								
COs	PSO 1	PSO 2	PSO 3	PSO4	PSO 5				
CO 1	3	3	3	3	3				
CO 2	3	3	3	3	3				
CO 3	3	3	3	3	3				
CO 4	3	3	3	3	3				
CO5	3	3	3	3	3				
Category	Program Core	Program elective	Humanities and social Science	Open Elective	Skill enhancing elective	Inter Disciplinary/Allied	Skill Component	Practical /Project/int ernship	Others
	✓								

Subject Code: HBPY22014	Subject Name: Abnormal Psychology-II	Ty/Lb /ETP/ IE	L	T/ SLr	P/R	C
	Prerequisite: None	Ty	3	1/0	0/0	4

Unit-1: 12 HOURS

Personality Disorder: Understanding Personality Disorders, Cluster A Personality Disorders, Cluster B Personality Disorders, Cluster C Personality Disorders.

Unit-2: 12 HOURS

Sexual and Gender Identity Disorders:

What Is Normal Sexuality, Gender Identity Disorder, Sexual Dysfunction, Causes and Treatment of Sexual Dysfunction, Sexual Disorder: Paraphilia.

Unit-3: 12 HOURS

Somatoform and Dissociative Disorders- somatoform disorder- Conversion Disorder, Somatization Disorder, Pain Disorder, Hypochondriasis and Body Dysmorphic Disorder, Dissociative Disorders- Dissociative Amnesia and Fugue, Depersonalization Disorder, Dissociative Identity Disorder, Biological, Psychosocial and Socio-cultural causal factors of Somatoform and Dissociative Disorders.

Unit-4: 12 HOURS

Eating and Sleep Disorders: Major Types of Eating Disorders, Causes of Eating Disorders, Treatment of Eating Disorders, Obesity, Sleep Disorders.

Unit 5: 12 HOURS

Substance Abuse And Addiction Disorders: Substance-Related Disorder: Alcohol abuse and Drug abuse (clinical picture and causes), Depressants, Stimulants, Opioids, Hallucinogens, Other Drugs of Abuse, Causes of Substance-Related Disorders, Social media addiction, Gadget addiction.

Total no. of periods: 60

TEXT BOOKS:

1. Durand, V. M., & Barlow, D. H. (2013). Essentials of Abnormal Psychology (7 th Ed.). Pacific Grove, CA: Thomson-Wadsworth.
2. Carson, R. C., Butcher, J. N., Mineka, S., & Hooley, J. M. (2013). Abnormal psychology (15th Ed.). New York: Harper Collins.

REFERENCES

1. Comer, R. J. (2015). Abnormal psychology. New York: Worth publishers. Diagnostic and Statistical Manual of Mental Disorders. (2013). Washington, D.C.
2. Nevid, J., Rathus, S., & Greene, B. (2014). Abnormal psychology in a changing world. Upper Saddle River, NJ: Pearson Prentice Hall.
3. The ICD-10 Classification of Mental and Behavioral Disorders. (1992). Geneva

E LEARNING RESOURCES

file:///C:/Users/ganes_000/Downloads/DSM%20V%20-%20Version%20en%20Ingles.pdf

https://secure2.convio.net/dabsa/pdfs/brochures/understanding_your_mood.pdf

https://psychiatryonline.org/pb/assets/raw/sitewide/practice_guidelines/guidelines/schizophrenia.pdf

<http://bcs.worthpublishers.com/WebPub/Psychology/comerabpsych8e/IRM/COMER%20IR%20157-176.pdf>

<http://bcs.worthpublishers.com/WebPub/Psychology/comerabpsych8e/IRM/COMER%20IR%20239-258.pdf>

Subject Code:	Subject Name: ENTREPRENURSHIP DEVELOPMENT	T/L/ETP/IE	L	T / S.Lr	P/R	C
HBCC22002	Prerequisite: Basic knowledge in entrepreneurship development	Ty	3	0/0	0/0	3

L: Lecture T : Tutorial SLr : Supervised Learning P : Project R : Research C: Credits

T/L/ETP/IE: Theory / Lab / Embedded Theory and Lab/Internal Evaluation

OBJECTIVES

1. To enrich the students towards the knowledge of entrepreneurial skills and to make the students understand the approaches to attain the goals of the business.
2. To recognize the value of problem solving, effective business management and entrepreneurial thinking to business development.
3. To identify the key factors and be able to apply the key entrepreneurial process – command and control, calculated risk-taking and opportunity recognition to business development

COURSE OUTCOMES (Cos)

Students completing this course Will be able to

CO1	Provide information related to entrepreneurship
CO2	Make students state the importance of entrepreneurial development
CO3	State the importance of business idea generations
CO4	Gain knowledge on various EDP organized by Government Sectors
CO5	Provide them the nature of economic development and entrepreneurial growth.

Mapping of Course Outcome with Program Outcome (POs)

Sem	Coursecode:								
	Programme Outcomes(Pos)								
Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	2	3	2	3	3	3	3	2	3
CO2	3	3	3	3	3	3	3	3	3
CO3	3	2	3	3	2	3	3	3	2
CO4	2	3	2	3	3	3	3	2	3
CO5	3	3	3	3	2	3	2	3	3

Programme Specific Outcomes(PSOs)			
Cos	PSO1	PSO2	PSO3
CO1	3	3	2
CO2	2	2	3
CO3	3	3	2
CO4	3	3	3
CO5	3	2	3

Category	Program Core	Program Elective	Humanities and social Science	Open Elective	Skill enhancing elective	Interdisciplinary	Skill Component	Practical/Project/Internship	Others
									✓

Subject Code:	Subject Name: ENTREPRENURSHIP DEVELOPMENT	T/L/ETP/IE	L	T / S.Lr	P/R	C
HBCC22002	Prerequisite: Basic knowledge in entrepreneurship development	Ty	3	0/0	0/0	3

UNIT I: Concept of Entrepreneurship

9 Periods

Entrepreneurship - Meaning - Types - Qualities of an Entrepreneur - Classification of Entrepreneurs - Factors influencing Entrepreneurship - Functions of Entrepreneurs.

UNIT II: Entrepreneurial Development Agencies.

9 Periods

Commercial Banks - District Industries Centre - National Small Industries Corporation Small Industries Development Organisation - Small Industries Service Institute. All India Financial Institutions. SIPCOT and its objectives. MSME Sector and its coverage Objectives of Ministry of MSME. Role and Functions of MICRO Small and Medium Enterprises - Development Organisation (MSME - DO) - Objectives of SIDCO - Functions of Tamil Nadu SIDCO - IRBI and its Role. NABARD and its role in the Rural Development of India - Introduction to Micro Units Development Refinance Agency (MUDRA)

UNIT III: Project Management

9 Periods

Business idea generation techniques - Identification of Business opportunities – Feasibility study - Marketing, Finance, Technology & Legal Formalities - Preparation of Project Report- Tools of Appraisal.

UNIT IV - Entrepreneurial Development Programmes

9 Periods

Entrepreneurial Development Programmes (EDP) - Role, relevance and achievements – Role of Government in organizing EDPs- Critical evaluation

UNIT V - Economic Development and Entrepreneurial growth

9 Periods

Role of Entrepreneur in Economic growth - Strategic approaches in the changing Economics scenario for small scale Entrepreneurs - Networking, Niche play, Geographic Concentration, Franchising / Dealership - Development of Women Entrepreneurship. Self-help groups and empowerment of Women in India - Financing SHG and their role in Micro-financing. Financial inclusion and its penetration in India, Challenges and Government role in Financial inclusion – Pradhan Mantri Jan-Dhan Yojana - Six Pillars of Its Mission objectives

Total Hours :	45
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Books for Study :

1. Saravanavel, P. Entrepreneurial Development, Principles, Policies and Programmes, EssPee Kay Publishing House - 1997, Chennai.
2. Tulsian, P.C & Vishal Pandey, Business Organization and Management, Pearson Education India, 2002, Delhi.

Books for Reference :

1. Janaki ram, B, and Rizwan, M, Entrepreneurship Development, Text and Cases, ExcelBooks India, 2011, Delhi.
2. Arun Mittal & Gupta, S.L - Entrepreneurship Development, International Book House Pvt. Ltd, 2011, Mumbai.
3. Anil Kumar, S, Poornima, S, Abraham, K, Jayashree, K - Entrepreneurship Development, Newage International (P) Ltd, 2012, Delhi
4. Gupta C B and Srinivasan NP, Entrepreneurial Development, S

Subject Code : HBPY22L06		Subject Name: Counseling practical			Ty/Lb /ETP/ IE	L	T/ SLr	P/R	C	
		Prerequisite: None			Lb	0	0/0	4/0	2	
L : Lecture T : Tutorial SLr : Supervised Learning P : Project R : Research C: Credits T/L/ETP/IE : Theory / Lab / Embedded Theory and Lab/Internal Evaluation										
OBJECTIVES :										
<ul style="list-style-type: none">To guide students to learn the necessary skills andTo build attitude to handle clients and their problems with the help of one-to-one mock counseling, verbatim analysis, and case studies.It will help the learner gain awareness about different codes of ethics and develop a personal ethical decision- making model to resolve ethical dilemmas.										
COURSE OUTCOMES (Cos) : (3 – 5) Students completing the course were able to										
CO1		Validate the case history using appropriate measurement tools								
CO2		Build workable relationship with the clients								
CO3		Accomplish the process of counseling which can ensure betterment in the quality of life of the client								
Mapping of Course Outcomes with Program Outcomes (POs) & Program Specific Outcomes (PSOs)										
COs/POs		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1		3	3	3	3		2		1	2
CO2		3	3	3	3		3		1	3
CO3		3	3	3	3		3		1	3
		PSOs								
COs		PSO 1		PSO 2		PSO 3	PSO4		PSO 5	
CO 1		3		3		3	2		3	
CO 2		3		3		3	2		3	
CO 3		3		3		3	2		3	
Category	Program Core	Program elective	Humanities and social Science	Open Elective	Skill enhancing elective	Inter Disciplinary/Allied	Skill Component	Practical /Project/internship		Others
								✓		

Subject Code: HBPY22L06	Subject Name: Counseling skills- Practical	Ty/Lb /ETP/ IE	L	T/ SLr	P/R	C
	Prerequisite: None	Lb	0	0/0	4/0	2

1. Initial interview, case history, Assessment/ Intake skills
2. Non-Verbal and verbal communications for rapport building
3. Listening/Presence/Non-Verbals/ Invitational Skills
4. Minimal Encouragers & Open-ended questions
5. Alliance Building/Goals Setting/Treatment Negotiation Skills
6. Reflecting Feeling
7. Reflecting Content
8. Reflecting Meaning
9. Challenging Skills/Acknowledging a Discrepancy/Immediacy Skills
10. Skills for opening and closing of each session

Total no. of periods: 60

Text book &References:

1. Singh, K. (2007). Counseling skills for managers. New Delhi: Prentice Hall of India.
2. Jones, R. N. (2008). Basic counseling's Skills: A helper's manual (2nd Ed.). New Delhi: Sage Publications.

Subject Code: HBPY22I03	Subject Name:Research Paper Writing	Ty/Lb /ETP/ IE	L	T/ SLr	P/R	C				
	Prerequisite: None	IE	0	0/0	2/0	1				
L : Lecture T : Tutorial SLr : Supervised Learning P : Project R : Research C: Credits T/L/ETP/IE: Theory / Lab / Embedded Theory and Lab/Internal Evaluation										
OBJECTIVES:										
<ul style="list-style-type: none">To ensure the good quality of paper at very first-time submissionThe purpose of this course is to provide participants with the opportunity to improve their skills in writing a research articleWrite a quantitative research proposal in the domain of Psychology.To demonstrate skills on proposal writing and reporting qualitative research.										
COURSE OUTCOMES (Cos) : (3 – 5)										
Students completing the course were able to										
CO1	Understand that how to improve your writing skills and level of readability									
CO2	Make appropriate choices about register and - Structure information effectively.									
CO3	Understand the skills needed when writing a methodology									
CO4	Evaluate the credibility of research sources, especially the online resources									
CO5	Learn strategies to avoid plagiarism and academic dishonesty such as using APA/MLA citation styles preparing a bibliography (references list), etc.									
Mapping of Course Outcomes with Program Outcomes (POs) & Program Specific Outcomes (PSOs)										
COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	
CO1	3			3	3		2	3	3	
CO2	3			2	3	1	2	3	3	
CO3	3			3	3	1	2	3	3	
CO4	3			3	3	1	2	3	3	
CO5	3			3	3		2	3	3	
	PSOs									
COs	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5					
CO 1		3			2					
CO 2		3			2					
CO 3		3			2					
CO5		3			2					
Category	Program Core	Program elective	Humanities and social Science	Open Elective	Skill enhancing elective	Inter Disciplinary/Allied	Skill Component	Practical /Project/internship	Others	
							✓			

Subject Code: HBPY22I03	Subject Name: Research Paper Writing	Ty/Lb /ETP/ IE	L	T/ SLr	P/R	C
	Prerequisite: None	IE	0	0/0	2/0	1

Unit 1: identifying the area of research and exploration of related literature of research done on the subject and organizing the content of the available literature: Finalizing the topic of research, preparing the outland topic for research line of research and writing the abstract

Unit 2: Writing the introduction with the theories associated with the research, the literature with citations, the debates and discussion associated with the research and the gap in the previous researches and literature

Unit 3: Writing the methodology, types of data and its collection procedure, ethics associated with the research and research paper design

Unit 4: preliminary analysis, categorization of data, analysis of data, describing the results, Documenting the discussion based on the analysis with supporting literature , Summary

Unit 5: Statement of limitations, Conclusion and benefits of the study for the larger population, cost and funding, suggestions for further research, APA format, recording the references

Total no. of periods: 30

TEXT BOOKS:

1. Lester, j. D. (2015). Writing research papers: a complete guide. United states: Pearson.
2. Writing and publishing a scientific research paper. (2017). Singapore: springer Singapore.

