



**KG COLLEGE OF ARTS AND SCIENCE**  
 Autonomous Institution | Affiliated to Bharathiar University  
 Accredited with A++ Grade by NAAC  
 ISO 9001:2015 Certified Institution  
 KGiSL Campus, Saravanampatti, Coimbatore - 641 035

## Regulations 2026 - 27 for Undergraduate Programme

**Learning Outcomes Based Curriculum Framework - (LOCF) model with  
 Choice Based Credit System (CBCS)**

**Programme: B.Sc. Psychology**

**Programme Code: BPY**

**(Applicable for the Students Admitted During the Academic Year 2026 - 27 onwards)**

### Eligibility

The Student should have passed Higher Secondary Examination **(10, +2 Pattern)**  
 (As per the eligibility condition given by Bharathiar University **Ref. BU/R/B3-B4/Eligibility Condition/2026/7425 dated 15/05/2026**)

### Program Learning Outcomes (PLOs)

The successful completion of B.Sc. Psychology program shall enable the students to

PLO1	Exhibit a high level of proficiency and competency in the domains of clinical, industrial, educational, and entrepreneurship.
PLO2	Understand the application of Psychology within the context of broader scientific research as well as beyond the boundaries of the discipline.
PLO3	Develop sophisticated expertise and evolve into effective professional practices keeping pace with digital proficiency.
PLO4	Demonstrate the ability to honor diversity with ethical principles and make continuous constructive contribution to the efficacy of a collaborative professional environment.
PLO5	Acquire a nuanced understanding of the discipline, engage in profound self-reflection, and forge a purposeful and holistic career path contributing to society.

**B.Sc. Psychology**  
**Distribution of Credits and Hours for all the Semesters**

Part	Course Category	No. of Courses	Hours		Credits		Total	Semester
I	Language-I	4	4 X 4	16	4 X 3	12	12	1 - 4
II	Language-II	4	4 X 4	16	4 X 3	12	12	1 - 4
III	Core Theory (6 hrs. /Week)	6	6X 6	36	6X 4	24	100	3,5,6
	Core Theory (5 hrs. /Week)	7	7X 5	35	7X 4	28		1, 2,4,5
	Core Theory (4 hrs. /Week)	3	3 X 4	12	3X 3	9		1,2,5
	Core Lab (4 hrs. /Week)	4	4 X 4	16	4 X 2	8		3 - 6
	Allied (4 hrs. /Week)	4	4 X 4	16	4 X 3	12		1 - 4
	Electives	2	2 X 5	10	2 X 3	6		5, 6
	Project	1	1 X 6	6	1 X 5	5		6
	Internship (IT)	1	-	-	1 X 2	2		5
	Skill Enhancement (SEC)	