References:

1. Goldbort R (2006) Writing for Science, Yale University Press (available on Google Books)
2. Day R (2006) How to Write and Publish a Scientific Paper, Cambridge University Press
3. Adrian Wallwork , English for Writing Research Papers, Springer New York Dordrecht Heidelberg London, 2011
4. APA manual for report writing ed 7

E learning resources:

1. https://books.google.co.in/books?id=cHXGwAEACAAJ&dq=Research+Paper+Writing&hl=en&newbks=1&newbks_redir=1&sa=X&ved=2ahUKEwiZreeF0MX4AhVQRmwGHYRZBq84ChDoAXoECACQAg
2. https://books.google.co.in/books?id=w8tgDwAAQBAJ&printsec=frontcover&dq=Research+Paper+Writing&hl=en&newbks=1&newbks_redir=1&sa=X&ved=2ahUKEwiZreeF0MX4AhVQRmwGHYRZBq84ChDoAXoECAoQAQAg

Subject Code: HBPY22I04	Subject Name: Internship				Ty/Lb /ETP/ IE	L	T/ SLr	P/R	C		
	Prerequisite: None				IE	0	0/0	2/0	1		
L: Lecture T : Tutorial SLr : Supervised Learning P : Project R : Research C: Credits T/L/ETP/IE: Theory / Lab / Embedded Theory and Lab/Internal Evaluation											
OBJECTIVES: <ul style="list-style-type: none">To gain exposure in related fields.To get a sense of real cases and to learn under a trained psychologist/counsellorDemonstrate therapeutic techniques and select psychological assessment in field set up											
COURSE OUTCOMES (Cos) : (3 – 5) Students completing the course were able to											
CO1	Apply the principles of psychology in an internship setting, a training or community service setting, or in a mentored-research setting										
Mapping of Course Outcomes with Program Outcomes (POs) & Program Specific Outcomes (PSOs)											
COs/POs		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	
CO1		3	3	3	3		3	1	2	3	
		PSOs									
COs		PSO 1		PSO 2		PSO 3	PSO4		PSO 5		
CO 1				3		2		3		2	
Category	Program Core	Program elective	Humanities and social Science	Open Elective	Skill enhancing elective	Inter Disciplinary/Allied	Skill Component	Practical /Project/internship	Others		
							✓				

Subject Code: HBPY22I04	Subject Name: Internship	Ty/Lb /ETP/ IE	L	T/ SLr	P/R	C
	Prerequisite: None	IE	0	0/0	2/0	1

Summer Internship program for not less than 24 working days (144 hours) full time or 48 working days (144 hours) part time in professional setting (Rehabilitation centers, Mental health Setting, clinical / counseling Clinics, NGOs, Special schools, organization) to be completed in the semester holidays of 4th semester

Subject Code: HBPY22015	Subject Name: Clinical psychology	Ty/Lb /ETP/ IE	L	T/ SLr	P/R	C			
	Prerequisite: None	Ty	3	1	0	4			
L : Lecture T : Tutorial SLr : Supervised Learning P : Project R : Research C: Credits T/L/ETP/IE: Theory / Lab / Embedded Theory and Lab/Internal Evaluation									
OBJECTIVES:									
<ul style="list-style-type: none">To get acquainted with the professional activities and employment setting for clinical psychologists.To train students how to do clinical diagnosis by using different methods.To gain knowledge regarding various approaches to therapyTo get acquainted with the intervention models in clinical psychology									
COURSE OUTCOMES (Cos) : (3 – 5)									
Students completing the course were able to									
CO1	Illustrate the professional activities and practice of clinical psychology								
CO2	Use systematic case history taking and psychological tools for diagnosis								
CO3	Experiment with Psychodynamic therapy, Existential therapy, gestalt therapy, logo therapy, client centered therapy								
CO4	Apply Behavior modification therapy, Cognitive Behavior Therapy, Rational emotive behavior therapy								
Mapping of Course Outcomes with Program Outcomes (POs) & Program Specific Outcomes (PSOs)									
COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	1		1					2
CO2	3	1		1					2
CO3	3	1		1				2	2
CO4	3	1		1				2	2
	PSOs								
COs	PSO 1	PSO 2	PSO 3	PSO4	PSO 5				
CO 1	3	3	3	3	3				
CO 2	3	3	3	3	3				
CO 3	3	3	3	3	3				
CO5	3	3	3	3	3				
Category	Program Core	Program elective	Humanities and social Science	Open Elective	Skill enhancing elective	Inter Disciplinary/Allied	Skill Component	Practical /Project/internship	Others
	✓								

Subject Code : HBPY22015	Subject Name: Clinical psychology	Ty/Lb /ETP/ IE	L	T/ SLr	P/R	C
	Prerequisite: None	Ty	3	1/0	0/0	4

UNIT 1

14 HOURS

Introduction: Definition of Clinical Psychology, Historical development of Clinical Psychology in India, Professional Activities of Clinical Psychologists, Clinical psychology in practice, psychiatric social work, outpatient helper, school psychology, para professionals, Ethics and values of the profession.

UNIT2:

14 HOURS

Case formulation: Diagnostic Techniques: Clinical Case history taking, Mental status examination, identification and use of diagnostic tools – check lists, inventories questionnaires and case formulation, intake, diagnostic interviews. Diagnostic tool selection and report writing. Intervention models

UNIT3:

12 HOURS

Therapies and approaches: Psychoanalytical and Humanistic therapies: Psychodynamic therapy, Existential therapy, gestalt therapy, logo therapy, client centered therapy,

UNIT 4

10 HOURS

Behavioral and Cognitive Approaches: Behavior modification therapy, Cognitive Behavior Therapy, Rational emotive behavior therapy.

UNIT5:

12 HOURS

Scope of clinical psychology: Employment settings for Clinical Psychologists, schools, family courts, hospitals, special schools, general mental health settings, government and organizations, NGO's.

TOTAL NO. OF PERIODS: 60

TEXT BOOKS:

1. Ray, S. D. (1996). The practice of psychotherapy. New Delhi: New Age International.
2. Plante, T. G. (2011). Contemporary clinical psychology. (3rd edition). New York: John Wiley & Sons.
3. Hecker, J. E., & Thorpe, G. L. (2005). Introduction to clinical psychology. Delhi: Pearson Education.

REFERENCES:

1. Llewelyn, s., murphy, d. (eds.) (2014). What is clinical psychology? Oxford: oxford university press.
2. Bellack, a. S., & hersen, m. (1980). Introduction to clinical psychology. newyork: oxford university press.
3. Korchin, s. J. (1986). Modern clinical psychology. Delhi: crr publishers and distributors.

E LEARNING RESOURCES:

1. https://books.google.co.in/books?id=sFcEEAAQBAJ&printsec=frontcover&dq=clinical+psychology&hl=en&newbks=1&newbks_redir=1&sa=X&ved=2ahUKEwi1yMHPnc34AhXUR2wGHVSRD84Q6AF6BAgFEAI
2. https://books.google.co.in/books?id=sFcEEAAQBAJ&printsec=frontcover&dq=clinical+psychology&hl=en&newbks=1&newbks_redir=1&sa=X&ved=2ahUKEwi1yMHPnc34AhXUR2wGHVSRD84Q6AF6BAgFEAI
3. https://books.google.co.in/books?id=dHNYAwAAQBAJ&printsec=frontcover&dq=clinical+psychology&hl=en&newbks=1&newbks_redir=1&sa=X&ved=2ahUKEwi1yMHPnc34AhXUR2wGHVSRD84Q6AF6BAgHEA

Subject Code: HBCC22ET1	Subject Name UNIVERSAL HUMAN VALUES	Ty/Lb. /ETP	L	T/ SLr	P/R	C
	Prerequisite: None	ETP	2	0/0	2/0	3

L : Lecture T : Tutorial SLr : Supervised Learning P : Project R : Research C: Credits
T/L/ETP/IE : Theory / Lab / Embedded Theory and Lab/Internal Evaluation

OBJECTIVES:

- Describe meaning, purpose, and relevance of universal human values.
- Understand the importance of values in individual, social, career, and national life.
- Learn from lives of great and successful people who followed and practiced human values and achieved self-actualization.
- Understand and practice professional ethics with the goal for the universal wellness

COURSE OUTCOMES (Cos) :

Students completing the course were able to

CO1	Become conscious practitioners of values
CO2	Realize their potential as human beings and conduct themselves properly in the ways of the world.
CO3	Develop integral life skills with values
CO4	Inculcate and practice them consciously to be good human beings.
CO5	Practice professional ethics with the goal for the universal wellness

Mapping of Course Outcomes with Program Outcomes (POs)

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	2	3		1		3	2	3
CO2	3	2	3		1		3	2	3
CO3	3	1	3		1		3	2	3
CO4	3	2	3		1		3	2	3
CO5	3	3	3		1			2	3

Category	Program Core	Program elective	Humanities and social Science	Open Elective	Skill enhancing elective	Inter Disciplinary/Allied	Skill Component	Practical /Project/internship	Others
									✓

COs/PSOs	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3

Subject Code:	Subject Name UNIVERSAL HUMAN VALUES	Ty/Lb. /ETP	L	T/ SLr	P/R	C
HBCC22ET1	Prerequisite: None	ETP	2	0/0	2/0	3

COURSE NAME: UNIVERSAL HUMAN VALUES

Unit 1 9hrs

Love and Compassion:

Love and its forms: love for self, parents, family, friend, spouse, community, nation, humanity, nature and other beings—living and non-living. Love and compassion and inter-relatedness, Individuals who are remembered in history for love and compassion and what will learners gain if they practice love and compassion

Related activities: Sharing learner's individual and/or group experience(s), community outreach program to manifest love and compassion toward people and nature, Simulated Situations, Case studies

UNIT 2: : 9hrs

Truth and Righteousness: Universal truth, truth as value (artha), truth as fact (satya), veracity, sincerity, honesty among others. Understanding righteousness, Righteousness and dharma, righteousness and propriety, Individuals who are remembered in history for practicing truth and righteousness and what will learners gain if they practice Truth and Righteousness

Sharing learner's individual and/or group experience(s), exercises on ease with truth can be recalled consistently, Simulated Situations, Case studies

Unit 3: : 9hrs

Non-Violence and Peace; pre-requisites for non-violence- Love, compassion, empathy, and sympathy, Ahimsa as non-violence and non-killing, the impact of practicing non-violence-Peace, harmony and balance, Individuals and organizations that are known for their commitment to non-violence and peace, and what will learners gain if they practice non-violence and work towards peace

Sharing learner's individual and/or group experience(s), Simulated Situations, Case studies

Unit 4:: 9hrs

Renunciation (Sacrifice) Tyaga: Renunciation and sacrifice, developing a balance between enjoyment and sacrifice, Bhoga(enjoyment) with tyagabhava and tyaga (Sacrifice) with bhogabhava is the root of all human and literary values, enjoying life and freedom with responsibility and What will learners learn/gain if they practice renunciation and sacrifice Social outreach programs for sharing and caring experience, expressing gratitude, Sharing learner's individual and/or group experience(s), Simulated Situations , Case studies

Unit 5:: 9hrs

Professional Ethics: Understanding Acceptance of human values and Ethical Human Conduct, Basis for Humanistic Education, Humanistic Constitution and Humanistic Universal Order, Developing Competence in professional ethics and practicing it, to utilize the professional competence for augmenting universal human order and create people friendly eco-friendly identify the scope and characteristics of people friendly and eco-friendly systems for the wellness of the universe as a whole.

Exercises to propagate people friendly eco-friendly activities both creative and functional, Brain storming, Sharing learner's individual and/or group experience(s), Simulated Situations, Case studies

References and Suggested Readings:

Human Values and Professional Ethics by R R Gaur, R Sangal, G P Bagaria, Excel Books, New Delhi, 2010

The Story of My Experiments with Truth - by Mohandas Karamchand Gandhi

Basham, A.L. 1954. The Wonder That Was India. London: Picador Press.

Basu, D.D. 2015. Workbook on the Constitution of India, Paperback Edition. Nagpur: Lexisnexis.

Ghosh, Sri Aurobindo. 1998. The Foundations of Indian Culture. Pondicherry: Sri Aurobindo Ashram.

Joshi, Kireet. 1997. Education for Character Development. Delhi: Dharam Hinduja Centre of Indic Studies.

Milton, Rokeach. 1973. The Nature of Human Values. New York: The Free Press.

Mookerji, Radha K. 1989. Ancient Indian Education. Delhi: Motilal Banarasi Das

Saraswati, Swami Satyananda .2008. Asana Pranayama Mudra Bandha. Munger, India: Bihar School of Yoga.

Subject Code : HBPY22L07	Subject Name: Project/Dissertation	Ty/Lb /ETP/ IE	L	T/ SLr	P/R	C			
	Prerequisite : None	Lb	0	0/0	0/18	9			
L : Lecture T : Tutorial SLr : Supervised Learning P : Project R : Research C: Credits T/L/ETP/IE : Theory / Lab / Embedded Theory and Lab/Internal Evaluation									
OBJECTIVES : <ul style="list-style-type: none">• Demonstrate the ability to carry out independent research• Apply research methods, including research design, data analysis, and interpretation.• To gain knowledge and understand the significance of paper publications• To follow the protocols of APA in report writing									
COURSE OUTCOMES (Cos): (3 – 5) Students completing the course were able to									
CO1	Identify a problem plan project design								
CO2	Find and describe the relevant literature within the scope of the problem.								
CO3	Use the theory and method in relation to the problem.								
CO4	Analyze, Discuss, conclude on and put the results into perspective in relation to the theory and empirical data.								
CO5	Report the obtained results structurally, comprehensively, in accordance with standard written formulation in which the presentation should be done								
Mapping of Course Outcomes with Program Outcomes (POs)&PSOs									
COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3		3	3	3		1	2	3
CO2	3	1	3	3	3		2	2	3
CO3	3		3	3	3	1	3	2	3
CO4	3	3	3	3	3		3	2	3
CO5	3	3	3	3	3		3	2	3
	PSOs								
COs	PSO 1	PSO 2	PSO 3	PSO4		PSO 5			
CO 1	3	3	3	2		3			
CO 2	3	3	3	2		3			
CO 3	3	3	3	2		3			
CO 4	3	3	3	2		3			
Category	Program Core	Program elective	Humanities and social Science	Open Elective	Skill enhancing elective	Inter Disciplinary/Allied	Skill Component	Practical /Project/internship	Others
								✓	

Subject Code : HBPY22L07	Subject Name: Project/Dissertation	Ty/Lb /ETP/ IE	L	T/ SLr	P/R	C
	Prerequisite: None	Lb	0	0/0	0/18	9

A research work related with Psycho-social variables associated with any individual or society.

Chapter 1

Introduction

- About the study, variables, theories and concepts
- Conceptual frame work
- Operational definition
- Need for the study

Chapter 2

Review of literature

Summary of ROL

Chapter 3

Methodology

- Aim
- Objective
- Hypothesis
- Research design
- Variables of the study
- Sample description
- Sampling technique
- Tools used
- Tool description
- Statistics used

Chapter 4

Results and discussion (tables and discussion)

Overall discussion

Chapter 5

Summary and conclusion

- Summary of the study
- Conclusion
- Suggestions
- Implication of the study
- Limitations of the study

Reference

Appendix

Plagiarism check will be done and the report should be attached in the thesis, plagiarism should be less than 10%.

Subject Code : HBPY22E01	Subject Name: Positive Psychology		Ty/Lb /ETP/ IE	L	T/ SLr	P/R	C				
	Prerequisite : None		Ty	3	0/0	0/0	3				
L : Lecture T : Tutorial SLr : Supervised Learning P : Project R : Research C: Credits T/L/ETP/IE : Theory / Lab / Embedded Theory and Lab/Internal Evaluation											
OBJECTIVES :											
<ul style="list-style-type: none">To understand the concept of mental wellness, and the various models of mental well being.To recognize what contributes/does not contribute to happinessTo recognize the role of positive emotions and traits in enhancing happiness To understand the right kind of vocation, relationship, and values in life that enhances one ‘s well-being											
COURSE OUTCOMES (Cos) : (3 – 5)											
Students completing the course were able to											
CO1	Illustrate goals of positive psychology and its relationships to other fields and traditions										
CO2	Identify the role of gender and relationships to happiness and well being										
CO3	Cultivating positive emotions and beliefs for well being										
CO4	Extrapolate the role of virtues and character strength on well being										
Mapping of Course Outcomes with Program Outcomes (POs) & Program Specific Outcomes (PSOs)											
COs/POs		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	
CO1		3	3	1			3		3	3	
CO2		3	3	1			3		3	3	
CO3		3	3	1			3		3	3	
CO4		3	3	1			3		3	3	
CO5											
		PSOs									
COs		PSO 1		PSO 2		PSO 3		PSO4		PSO 5	
CO 1		3		1		2		1		1	
CO 2		3		1		2		1		1	
CO 3		3		1		2		1		1	
CO 4		3		1		2		1		1	
Category	Program Core	Program elective	Humanities and social Science	Open Elective	Skill enhancing elective	Inter Disciplinary/Allied	Skill Component	Practical /Project/internship		Others	
		✓									

Subject Code : HBPY22E01	Subject Name :Positive Psychology	Ty/Lb /ETP/ IE	L	T/ SLr	P/R	C
	Prerequisite : None	Ty	3	0/0	0/0	3

Unit-1

10 HOURS

Introduction: Positive psychology: Meaning, definition, assumptions and goals; Brief History of Positive Psychology, Martin Seligman and positive psychology, Theories and approaches - PERMA model, Concept of Resilience, Grit theory.

Unit-2

10 HOURS

Happiness: Happiness: meaning, definition, types, levels, theories of happiness, measures of happiness, Happiness across lifespan – Outline and Applicability in Research.

Unit-3

11 HOURS

Emotions, Personality Traits and Well-Being: Positive Emotions – The Broaden-and-Build Theory of Positive Emotions, Positive emotions and well-being, Cultivating positive emotions– Flow Experiences, Savoring, Positive Emotions and Biology. Positive traits: Personality – Big five, Dispositional optimism, Varieties of Optimism, Hope theory; Positive beliefs and illusions, Positive affirmations.

Unit-4

13 HOURS

Virtues, Character Strengths, And Well-Being: Classification of human virtues, Wisdom as a foundational strength and virtue; Character strengths and health. Religion & Spirituality -Religious Orientation, Styles of Religious coping, spirituality and transcendence, Religion and virtues – Forgiveness & Gratitude. Indian perspectives on religion and spirituality. Mindfulness meditation; mindfulness and Positive Psychology Research.

Total no of periods 45

TEXTBOOKS:

- Baumgardner, S. R., Crothers, M. K. (2009). Positive psychology. New Delhi, India: Pearson.
- Carr, A. (2013). Positive Psychology: The Science of Happiness and Human Strengths. United Kingdom: Taylor & Francis.
- Cheavens, J. S., Feldman, D. B. (2022). The Science and Application of Positive Psychology. India: Cambridge University Press.

REFERENCES:

1. Kumar, U., Archana, & Prakash, V. (2015). Positive psychology – Applications in work, health and well-being. Delhi & Chennai, India: Pearson.
2. David, S. A., Boniwell, I., & Ayers, A. C. (2013). The Oxford handbook of happiness. Oxford: Oxford University Press.
3. Joseph, S. (Ed.) (2015). Positive psychology in practice: Promoting human flourishing in work, health, education, and everyday life. Hoboken, NJ: John Wiley & Sons.
4. Snyder, C. R., & Lopez, S. J. (2002). Handbook of positive psychology. New York: Oxford University.

E LEARNING RESOURCES:

1. https://www.google.co.in/books/edition/Spirituality_in_Practice/hBvxDwAAQBAJ?hl=en&qbpv=0
2. https://www.google.co.in/books/edition/Dimensions_of_Wellbeing/s-RvEAAAQBAJ?hl=en&qbpv=0
3. https://www.google.co.in/books/edition/A_Primer_in_Positive_Psychology/VVFndAAAQBAJ?hl=en&qbpv=1&dq=positive+psychology&printsec=frontcover
4. https://www.google.co.in/books/edition/Authentic_Happiness/WAB9DAAAQBAJ?hl=en&qbpv=1&dq=positive+psychology&printsec=frontcover
5. https://www.google.co.in/books/edition/Applied_Positive_Psychology/6b2lCwAAQBAJ?hl=en&qbpv=0

Subject Code : HBPY22E02		Subject Name: FORENSIC PSYCHOLOGY				Ty/Lb /ETP/ IE	L	T/ SLr	P/R	C
		Prerequisite : None				Ty	3	0/0	0/0	3
L : Lecture T : Tutorial SLr : Supervised Learning P : Project R : Research C: Credits T/L/ETP/IE : Theory / Lab / Embedded Theory and Lab/Internal Evaluation										
OBJECTIVES :										
<ul style="list-style-type: none">Help students learn the roles of forensic psychologists in court and analyzing cases.Students will also learn about the methods of offender profiling indifferent stages.Assessing eyewitness testimony and false confession as the central issue in forensic psychology The students will have essential knowledge of criminal profiling based on the analysis of case studies										
COURSE OUTCOMES (Cos) : (3 – 5)										
Students completing the course were able to										
CO1		The students will essential knowledge of forensic psychology and role of forensic psychologist								
CO2		The students will learn about the roles of forensic psychologist in the court								
CO3		The students will have essential knowledge of criminal profiling								
CO4		Analysis of cases and case studies.								
Mapping of Course Outcomes with Program Outcomes (POs) & Program Specific Outcomes (PSOs)										
COs/POs		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1		3	3	2	1		2	2	3	
CO2		3	3	1	3	1	2	2	3	2
CO3		3	3	3	3		2	2	3	2
CO4		3	3	3	3	3	2	2	3	2
		PSOs								
COs		PSO 01	PSO 02	PSO 03	PSO04	PSO 5				
CO 1		3	1	3	2	3				
CO 2		3	1	3	2	3				
CO 3		3	1	3	2	2				
CO 4		3	1	3	2	3				
Category	Program Core	Program elective	Humanities and social Science	Open Elective	Skill enhancing elective	Inter Disciplinary/Allied	Skill Component	Practical /Project/int ernship	Others	
		/								

Subject Code : HBPY22E02	Subject Name FORENSIC PSYCHOLOGY	Ty/Lb /ETP/ IE	L	T/ SLr	P/R	C
	Prerequisite : None	Ty	3	0/0	0/0	3

Unit 1: 11 HOURS

Introduction: Defining forensic psychology, History of forensic psychology, the roles of the Forensic Psychologist: Clinical and Experimental

Unit 2: 12 HOURS

The Psychologist in Court: Expert evidence, Forensic reports, Pre-trial preparation, Forensic portfolio, Examination in chief, Cross Examination

Unit 3: 12 HOURS

Eyewitness Testimony and False Confession: The accuracy of witness evidence, Eyewitness evidence in court, Consequences and types of false confession

UNIT 4: 10 HOURS

Profile Analysis : Nature of profiling work, FBI Profiling -Stage 1: Data assimilation stage; Stage 2: Crime scene classification; Stage 3: Crime scene reconstruction; Stage 4: Profile generation, Statistical/Actuarial profiling

Total no of periods 45

TEXT BOOKS:

1. Batchman, R., & Schutt, R. K. (2008). Fundamentals of research in criminology and criminal justice. London: Sage.
2. Wrightsman, L. S. & Fulero, S. M. (2008). Forensic psychology (3rd Ed.). Belmont, CA: Wadsworth Publishing Co.
3. Haward, L. (1981). Forensic psychology. London: Batsford Academic and Educational Ltd.

REFERENCES:

1. Howitt, D. (2002). Forensic and criminal psychology. New Delhi, India: Prentice Hall.
2. Loftus, E. F. (1996). Eyewitness testimony: With a new preface. Cambridge, MA: Harvard University Press.
3. Ross, F. D., Read, D. J., & Toglia, M. P. (1994). Adult eyewitness testimony. New York: Cambridge University Press.
4. Webb, D. (2013). Criminal profiling: An introductory Guide. UK: Independent Publishing Platform.

E LEARNING RESOURCES

1. https://books.google.com/books?id=XGAVDAAAQBAJ&printsec=frontcover&dq=forensic+psychology&hl=en&newbks=1&newbks_redir=1&sa=X&ved=2ahUKEwjNuZDVgc34AhXASWwGHdH1CeAQ6AF6BAgJEAI
2. https://books.google.com/books?id=DGWkDwAAQBAJ&printsec=frontcover&dq=forensic+psychology&hl=en&newbks=1&newbks_redir=1&sa=X&ved=2ahUKEwjNuZDVgc34AhXASWwGHdH1CeAQ6AF6BAgGEAI
3. https://books.google.com/books?id=FX-FDwAAQBAJ&printsec=frontcover&dq=forensic+psychology&hl=en&newbks=1&newbks_redir=1&sa=X&ved=2ahUKEwjNuZDVgc34AhXASWwGHdH1CeAQ6AF6BAgEEAI

Subject Code: HBPY22E03	Subject Name: Educational Psychology	Ty/Lb /ETP/ IE	L	T/ SLr	P/R	C
	Prerequisite: None	Ty	3	0/0	0/0	3

L : Lecture T : Tutorial SLr : Supervised Learning P : Project R : Research C: Credits
T/L/ETP/IE : Theory / Lab / Embedded Theory and Lab/Internal Evaluation

OBJECTIVES:

- To understand the applications of psychology in the area of education.
- Incorporating the needs for diversity and differences to handle diversified population.
- To understand the importance to handle students with special needs
- To acquire the knowledge of governmental policies related to education.

COURSE OUTCOMES (Cos) : (3 – 5)

Students completing the course were able to

CO1	Explain the theories that govern education and learning
CO2	Identify the diversity in cognitive styles and learning strategies
CO3	Model effective teaching and classroom management
CO4	Identify exceptional children and restructure the teachers approach towards them

Mapping of Course Outcomes with Program Outcomes (POs) & Program Specific Outcomes (PSOs)

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	1	1	1	1				
CO2	3	2	3	1				1	1
CO3	3	1	3	2		1		1	
CO4	3	1	1	3		1		2	

	PSOs					
COs	PSO 1	PSO 2	PSO 3	PSO4	PSO 5	
CO 1	3	3	3	2	3	
CO 2	3	3	3	2	3	
CO 3	3	3	3	2	3	
CO 4	3	3	3	2	3	

Category	Program Core	Program elective	Humanities and social Science	Open Elective	Skill enhancing elective	Inter Disciplinary/Allied	Skill Component	Practical /Project/internship	Others
		✓							

Subject Code : HBPY22E03	Subject Name: Educational Psychology	Ty/Lb /ETP/ IE	L	T/ SLr	P/R	C
	Prerequisite: None	Ty	3	0/0	0/0	3

Unit I: 10 HOURS

Introduction to Educational Psychology: Nature, scope & relevance of Educational Psychology, Conceptual and Theoretical Perspectives in Educational Psychology: Behaviouristic and Social Learning, Cognitive & Humanistic Perspectives, And Constructivism

Unit 2: 10 HOURS

Human Diversity and Education Differences in Cognitive Styles & Learning Strategies: Readiness for Learning & Classroom Achievement, Intelligence, Creativity & Personality. Socio-cultural Differences: Gender, Socio-Economic Status, Regional, Ethnic & Linguistic Diversity

Unit 3: 12 HOURS

Effective Teaching and Classroom Management: Characteristics of Effective Teachers. Teaching Methods & Issues related to Technological Advances, Classroom Management

Unit 4: 13 HOURS

Exceptionality and Special Education: a. Conceptualizing Exceptionality: Categorization, Labeling and its educational implications, b. Responsibilities of Teachers towards learners with Special Needs

Unit V:

Modes of education: special education, inclusive education, governmental schemes to education and schemes for students with special needs. usage of technology for person's with disability.

Total no. of periods: 45

TEXT BOOKS:

1. Woolfolk Anita (2004) Educational Psychology, 9th Edition, Allyn and Bacon, Boston.
2. Woolfolk Anita & Woolfolk Hoy Anita (2008) Educational Psychology, Pearson, New Delhi

References:

1. Lahey R.B. Graham J. E., (2000) An Introduction to Educational Psychology, 6th Ed., Tata McGraw Hill Publishers, New Delhi.
2. Slavin, R. (2008). Educational psychology: Theory into practice, (9th ed.). Boston: Allyn and Bacon.
3. Santrock John W. (2010) Educational Psychology, Inwin Professional Publishers, Delhi.

E LEARNING RESOURCES

1. https://books.google.co.in/books?id=RGY2054HE4kC&printsec=frontcover&dq=education+psychology&hl=en&newbks=1&newbks_redir=1&sa=X&ved=2ahUKEwiUjK24xsX4AhUOUGwGHdyyD-EQ6AF6BAgIEAI
2. https://books.google.co.in/books?id=bE1hEAAQBAJ&printsec=frontcover&dq=education+psychology&hl=en&newbks=1&newbks_redir=1&sa=X&ved=2ahUKEwiUjK24xsX4AhUOUGwGHdyyD-EQ6AF6BAgGEAI

Subject Code : HBPY22E04	Subject Name: Sport and Exercise psychology	Ty/Lb /ETP/ IE	L	T/ SLr	P/R	C
	Prerequisite : None	Ty	3	0/0	0/0	3

L : Lecture T : Tutorial SLr : Supervised Learning P : Project R : Research C: Credits
T/L/ETP/IE : Theory / Lab / Embedded Theory and Lab/Internal Evaluation

OBJECTIVES :

- To describe what sport and exercise psychology is and what sport psychologists do
- To understand personality through its structure and major approaches to personality
- To discuss phases and develop psychological skills training program
- To develop achievement motivation and competitiveness in sportsperson

COURSE OUTCOMES (Cos) : (3 – 5)

Students completing the course were able to

CO1	Illustrate the role of Sport and exercise psychologist in bridging the science and practice
CO2	Model the role of personality in becoming a successful sports person
CO3	Apply motivation strategies to develop competitiveness and work towards achieving the goals
CO4	Imparting psychological skills training to enhance performance and self confidence

Mapping of Course Outcomes with Program Outcomes (POs) & Program Specific Outcomes (PSOs)

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	1	1	1	1				
CO2	3	1	3	3	1			1	
CO3	3	2	3	3	1	1		1	2
CO4	3	2	3	3	1	1	1	1	1

	PSOs					
COs	PSO 1	PSO 2	PSO 3	PSO4	PSO 5	
CO 1	3	3	3	2	3	
CO 2	3	3	3	2	3	
CO 3	3	3	3	2	3	
CO 4	3	3	3	2	3	

Category	Program Core	Program elective	Humanities and social Science	Open Elective	Skill enhancing elective	Inter Disciplinary/Allied	Skill Component	Practical /Project/internship	Others
		✓							

Subject Code : HBPY22E04	Subject Name: Sport and Exercise psychology	Ty/Lb /ETP/ IE	L	T/ SLr	P/R	C
	Prerequisite: None	Ty	3	0/0	0/0	3

Unit1: 11 HOURS

Introduction : History of sport and exercise psychology; What is Sport and Exercise Psychology?, Sport psychology specialties: Clinical-sport psychology, Educational psychology , Role of exercise and sport psychologists – the teaching, research and consultation, Bridging science and practice

Unit 2: 12HOURS

Sports personality profiling: importance of personality in sport, Approaches to personality, Assessment of personality, personality profiles of successful sports persons:Personality research related to sport and exercise.

Unit 3: 12 HOURS

Cognitive and Social Psychological Dimensions in Sports: Motivation: Definition and views, Guidelines for building motivation, Achievement motivation and competitiveness, Goal setting, PEP talks.

Unit: 4 12 HOURS

Enhancing Performance and Self-Confidence: Psychological skills training (PST): importance of PST knowledge base and its effectiveness, Phases of PST program: Education, acquisition and practice, Designing and implementing a PST program: Common problems in implementing PST programs, Defining self-confidence, assessing and building self-confidence

Total no. of periods: 45

TEXT BOOKS:

1. Kornspan, A. S. (2009). Fundamentals of Sport and Exercise Psychology. United Kingdom: Human Kinetics.
2. Gould, D., Weinberg, R. S. (2019). Foundations of Sport and Exercise Psychology. United Kingdom: Human Kinetics.

References:

1. Horn, T. S. (Ed.) (2002). Advances in sport psychology. USA: Human Kinetics Publishers.
2. Weinberg, R. S., & Gould, D. (2003). Foundations of sport and exercise psychology. USA: Human Kinetics Publishers, NC.

E LEARNING RESOURCES

2. https://books.google.co.in/books?id=pNZDNQEACAAJ&dq=Sport+and+Exercise+psychology&hl=en&newbks=1&newbks_redir=1&sa=X&ved=2ahUKEwjYsMewysX4AhXmSWwGHWB-Ag8Q6AF6BAgEEAI
3. https://books.google.co.in/books?id=695zCgAAQBAJ&printsec=frontcover&dq=Sport+and+Exercise+psychology&hl=en&newbks=1&newbks_redir=1&sa=X&ved=2ahUKEwjYsMewysX4AhXmSWwGHWB-Ag8Q6AF6BAgJEAI
4. https://books.google.com/books?id=AQP9CgAAQBAJ&printsec=frontcover&dq=Sport+and+Exercise+psychology&hl=en&newbks=1&newbks_redir=1&sa=X&ved=2ahUKEwjYsMewysX4AhXmSWwGHWB-Ag8Q6AF6BAgDEAI

Subject Code : HBPY22E05	Subject Name: Industrial Organizational Psychology	Ty/Lb /ETP/ IE	L	T/ SLr	P/R	C			
	Prerequisite : None	Ty	3	1/0	0/0	4			
L : Lecture T : Tutorial SLr : Supervised Learning P : Project R : Research C: Credits T/L/ETP/IE : Theory / Lab / Embedded Theory and Lab/Internal Evaluation									
OBJECTIVES :									
<ul style="list-style-type: none">To provide insights into the historical development and key concepts of the organizational psychologyTo help the students to comprehend the role of human factor in the management of organization.To get acquainted with the employees ‘motivation job attitudes, and leadership behavior and the influence process.To enable the students to understand the basis of team working, effective communication and conflict resolution in organizations									
COURSE OUTCOMES (Cos) : (3 – 5)									
Students completing the course were able to									
CO1	Explain the historical and social contribution to organizational Psychology								
CO2	Utilize various factors of motivation for better performance in an organization								
CO3	Use leadership qualities to influence subordinates								
CO4	Interpret how people behave in groups and the reasons for the difference in individual and group behavior								
Mapping of Course Outcomes with Program Outcomes (POs) & Program Specific Outcomes (PSOs)									
COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3		1					1	1
CO2	3	2	2	2		2			2
CO3	3	2	2	2		3		1	2
CO4	3	3	2	2		1		1	2
CO5									
	PSOs								
COs	PSO 1	PSO 2	PSO 3	PSO4	PSO 5				
CO 1	3	3	3	2	3				
CO 2	3	3	3	2	3				
CO 3	3	3	3	2	3				
CO5	3	3	3	2	3				
Category	Program Core	Program elective	Humanities and social Science	Open Elective	Skill enhancing elective	Inter Disciplinary/Allied	Skill Component	Practical /Project/internship	Others
		✓							

Subject Code : HBPY22E05	Subject Name :Industrial Organizational Psychology	Ty/Lb /ETP/ IE	L	T/ SLr	P/R	C
	Prerequisite: None	Ty	3	1/0	0/0	4

Unit-1

14 HOURS

Introduction: Nature and facets of organizational Psychology, Contribution of other social science subjects to Organizational psychology. Historical Developments: The Early Years, Classical School: Taylor, Fayol & Weber. Human Relations Approach. Socio-technical Approach, The Aston Studies. System approach and the contemporary challenges to organizations.

Unit-2

14 HOURS

Employees Motivation and Employees Job Attitudes: Nature of Work motivation, Five key concepts (Behavior, performance, ability, situation and motivation), The role of self esteem, intrinsic motivation and need for achievement in the development of motivation. Theories of Work motivation: Content theory (Maslow, Herzberg), Vroom's Expectancy Theory, Equity Theory, Goal Setting theory and Self Regulation theory. Brief Introduction to Organizational Commitment, Organizational Citizenship Behaviour, and Employee engagement.

Unit-3

14 HOURS

Leadership and the Influence process: Conceptual Foundations: Leaders versus managers, Themes in Leadership: positional power, the leader, the led, the influence process, the situation, Leader emergence versus leader effectiveness. Theoretical Approaches: Trait approach, Behavioral approach, Power and influence approach, leader-Member Exchange theory. The Situational Approach: Fiedler Hersen, Blenchard Situational Leadership and Path Goal theory. Transformational and Charismatic leadership.

Unit-4

16 HOURS

Group Behavior, Teams And Conflict: Nature, functions and types of groups. Group Structure: Role differentiation, Status differentiation, Norms formation and group cohesiveness. Factor Affecting group performance: Homogeneity of group, stability of membership, Group size, Group status, communication structure, Social facilitation and inhibition. Co-operation, competition and co-option, conflicts and its management, Negotiation process. Team Work: Genesis, teams and groups

Total no. of periods: 60

TEXT BOOKS:

1. Pareek, U., & Gupta, R. K. (2010). Organizational behaviour. New Delhi: TataMcGrawHill.
2. Sinha, J. B. P. (2008). Culture and organizational behavior. New Delhi, India SagePublication

References:

1. Aamodt, M. G. (2016). Industrial/Organizational psychology: An applied approach. Boston: Cengage Learning
2. Kalra, S. K. (2004). Consultative managerial leadership style in India: A viable alternative. In P. N. Mukherjee, & C. Sengupta (Eds.), Indiginity and universality in social sciences: A south asian response. New Delhi, India: Sage India Publications.
3. Muchinsky, P. M., & Culbertson, S. S. (2016). Psychology applied to work. Summerfield, NC: Hypergraphic Press
4. Pareek, U. (2007). Understanding organizational behaviour. New Delhi: Oxford University Press.

E learning resources:

1. https://books.google.com/books?id=Lcs6o0raRREC&printsec=frontcover&dq=organizational+behaviour&hl=en&newbks=1&newbks_redir=1&sa=X&ved=2ahUKEwjldSf0cX4AhVuSGwGHejnCq8Q6AF6BAgHEAI

2. https://books.google.com/books?id=XN6b0K0O7JEC&printsec=frontcover&dq=organizational+behaviour&hl=en&newbks=1&newbks_redir=1&sa=X&ved=2ahUKEwjldSf0cX4AhVuSGwGHejnCq8Q6AF6BAgDEAI

Subject Code : HBPY22E06	Subject Name: Human Resource Management	Ty/Lb /ETP/ IE	L	T/ SLr	P/R	C			
	Prerequisite: None	Ty	3	1/0	0/0	4			
L : Lecture T : Tutorial SLr : Supervised Learning P : Project R : Research C: Credits T/L/ETP/IE : Theory / Lab / Embedded Theory and Lab/Internal Evaluation									
OBJECTIVES :									
<ul style="list-style-type: none">To understand perspective on human resource issues and builds a foundation for assisting organizations in resolving human resource problems.To develop broader understanding of the core HR functions ranging from Human Resource Acquisition to Separation and gain insight into current HR issues and elements of the human resource system.Insights into Human Resource Management in India and the global context.have essential knowledge of Human environmental relationship									
COURSE OUTCOMES (Cos) : (3 – 5)									
Students completing the course were able to									
CO1	Compare and contrast the traditional and changing role and changing environment in Human resource Management practices								
CO2	Determine the suitability of a person in an organization								
CO3	Model learning and development of Human resources within an organization								
CO4	Extrapolate the variations in human resource management across Domestic, International, Multinational, Global, Transnational								
Mapping of Course Outcomes with Program Outcomes (POs) & Program Specific Outcomes (PSOs)									
COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	2	3	2		1			1
CO2	3	2		2		2		1	1
CO3	3	2	1			3		1	1
CO4	3	2	1	1		1		1	1
	PSOs								
COs	PSO 1	PSO 2	PSO 3	PSO4	PSO 5				
CO 1	3	3	3	2	3				
CO 2	3	3	3	2	3				
CO 3	3	3	3	2	3				
CO5	3	3	3	2	3				
Category	Program Core	Program elective	Humanities and social Science	Open Elective	Skill enhancing elective	Inter Disciplinary/Allied	Skill Component	Practical /Project/internship	Others
		✓							

Subject Code: HBPY22E06	Subject Name: HumanResource Management	Ty/Lb /ETP/ IE	L	T/ SLr	P/R	C
	Prerequisite : None	Ty	3	1/0	0/0	4

Unit1: 14HOURS

Human Resource Management: Strategic and traditional HRM, Changing role and changing environment of HRM , Introduction Labor legislation in India

Unit2 15 HOURS

Person-organization Fit: Recruitment and Selection, Job Analysis, Job Satisfaction, Performance Management Systems

Unit3: 15HOURS

Human Resource Development: Training need analysis, methods of training, Learning and development, Career development, Competency mapping.

Unit 4: 16 HOURS

International HRM: Understanding cultural and contextual differences, Context of globalization, Forms of IHRM/ Types of cross-national organizations (Domestic, International, Multinational, Global, Transnational).

Total no. of periods: 60

TEXT BOOKS:

1. Human Resource Management 6E. (2010). India: McGraw-Hill Education (India) Pvt Limited.
2. Human Resource Management by Dr. F. C. Sharma: SBPD Publications. (2020). (n.p.): SBPD Publications.

REFERENCES:

1. Banfield, P., & Kay, R. (2011). Introduction to human resource management (2nd Ed.). New Delhi, India: Oxford University Press.
2. Bhatnagar, J., & Budhwar, J. (2009). The changing face of people management in India. London: Routledge.
3. DeCenzo, D. A., & Robbins, S. P. (2006). Fundamentals of human resource management (8th Ed.). NY: Wiley.

E LEARNING RESOURCES:

1. https://books.google.com/books?id=MmYiX5JxPY8C&printsec=frontcover&dq=hrm&hl=en&newbks=1&newbks_redir=1&sa=X&ved=2ahUKEwi9sqPU0cX4AhXyZmwGHWjvCb8Q6AF6BAGKEAI
2. https://books.google.com/books?id=cRAvCCsN2e0C&printsec=frontcover&dq=hrm&hl=en&newbks=1&newbks_redir=1&sa=X&ved=2ahUKEwi9sqPU0cX4AhXyZmwGHWjvCb8Q6AF6BAGDEAI

**Regulation
2022 -2023
(Optional for
Honors
Programme)**

Subject Code : HBPY22016	Subject Name :Youth, Gender& Identity	Ty/Lb /ETP/ IE	L	T/ SLr	P/R	C
	Prerequisite : None	Ty	3	0/0	0/0	3

L : Lecture T : Tutorial SLr : Supervised Learning P : Project R : Research C: Credits
T/L/ETP/IE : Theory / Lab / Embedded Theory and Lab/Internal Evaluation

OBJECTIVES :

- To equip the learner with an understanding of the concepts of Youth, Gender and Identity and their interface
- Understanding the transitory phase of youth, the issues surrounding it and thereby developing sensitivity to the youth of today.
- Developing an appreciation of the multiple influences that mold the identity of today's youth
- To develop an understanding about the different genders, relationships and its issues

COURSE OUTCOMES (Cos): (3 – 5)

Students completing the course were able to

CO1	To get an increased understanding of the role of youth and gender in the society
CO2	Explore the different types of relationship
CO3	Understanding the Influence of globalization on Gender identity
CO4	Identifying the issues related to youth, gender & identity

Mapping of Course Outcomes with Program Outcomes (POs)

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	3	3	1		1		2	1
CO2	3	3	3	2		1		2	1
CO3	3		1			1		2	1
CO4	3	3	3	3		1		3	1

	PSOs					
COs	PSO 1	PSO 2	PSO 3	PSO4	PSO 5	
CO 1	3	2	3	3	3	
CO 2	3	1	3	3	2	
CO 3	3	2	2	2	2	
CO 4	3	2	3	3	2	

Category	Program Core	Program elective	Humanities and social Science	Open Elective	Skill enhancing elective	Inter Disciplinary/Allied	Skill Component	Practical /Project/internship	Others
	✓								

Subject Code : HBPY22016	Subject Name: Youth, Gender & Identity	Ty/Lb /ETP/ IE	L	T/ SLr	P/R	C
	Prerequisite : None	Ty	3	0/0	0/0	3

UNIT 1

11 Hours

Introduction: Concepts of Youth: Transition to Adulthood, Extended Youth in the Indian context; Concepts of Gender: Sex, Gender Identity, Sexual Orientation, Gender Roles, Gender Role Attitudes, Gender Stereotypes; Concepts of Identity: Multiple identities

UNIT 2

10 Hours

Youth and Identity: Family: Parent-youth conflict, sibling relationships, intergenerational gap; Peer group identity: Friendships and Romantic relationships; Workplace identity and relationships; Youth culture: Influence of globalization on Youth identity and Identity crisis

UNIT 3

12 Hours

Gender and Identity: Issues of Sexuality in Youth; Gender discrimination; Culture and Gender: Influence of globalization on Gender identity

UNIT 4

12 Hours

Issues related to Youth Gender and Identity: Youth, Gender and violence; Enhancing work-life balance; Changing roles and women empowerment; Encouraging non-gender stereotyped attitudes in youth; HRT & Gender Affirmation Surgery, Issues related to surgery; Stigma associated with LGBTQIA+ community.

Total no. of periods: 45

TEXT BOOKS:

1. Berk, L. E. (2010). Child Development (9th Ed.). New Delhi: Prentice Hall.

2. Baron, R.A., Byrne, D. & Bhardwaj, G. (2010). Social Psychology (12th Ed). New Delhi: Pearson
3. Ranade, K., Chakravarty, S., Nair, P., Shringarpure, G. (2022). Queer Affirmative Counselling Practice - A Resource Book for Mental Health Practitioners in India, Mumbai: Mariwala Health Initiative.

REFERENCES:

1. Hick, J.W. (2005). Fifty signs of Mental Health. A Guide to understanding mental health. Yale University Press
2. Miliann Kang, Donovan Lessard, Laura Heston, Sonny Nordmarke (2017). Introduction to Women, Gender, Sexuality Studies.

E LEARNING RESOURCES:

<https://www.egyankosh.ac.in/handle/123456789/65305>

https://www.researchgate.net/publication/51768291_Gender_Identity_Issues_in_Youth_Opportunities_Terminologies_Histories_and_Advancements

Subject Code : HBPY22017	Subject Name: Community Psychology	Ty/Lb /ETP/ IE	L	T/ SLr	P/R	C
	Prerequisite: None	Ty	4	0/0	0/0	4

L : Lecture T : Tutorial SLr : Supervised Learning P : Project R : Research C: Credits
T/L/ETP/IE : Theory / Lab / Embedded Theory and Lab/Internal Evaluation

OBJECTIVES:

- Provide an understanding of what community psychology is and how it compares to other sub disciplines of psychology and other social sciences.
- Develop students' knowledge of community psychology's history and theories.
- Link theories to practices through exemplary research and interventions.
- Foster students' ability to integrate theoretical frameworks into their future practices.

COURSE OUTCOMES (Cos) : (3 – 5)

Students completing the course were able to

CO1	To familiarize students with theories and principles of Community Psychology.
CO2	To understand the concepts of prevention, crisis intervention and consultation in community settings.
CO3	To apply the theoretical perspectives in the prevention and management of social problems
CO4	To apply community psychology models to mental health care and rehabilitation programs.
CO5	To develop interventions for community mental health enhancement.

Mapping of Course Outcomes with Program Outcomes (POs)

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	1	1			3		1	1
CO2	3	1	1			3		1	1
CO3	3	1	1			3		1	1
CO4	3	1	1			3		1	1
CO5	3	1	1			3		1	1

	PSOs					
COs	PSO 1	PSO 2	PSO 3	PSO4	PSO 5	
CO 1	3	2	3	2	3	
CO 2	3	3	3	2	2	
CO 3	2	3	3	3	2	
CO 4	3	3	3	3	2	
CO 5	2	3	3	2	2	

Category	Program Core	Program elective	Humanities and social Science	Open Elective	Skill enhancing elective	Inter Disciplinary/Allied	Skill Component	Practical /Project/internship	Others
	✓								

Subject Code : HBPY22017	Subject Name: Community Psychology	Ty/Lb /ETP/ IE	L	T/ SLr	P/R	C
	Prerequisite : None	Ty	4	0/0	0/0	4

UNIT I

14 Hours

Introduction:

Definition of community psychology; types of communities; models.

UNIT II

14 Hours

Core values:

Individual and family wellness; sense of community; respect for human diversity; social justice; empowerment and citizen participation; collaboration and community strengths.

UNIT III

16 Hours

Health promotion:

process of community organization for health promotion, importance. Community program for: child and maternal health, physical challenged and old age in the Indian context.

UNIT IV

16 Hours

Interventions:

community development and empowerment; case studies in Indian context.

Total no. of periods: 60

TEXT BOOKS:

1. Kloos B. Hill, J Thomas, Wandersman A, Elias M.J. & Dalton J.H. (2012). Community Psychology: Linking Individuals and Communities, Wadsworth Cengage Learning.
2. McKenzie, J. F. Pinger, R. R. & Kotecki, J. E. (2005). An introduction to community health. United States:

REFERENCES:

1. Jones and Bartlett Publishers. Misra, G. (Ed). (2010) Psychology in India. Indian Council of Social Science Research. Dorling Kindersley (India) Pvt Ltd. Pearson Education.
2. Korchin, S.J. (1976). Modern Clinical Psychology: Principles of Intervention in the Clinic and Community. Basic Books, New York.
3. Levine, M., Perkins, D.D., & Perkins, D.V. (2004). Principles of Community Psychology: Perspectives and Applications. Oxford University Press

E LEARNING RESOURCES:

<https://www.wpunj.edu/dotAsset/7545e4c3-4065-4a07-99a0-4a8a6a39d7a4.pdf>

<https://www.verywellmind.com/what-is-community-psychology-2794898>

<https://www.scra27.org/what-we-do/what-community-psychology/>

https://www.uml.edu/docs/Resources%20to%20share%202008_tcm18-61904.pdf

Subject Code : HBPY22018	Subject Name :PSYCHOLOGY OF HEALTH AND YOGA		Ty/Lb /ETL	L	T/ SLr	P/R	C		
	Prerequisite : None		Ty	4	0/0	0/0	4		
L : Lecture T : Tutorial SLr : Supervised Learning P : Project R : Research C: Credits T/L/ETP/IE : Theory / Lab / Embedded Theory and Lab/Internal Evaluation									
OBJECTIVES : <ul style="list-style-type: none">To enable students to understand need and perspectives of health psychology.To enable students to understand various models available to conceptualize healthTo introduce the students to the philosophy and practice of yoga.To understand the health benefits and its effect on psychological wellness.									
COURSE OUTCOMES (Cos) : (3 – 5) Students completing the course were able to									
CO1	Compile the models of health and the psychological component of health								
CO2	Classify healthy behavior and health compromising behavior								
CO3	Deduce the impact of stress on health and apply effective stress management strategies								
CO4	Extrapolate the role of yoga in health care								
Mapping of Course Outcomes with Program Outcomes (POs)									
COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	3						3	3
CO2	3	3	2					3	3
CO3	3	3	2				1	3	3
CO4	3	3	2				1	3	3
	PSOs								
COs	PSO 1		PSO 2		PSO 3		PSO4		PSO 5
CO 1	3		2		1		1		1
CO 2	3		2		1		1		2
CO 3	3		3		1		1		3
CO 4	3		2		1		1		1
Category	Program Core	Program elective	Humanities and social Science	Open Elective	Skill enhancing elective	Inter Disciplinar y/Allied	Skill Component	Practical /Project/int ernship	Others
	✓								

Subject Code : HBPY22018	Subject Name: PSYCHOLOGY OF HEALTH & YOGA	Ty/Lb /ETP/ IE	L	T/ SLr	P/R	C
	Prerequisite : None	Ty	4	0/0	0/0	4

Unit 1–

10 HOURS

Introduction to Health Psychology: Health psychology: Definition, need for and importance of health, goals of health Psychology; Difference between health psychology and clinical psychology, health psychology and behavioral medicine. Indian scenario on Mental Health. World Health Organization and Mental Health. Models and Theories of Health – Biopsychosocial model, Biomedical model, Diathesis Stress Model.

Unit 2

12 HOURS

Health and Behavior: Healthy Behavior, Health compromising Behaviors: Smoking, Alcoholism and Substance abuse. Health enhancing behaviors: Weight control, Diet, Exercise, Role of Health and Yoga in changing behavior. Critical evaluation of the applications of psychological knowledge in the area of health and evaluation of gaps.

Unit 3

12 HOURS

Understanding Stress: Stress and lifestyle disorders: Meaning and definition, development of stress; nature of stressors: Frustration, pressure; Factors predisposing stress: life events and daily hassles; Burnout. Coping with stress: Problem oriented and emotion oriented. Stress management: Meaning and definition; Changing thoughts -ABC Model of thinking

Unit 4

12 HOURS

Yoga Philosophy: Introduction to Yoga and Yogic Practices – Definition, History, Aim and Objectives, Four Paths of Yoga and Principles of Yoga, Hatha Yoga – Distinction between Yoga and Non Yogic Practices, Concept of Yogic diet, Purpose and Utility of Asanas in Hatha Yoga , Introduction to Patanjali

Unit 5

14 HOURS

Yoga in Health Care: Yoga for specific lifestyle disorders: Asthma, Sleeplessness, Diabetes, Blood pressure and Heart Diseases. Research evidence on the impact of yoga intervention on lifestyle disorders. Halasana and Matsyasana for Thyroid, Dhanurasana and Bhujangasana for Polycystic Ovarian Syndrome Disease, Shishuasana and AdhoMukhaSvanasana for Arthritis, SuptaMatsyendrasana and Vrikshasana for Lower back pain, ArdhaMatsyendrasana and Chakrasana for Diabetes, Apanasana and Paschimottanasana for Indigestion and Stomach Disorder, Padmasana and Sirsasana for Migraine, BaddhaKonasana and Sukhasana for Depression, Balasana and Shavasana for Sleeplessness. Evaluation of the applications of psychological knowledge in the area of health and identification of gaps.

Total no. of periods: 60

TEXT BOOKS

- Taylor E. Shelley .Health Psychology.(7th Ed). New Delhi: Tata McGraw Hill Education Pvt. Ltd
- Hatha Yoga Pradipika by Swami Svatmarama.

REFERENCES

- Serafini, E.P & Smith T.W. (2012). Health Psychology: Bio psychosocial Interventions. New Delhi: Wiley
- Straub, O. Richard. (2002).Health Psychology. New York: Worth Publishers
- Allen, F. (2011). Health Psychology &Behaviour, New Delhi: Tata McGraw Hill Education
- Dalal, K.(2015). Health Beliefs and Coping with Chronic Diseases. New Delhi: sage Publications India Pvt Ltd.

E-LEARNING RESOURCES:

<https://courses.lumenlearning.com/boundless-psychology/chapter/introduction-to-health-psychology/>

<https://www.ruralhealthinfo.org/toolkits/health-promotion/2/theories-and-models>

<https://www.blackwellpublishing.com/intropsych/pdf/chapter19.pdf>

Subject Code : HBPY22019	Subject Name: REHABILITATION PSYCHOLOGY	Ty/Lb/ ETP/IE	L	T/ SLr	P/R	C
	Prerequisite: None	Ty	3	1/0	0/0	4

L : Lecture T : Tutorial SLr : Supervised Learning P : Project R : Research C: Credits
T/L/ETP/IE : Theory / Lab / Embedded Theory and Lab/Internal Evaluation

OBJECTIVES :

- To help students to apply psychological principals in management of developmental disorders & disabilities
- To understand the policies and acts of the government associated with rehabilitation
- To debate policy and legal provisions for individuals with disabilities in the Indian context
- To understand different intervention strategies and explore the ideology behind inclusion, in principle and practice

COURSE OUTCOMES (Cos) : (3 – 5)

Students completing the course were able to

CO1	Illustrate the definition, classification of disability and issues associated with assessment and certification
CO2	Plan holistic measures of rehabilitation with the patient and their care takers
CO3	Execute psychosocial rehabilitation measures using appropriate psychotherapeutic measures
CO4	Plan and execute neuro-rehabilitative measures in patients affected by brain injury or degeneration
CO5	Interpret the policies and acts of the government associated with rehabilitation to put into the effective use of affected population

Mapping of Course Outcomes with Program Outcomes (POs)

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	3	2	2		2	3	2	3
CO2	3	3	2	3		2	2	3	1
CO3	3	3	2	3		2	2	3	2
CO4	3	3	2	3		2	2	3	3
CO5	3	3	2	3		3	1	3	3

	PSOs					
COs	PSO 1	PSO 2	PSO 3	PSO4	PSO 5	
CO 1	3	3	3	3	3	
CO 2	3	3	3	3	3	
CO 3	3	3	3	3	3	
CO 4	3	3	3	3	3	
CO 5	1	2	2	2	3	

Category	Program Core	Program elective	Humanities and social Science	Open Elective	Skill enhancing elective	Inter Disciplinary/Allied	Skill Component	Practical /Project/internship	Others
	✓								

Subject Code: HBPY22019	Subject Name: REHABILITATION PSYCHOLOGY	Ty/Lb /ETP/ IE	L	T/ SLr	P/R	C
	Prerequisite: None	Ty	3	1	0	4

UNIT I

10 Hours

Disability: Definition and classification of disability; psychosocial models of disability; impact, needs and problems.

UNIT II

12 Hours

Areas of Disability Assessment/ certification: Disability assessment, issues related to assessment/certification of disability – areas and measures. Approaches to rehabilitation; interventions in the rehabilitation processes; models of adaptation to disability; family and caregivers' issues; empowerment issues; support to recovery.

UNIT III –

12 Hours

Areas of Rehabilitation – Special Education, Learning Disabilities, Autism Spectrum, Intellectual Disabilities - Neurodevelopment Disorder, Congenital Issues.

UNIT IV

12 Hours

Policies and Acts: Rehabilitation Policies and Acts (Mental Health Act of 1987, National Mental Health Program 1982, the Persons With Disabilities (equal opportunities, protection of rights and full participation) Act 1995; Rehabilitation Council of India (RCI) Act of 1992, National Trust for 18 Mental Retardation, CP and Autistic Children 1999; Mental Health Care Bill 2011; ethical and forensic issues in psychiatry practice); assistance, concessions, social benefits and support from government and voluntary organizations; contemporary challenges; rehabilitation ethics and professional code of conduct.

UNIT V

14 Hours

Comprehensive Interventions Procedure:

Psycho education (therapeutic education): Information and emotional support for family members and caregivers, family counseling for a collaborative effort towards recovery, relapse-prevention. Psychosocial rehabilitation: Group therapy, supportive therapy and other forms of empirically supported psychotherapies for core and peripheral members. Neuropsychological rehabilitation: Biofeedback, cognitive aids. IEP, ITP.

Total no of periods : 60

TEXT BOOKS:

1. Eruc Ryckmans, (1983). Working with Disabled people, London; Batsford Academic and Educational Ltd.
2. George Nelson Wright, (1980). Total Rehabilitation, Boston; Little Brown and Company (Inc.).

REFERENCES:

1. Goldenson, R., Dunham, J., & Dunham, C. (1978). *Disability and rehabilitation handbook*. New York: McGraw-Hill.
2. Ann Brechin & Penny Liddiard, (1981). Look at it This way : New Perspectives in Rehabilitation, U.K.; The Open University Press.
3. Markel, K. S., & Barclay, L. A. (2009). Addressing the underemployment of persons with disabilities: Recommendations for expanding organizational social responsibility. *Employee Responsibilities and Rights Journal*, 21(4), 305-318.

E LEARNING RESOURCES:

- https://books.google.com/books?id=wXs6zu5_5tEC&printsec=frontcover&dq=REHABILITATION+PSYCHOLOGY&hl=en&newbks=1&newbks_redir=1&sa=X&ved=2ahUKEwiPzd7svc34AhWiZ2wGHZXoDx0Q6AF6BAGGEEAI
- https://books.google.com/books?id=Mfw0OYMNixUC&printsec=frontcover&dq=REHABILITATION+PSYCHOLOGY&hl=en&newbks=1&newbks_redir=1&sa=X&ved=2ahUKEwiPzd7svc34AhWiZ2wGHZXoDx0Q6AF6BAGGEEAI

Subject Code : HBPY22L08	Subject Name MINI PROJECT	Ty/Lb /ETP/ IE	L	T/ SLr	P/R	C
	Prerequisite : None	Lb	0	0/0	0/4	2

L : Lecture T : Tutorial SLr : Supervised Learning P : Project R : Research C: Credits
T/L/ETP/IE : Theory / Lab / Embedded Theory and Lab/Internal Evaluation

OBJECTIVES:

- To provide an exploratory experience for furthering development of the student's project to be completed in the 7th Semester
- To conduct survey research
- To understand analysis and interpretation of data
- To learn about article writing and paper publication

COURSE OUTCOMES (Cos) : (3 – 5)

Students completing the course were able to

CO1	Identify a problem plan project design
CO2	Find and describe the relevant literature within the scope of the problem.
CO3	Use the theory and method in relation to the problem.
CO4	Analyze, Discuss, conclude on and put the results into perspective in relation to the theory and empirical data.
CO5	Report the obtained results structurally, comprehensively, in accordance with standard written formulation in which the presentation should be done

Mapping of Course Outcomes with Program Outcomes (POs)

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	3	3	3	3		3		3
CO2	3	3	3	3	3		3		3
CO3	3	3	3	3	3		3		3
CO4	3	3	3	3	3		3		3
CO5	3	3	3	3	3		3	3	3

	PSOs					
COs	PSO 1	PSO 2	PSO 3	PSO4	PSO 5	
CO 1	3	3	2	3	3	
CO 2	3	3	3	3	3	
CO 3	3	3	3	3	2	
CO 4	3	3	3	3	3	
CO5	2	3	3	2	2	

Category	Program Core	Program elective	Humanities and social Science	Open Elective	Skill enhancing elective	Inter Disciplinary/Allied	Skill Component	Practical /Project/internship	Others
								✓	

Subject Code : HBPY22L08	Subject Name: MINI PROJECT	Ty/Lb /ETP/ IE	L	T/ SLr	P/R	C
	Prerequisite: None	Lb	0	0/0	0/4	2

The focus of the course is to help students execute what they have learnt in the research methodology theory papers and on the job experience of research activities.

The project should be a pilot study of the major project.

The learning will involve

Introduction

Methodology & Design

- Quantitative or Qualitative
- What type of quantitative or qualitative?
- Citation from primary source research supporting your choice

Phenomenon/Variables

- Phenomenon-qualitative, for each research question
- Variables-Quantitative, for each research question

Problem Statement/Section

- It is not known how or why...(qualitative)
- It is not known if or to what extent...(quantitative)

Purpose of the Study

- The purpose of this study is to....

Sample

- Location
- Population
- Sample Size - 50
- Sampling Method

Data Collection Plan

- Who-how will you access participants?
- How will you collect data?
- What instruments will you use?
- Cover all data collection for all research questions

Data Analysis Plan

- How will you analyze your data?
- Specific method (not just “statistics” or “I will analyze it”)
- For each research question

Discussion based on the inference from data analysis

Formulation a conclusion with evidence based on the analysis

Report the limitations in the study to provide directions for future study on the same topic

Academic integrity:

Academic honesty is expected of students enrolled in this course. unauthorized collaboration, falsification of research data, plagiarism, and undocumented use of materials from any source constitute academic dishonesty and may be grounds for a grade of fail in the course and/or disciplinary actions

Cheating:

All written work submitted for a grade in this course must be the product of your own composition. Papers and assignments written by previous students in the class can be tracked, and use of them by another student is considered cheating. Ideas generated due to reading and group discussion may provide the inspiration for the work but should not be the sole ideas represented. With collaborative projects, of course, ideas should be representative of the group’s work.

PLAGIARISM:

The act of presenting as your own work another individual’s ideas, words, data, or research material. The concept applies equally to written, spoken, or electronic texts, published or unpublished. All ideas and quotations that you borrow from any source must be acknowledged; at a minimum, you should give the name of your author, the title of the text cited, and the page number(s) of the citation. The only exception to this requirement would involve what is familiar and commonly held (e.g. the fact that the earth is round)

Total no. of Hours: 60

Subject Code: HBPY22I05	Subject Name INTERNSHIP	Ty/Lb/ETP/IE	L	T/ SLr	P/R	C
	Prerequisite: None	IE	0	0/0	2/0	1

L : Lecture T : Tutorial SLr : Supervised Learning P : Project R : Research C: Credits
T/L/ETL : Theory / Lab / Embedded Theory and Lab

OBJECTIVES:

- To gain exposure in related fields.
- Demonstrate therapeutic techniques and psychological assessment in field set up
- To apply theoretical knowledge into application
- To write case-histories, case studies, details of project and other activities conducted during the internship

COURSE OUTCOMES (Cos) : (3 – 5)

Students completing the course were able to

CO1	Assess interests and abilities in their field of study.
CO2	Learn to appreciate work and its function in the field of psychology
CO3	Develop communication, interpersonal and other critical skills essential for the profession including record creation
CO4	Explore career alternatives

Mapping of Course Outcomes with Program Outcomes (POs)

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	3	2	1		1	3	3	3
CO2	3	3	1			3	3	3	3
CO3	3	3	2			2	3	3	3
CO4	3	3	3	3		3	3	3	3

	PSOs					
COs	PSO 01	PSO 02	PSO 03	PSO04	PSO 5	
CO 1	3	3	2	3	3	
CO 2	3	3	3	3	3	
CO 3	3	3	3	3	2	
CO 4	3	3	3	3	3	
CO5	2	3	3	2	2	

Category	Program Core	Program elective	Humanities and social Science	Open Elective	Skill enhancing elective	Inter Disciplinary/Allied	Skill Component	Practical /Project/internship	Others
							✓		

Subject Code: HBPY22I05	Subject Name: INTERNSHIP	Ty/Lb /ETP/I E	L	T/ SLr	P/R	C
	Prerequisite: None	Ty	0	0/0	2/0	1

The students have to mandatorily complete the internship of 15 full working days or 30 part working days a total of 90 hours in a clinical/ rehabilitation/ educational/ organizational institution.

The internship should involve following activities

- They have to actively involve themselves in case history taking, diagnosis formulation in case of clinical or rehabilitation settings, training and development of employees or trainers in organizations and educational set ups.
- Plan intervention process and execute them under supervision of psychologist
- Plan and develop a treatment plan or training module with behavioral/measurable goals, identifying time lines, roles, and activities with patients/ clients/ students/ employees. Set specific times for plan reviews, documenting all progress, successes, and setbacks in case notes, revising as needed.
- Maintain a Log of activities as related to objectives in which all events of every day experience should be recorded and counter signed by the supervisor in charge every day
- Demonstrate ethical behaviors by adhering to established professional code of ethics in order to maintain professional standards and safeguard the client.
- Observe and/or assist with client, family, and community relations to working with diverse individual and families, be able to interview practicing open ended questions, practice active listen, and develop rapport with patients/ clients/ students/ employees.
- Observe and/or assist in the screening process and read/complete agency intake forms with site supervisors.
- Review facility/agency procedure manuals regarding case management/record procedures.
- Maintain confidentiality related to the patients/ clients/ students/ employees.
- Learn and practice the steps in termination of services.
- Observe and/or assist in the referral process. With supervision by the staff, the intern will demonstrate knowledge of the overall referral process

- They also have to create a record of 3 case studies in detail by the end of the internship and the same has to be submitted for evaluation
- Final internship grades will be based on the supervisor evaluation, students' self-evaluations, and progress made on learning goals, and input to the Internship Coordinator from staff. In addition to clinical performance, matters of professionalism will be extremely important in the evaluation process (punctuality, confidentiality, abiding by site rules and regulations, etc.) along with the daily journal of events and case history record.

SubjectCode: HBCC22004	SubjectName:STARTUPSTRATAGIES							Ty/Lb	L	T/ SLr	P/R	C	
	Prerequisite: Nil							Ty	3	0/0	0/0	3	
L : Lecture T : Tutorial SLr : Supervised Learning P : Project R : Research C: Credits T/L/ETP/IE : Theory / Lab / Embedded Theory and Lab/Internal Evaluation													
OBJECTIVE: . To understand new venture creation opportunities, its resources and requirements for Enterprise Start-up.													
COURSEOUTCOMES(COs):Thestudentswillbeableto													
CO1		Develop a start-up Enterprise with Big Idea Generation.											
CO2		Analyze start-up capital requirement by analyzing legal factors.											
CO3		Interpret feasibility Analysis towards funding issues.											
CO4		Access growth stages in new venture and reasons for scaling ventures.											
CO5		Evaluate financial stability and decide on expansion possibilities.											
MappingofCourseOutcomeswithProgramOutcomes(POs)													
COs/POs		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9			
CO1		2	3	3	2	2	3	3	3	3			
CO2		2	2	3	2	2	3	3	2	2			
CO3		1	2	3	2	1	3	3	3	2			
CO4		1	2	3	2	1	3	3	2	2			
CO5		1	2	3	2	2	3	3	2	2			
1/2/3indicatesStrength ofCorrelation1-High,2-Medium,3-Low													
Category	Program Core	Program elective	Humanities and social Science	Open Elective	Skill enhancing elective	Inter Disciplinary/Allied	Skill Component	Practical /Project/internship	Others				
									✓				

Subject Code: HBCC22004	Subject Name: START UP STRATAGIES	Ty/Lb	L	T/SLr	P/R	C
	Prerequisite: Nil	Ty	3	0/0	0/0	3
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits						

Unit I: Start-up opportunities: 9HRS

The New Industrial Revolution - The Big Idea -Generate Ideas with Brainstorming- Business Start-up - Ideation- Venture Choices - The Rise of the startup Economy- The Six Forces of Change - The Start-up Equation- The Entrepreneurial Ecosystem- Entrepreneurship in India. Government Initiatives.

Unit II: Startup Capital Requirements and Legal Environment: 9HRS

Identifying Startup capital Resources requirements- Estimating startup cash requirements- Develop financial assumptions- Constructing a Process Map- Positioning the venture in the value chain- Launch strategy to reduce risks- Startup financing metrics- The Legal Environment- Approval for New Ventures- Taxes or duties payable for new ventures.

Unit III: Startup Financial Issues: Feasibility Analysis- 9HRS

The cost and process of raising capital- Unique funding issues of a high- tech ventures – Funding with Equity- Financing with Debt- Funding Startup with bootstrapping- crowd funding- strategic alliances.

Unit IV: Startup survival and Growth: 9HRS

Stages of growth in a new venture- Growing with the market- Growth within the industry- Venture life patterns- Reasons for new venture failures- preparing for change- Leadership succession. Support for the growth and sustainability of the venture.

Unit V: Planning for Harvest and Exit: 9HRS

Dealing with Failure: Bankruptcy, Exit Strategies- Selling the Business- Cashing out but staying in being- Going Public (IPO)- Liquidation.

Reference Books:

1. Kathleen R Allen, Launching New Ventures, An Entrepreneurial Approach, Cengage Learning 2016.
2. AnjanRaichaudhuri, Managing New Venture Concepts and Cases, Prentice Hall International 2010.
3. S. R. Bhowmika& M. Bhowmik, Entrepreneurship, New Age International, 2007.
4. Steven Fisher, Ja-nae Duane, The Startup Equation- A Visual Guidebook for Building your Startup, Indian Edition, Mc Graw Hill Education India Pvt. Ltd, 2016.
5. Donald F Kuratko, Jeffrey S. Hornsby, New Venture Management: The Entrepreneur's Road Map, 2e, Routledge,2017.
6. Vijay Sathe, Corporate Entrepreneurship, le, Cambridge, 2009

Subject Code : HBPY22020	Subject Name: Evolutionary Psychology					Ty/Lb/ ETP/IE	L	T/ SLr	P/R	C	
	Prerequisite: None					Ty	3	0/0	0/0	3	
L : Lecture T : Tutorial SLr : Supervised Learning P : Project R : Research C: Credits T/L/ETP/IE : Theory / Lab / Embedded Theory and Lab/Internal Evaluation											
OBJECTIVES : <ul style="list-style-type: none">To articulate the evolutionary perspective of the family, culture, morality and religionTo understand the evolutionary approaches to various aspects of lifeTo understand the evolutionary approach in terms of development of familyTo understand the theoretical backgrounds of sex, and sex selection.											
COURSE OUTCOMES (Cos) : (3 – 5) Students completing the course were able to											
CO1	Exemplify evolution by natural selection										
CO2	Explore the theoretical background of sex and sexual selection										
CO3	Articulate the evolutionary perspective of the family, culture morality and religion										
CO4	Extrapolate evolutionary approaches to motivation and emotion										
CO5	Enunciate the evolutionary approaches to Health and drug use										
Mapping of Course Outcomes with Program Outcomes (POs)											
COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9		
CO1	3	3			2	3		3	1		
CO2	3	3			3	3		3	1		
CO3	3	3			2	3		3	1		
CO4	3	3			1	3		3	1		
CO5	3	3				3		3	3		
	PSOs										
COs	PSO 1		PSO 2		PSO 3		PSO4		PSO 5		
CO 1	3		3		3		2		1		
CO 2	3		3		3		2		1		
CO 3	3		3		3		2		1		
CO 4	3		2		3		3		1		
CO 5	3		2		2		2		1		
Category	Program Core	Program elective	Humanities and social Science	Open Elective	Skill enhancing elective	Inter Disciplinary/Allied	Skill Component	Practical /Project/internship	Others		
	✓										

Subject Code : HBPY22020	Subject Name : Evolutionary Psychology	Ty/Lb /ETP/ IE	L	T/ SLr	P/R	C
	Prerequisite : None	Ty	3	0/0	0/0	3

UNIT I **10 Hours**

Introduction & Evolution by Natural Selection: Define evolutionary psychology, History of evolutionary thinking: evolution before Darwin, Darwin's theory of Natural selection, Darwin's theory of sexual selection, Role of natural and sexual selection in evolutionary theory.

UNIT II **10Hours**

Sex & Sexual Selection: Theoretical explanations. Long-term and short-term mating strategies of men and women, Evolutionary hypotheses and findings

UNIT III **12 Hours**

Families and Development: Theory, Conflictcooperation, Parenting and kinship: evolutionary perspective of parental care. Genetic and hereditary factors, Hamilton's rule, Theoretical implication of Hamilton's rule, Evolutionary Approaches to Culture, Morality & Religion

UNIT IV **12 Hours**

Motivation and Emotion: Evolutionary Psychology of Emotional Expression, understanding of emotions, emotions influence behavior, Evolutionary approaches to human motivation.

Total no. of periods: 45

TEXT BOOKS:

1. Buss, D. M. (2005). The handbook of evolutionary psychology. Hoboken, N.J: John Wiley & Sons.
2. Buller, D., 2005, Adapting Minds: Evolutionary Psychology and the Persistent Quest for Human Nature, Cambridge, MA: MIT Press.

REFERENCES

1. Cashdan, E., 2013, “What is a human universal? Human behavioral ecology and human nature”, in S.M. Downes and E. Machery (eds.), *Arguing About Human Nature*, New York: Routledge, pp. 71–80.
2. Grantham, T. and S. Nichols, 1999, “Evolutionary Psychology: Ultimate Explanations and Panglossian Predictions”, in V. Hardcastle (ed.), *Where Biology Meets Psychology*, Cambridge, MA: Mit Press, pp. 47–56.

E LEARNING RESOURCES:

- https://books.google.com/books?id=zv1gBgAAQBAJ&printsec=frontcover&dq=Evolutionary+Psychology&hl=en&newbks=1&newbks_redir=1&sa=X&ved=2ahUKEwiZqOnEvc34AhWZRmwGHdz1BOMQ6AF6BAGJEAI
- https://books.google.com/books?id=6XAjEAAAQBAJ&printsec=frontcover&dq=Evolutionary+Psychology&hl=en&newbks=1&newbks_redir=1&sa=X&ved=2ahUKEwiZqOnEvc34AhWZRmwGHdz1BOMQ6AF6BAGKEAI
- https://books.google.co.in/books?id=l9eFste7qkcC&printsec=frontcover&dq=Evolutionary+Psychology&hl=en&newbks=1&newbks_redir=1&sa=X&ved=2ahUKEwiZqOnEvc34AhWZRmwGHdz1BOMQ6AF6BAGFEAI

Subject Code : HBCC22006		Subject Name: Intellectual property rights& Patents				Ty/Lb/ ETP/IE	L	T/ SLr	P/R	C
		Prerequisite: None				Ty	3	0/0	0/0	3
L : Lecture T : Tutorial SLr : Supervised Learning P : Project R : Research C: Credits T/L/ETP/IE : Theory / Lab / Embedded Theory and Lab/Internal Evaluation										
OBJECTIVES : <ul style="list-style-type: none">To give an idea about IPR, registration and its enforcement.To understand the rights and duties of patenteeTo gain knowledge on patent draftingTo identify the various elements of patentability										
COURSE OUTCOMES (Cos) : (3 – 5) Students completing the course were able to										
CO1		Ability to manage Intellectual Property portfolio to enhance the value of the firm.								
CO2		To identify the elements of patentability								
CO3		To understand the ethical rights and duties of patentee								
CO4		To impart knowledge on patent drafting								
Mapping of Course Outcomes with Program Outcomes (POs)										
COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	
CO1	3	2	3			1		3	1	
CO2	3	2	3	1		1		3	1	
CO3	3	2	3	1		1		3	1	
CO4	3	2	3	1		1		3	1	
	PSOs									
COs	PSO 01		PSO 02		PSO 03		PSO04		PSO 5	
CO 1	2		1		1		1		3	
CO 2	1		2		1		1		3	
CO 3	2		1		2		2		3	
CO 4	3		2		2		2		3	
Category	Program Core	Program elective	Humanities and social Science	Open Elective	Skill enhancing elective	Inter Disciplinar y/Allied	Skill Component	Practical /Project/int ernship	Others	
									✓	

Subject Code : HBCC22006	Subject Name :Intellectual property Rights& patents	Ty/Lb /ETP/ IE	L	T/ SLr	P/R	C
	Prerequisite : None	Ty	3	0/0	0/0	3

UNIT 1

10 Hours

INTRODUCTION TO INTELLECTUAL PROPERTY: 6 Types of intellectual property rights – Patent, Copyright, Trade Mark, Industrial Design, Geographical Indication, Trade Secrets - Traditional Knowledge.

UNIT 2

10 Hours

ELEMENTS OF PATENTABILITY - Novelty, Non-Obviousness (Inventive Steps), Industrial Application – Non patentable inventions – Process of patenting – National and International – Form and Fees for IP India

UNIT 3

11 Hours

PRIOR ART SEARCH: Drafting patent Claims –Types of claims - Registration Procedure, Rights and Duties of Patentee

UNIT 4

14 Hours

PATENT DRAFTING: Patent infringement; Licensing – Franchising - Joint ventures; Non-Disclosure Agreements (NDAs) - Material Transfer Agreements (MTAs).

TEXT BOOKS:

1. Bouchoux (2013) Intellectual Property, DELMAR CENGAGE Learning, USA
2. V K Ahuja (2017) Law Relating to Intellectual Property Rights, LexisNexis Butterworths India

REFERENCES:

1. V.K.Ahuja (2015) Intellectual Property Rights in India. 2nd Edition. LexisNexis
2. B Ramakrishna, Anil Kumar H S (2017) Fundamentals of Intellectual Property Rights: For students, Industrialists and Patent Lawyers. Notion Press Publishers

E -LEARNING RESOURCES:

1. https://www.researchgate.net/publication/328161728_INTELLECTUAL_PROPERTY_RIGHTS_IPR
2. <https://dst.gov.in/sites/default/files/E-BOOK%20IPR.pdf>
3. https://ipindia.gov.in/writereaddata/Portal/Images/pdf/Manual_for_Patent_Office_Practice_and_Procedure.pdf

Total no. of periods: 45

Subject Code : HBPY22L09	Subject Name : Project	Ty/Lb/E TP/IE	L	T/ SLr	P/R	C
	Prerequisite : None	Lb	0	0/0	6/6	6

L : Lecture T : Tutorial SLr : Supervised Learning P : Project R : Research C: Credits
T/L/ETP/IE : Theory / Lab / Embedded Theory and Lab/Internal Evaluation

OBJECTIVES :

- Design and conduct an original research project in order to answer your research
- To analyse the gaps from the theories and take it forward for research.
- Analyze research and other topics with academics related to the field
- Apply relevant methods to analyze, discuss, and conclude the obtained data

COURSE OUTCOMES (Cos): (3 – 5)

Students completing the course were able to

CO1	Identify a problem plan project design
CO2	Find and describe the relevant literature within the scope of the problem.
CO3	Use the theory and method in relation to the problem.
CO4	Analyze, Discuss, conclude on and put the results into perspective in relation to the theory and empirical data.
CO5	Report the obtained results structurally, comprehensively, in accordance with standard written formulation in which the presentation should be done

Mapping of Course Outcomes with Program Outcomes (POs)

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	1	3	3	3	1	3	1	3
CO2	3	1	3	3	3	1	3	1	3
CO3	3	1	3	3	3	3	3	2	3
CO4	3	2	3	3	3	3	3	2	3
CO5	3	2	3	3	3	3	3	2	3

	PSOs					
COs	PSO 1	PSO 2	PSO 3	PSO4	PSO 5	
CO 1	3	3	3	3	3	
CO 2	3	3	3	3	3	
CO 3	3	3	3	3	3	
CO 4	3	3	3	3	3	
CO 5	3	3	3	3	3	

Category	Program Core	Program elective	Humanities and social Science	Open Elective	Skill enhancing elective	Inter Disciplinary/Allied	Skill Component	Practical /Project/internship	Others
								✓	

Subject Code : HBPY22L09	Subject Name : Project	Ty/Lb /ETP/ IE	L	T/ SLr	P/R	C
	Prerequisite : None	Lb	0	0/0	6/6	6

The focus of the course is an exploratory experience for furthering development of the student's dissertation to be completed in the final Semester. It's an opportunity for the students to execute what they have learnt in the research methodology theory papers and on the job experience of research activities.

The learning will involve

Introduction

Methodology & Design

- Quantitative or Qualitative
- What type of quantitative or qualitative?
- Citation from primary source research supporting your choice

Phenomenon/Variables

- Phenomenon-qualitative, for each research question
- Variables-Quantitative, for each research question

Problem Statement/Section

- It is not known how or why...(qualitative)
- It is not known if or to what extent...(quantitative)

Purpose of the Study

- The purpose of this study is to....

Sample

- Location
- Population
- Sample Size (minimum 200)
- Sampling Method

Data Collection Plan

- Who-how will you access participants?

- How will you collect data?
- What instruments will you use?
- Cover all data collection for all research questions

Data Analysis Plan

- How will you analyze your data?
- Specific method (not just “statistics” or “I will analyze it”)
- For each research question

Discussion based on the inference from data analysis

Formulation a conclusion with evidence based on the analysis

Report the limitations in the study to provide directions for future study on the same topic

ACADEMIC INTEGRITY.

Academic honesty is expected of students enrolled in this course.

unauthorized collaboration, falsification of research data, plagiarism, and undocumented use of materials from any source constitute academic dishonesty and may be grounds for a grade of fail in the course and/or disciplinary actions.

CHEATING

All written work submitted for a grade in this course must be the product of your own composition. Papers and assignments written by previous students in the class can be tracked, and use of them by another student is considered cheating. Ideas generated due to reading and group discussion may provide the inspiration for the work but should not be the sole ideas represented. With collaborative projects, of course, ideas should be representative of the group’s work.

PLAGIARISM

The act of presenting as your own work another individual’s ideas, words, data, or research material. The concept applies equally to written, spoken, or electronic texts, published or unpublished. All ideas and quotations that you borrow from any source must be acknowledged; at a minimum, you should give the name of your author, the title of the text cited, and the page number(s) of the citation. The only exception to this requirement would involve what is familiar and commonly held (e.g. the fact that the earth is round).

Subject Code : HBPY22I06	Subject Name: Research Paper Publication	Ty/Lb/E TP/IE	L	T/ SLr	P/R	C
	Prerequisite : None	IE	0	0/0	4/0	2

L : Lecture T : Tutorial SLr : Supervised Learning P : Project R : Research C: Credits
T/L/ETP/IE : Theory / Lab / Embedded Theory and Lab/Internal Evaluation

OBJECTIVES:

- The student will have awareness about the publication ethics and publication misconducts
- To learn about plagiarism in report writing
- To learn about the ethical consideration in report writing and data collection
- To identify the misconduct in research and take steps to prevent it.

COURSE OUTCOMES (Cos): (3 – 5)

Students completing the course were able to

CO1	To understand the philosophy of science and ethics, research integrity and publication ethics.
CO2	To identify research misconduct and predatory publications.
CO3	To understand the usage of plagiarism tools
CO4	To understand indexing and citation databases, open access publications, research metrics (citations, h-index, impact Factored.)

Mapping of Course Outcomes with Program Outcomes (POs)

COs/POs	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3		1	1	3		3	3	3
CO2	3			1	3		3	3	3
CO3	3			1	3		3	3	3
CO4	3			1	3		3	3	3

	PSOs					
COs	PSO 1	PSO 2	PSO 3	PSO4	PSO 5	
CO 1	3	3	3	3	3	
CO 2	3	3	3	3	3	
CO 3	3	3	3	3	3	
CO 4	3	3	3	3	3	

Category	Program Core	Program elective	Humanities and social Science	Open Elective	Skill enhancing elective	Inter Disciplinary/Allied	Skill Component	Practical /Project/internship	Others
							✓		

Subject Code: HBPY22I06	Subject Name: Research Paper Publication	Ty/Lb /ETP/ IE	L	T/ SLr	P/R	C
	Prerequisite: None	IE	0	0/0	4/0	2

Introduction

Introduction to need for publishing the research, nature and Scope, Concept, Branches and types of publication

Scientific conduct

Publication ethics: definition, introduction and importance, Best practices /Standards setting initiatives and guidelines, Ethics with respect to science and research , research integrity, Falsification, Fabrication, and Plagiarism(FFP) , Redundant publications, duplicate and overlapping publications, Selective reporting and misrepresentation of data, Conflicts of interest

Writing a research article

Title of research , writing the abstract , Organizing the presentation of research article, heading subheading, tables, essential topics to be covered, writing the research article in comprehensible language and appropriate flow of the content, checking plagiarism, Quoting citations, organizing references / Bibliography

Publication

Indexing databases, Citation databases: Web of Science, Scopus, etc. Orientation to Predatory publishers and journals, Journal finder /Journal suggestion tools viz.JANE., Elsevier journal Finder, Springer Journal Suggester, etc, selecting the appropriate journal, checking publisher copyright & Self – archiving policies and submitting the article for publication

Total no. of periods: 60

TEXTBOOKS:

1. Nicholas H. Steneck. Introduction to the Responsible Conduct of Research. Office of Research Integrity. 2007. Available at: <https://ori.hhs.gov/sites/default/files/rcrintro.pdf>
2. The Student's Guide to Research Ethics By Paul Oliver Open University Press, 2003

REFERENCES:

1. Writing and Publishing a Scientific Research Paper. (2017). Singapore: Springer Singapore.
2. Mack, C. A. (2018). How to Write a Good Scientific Paper. United States: SPIE Press.

E-LEARNING RESOURCES:

1. https://www.researchgate.net/publication/276921902_Guidelines_for_Research_Publications

https://www.researchgate.net/publication/275654158_HAND_BOOK_FOR_WRITING_RESEARCH_PAPER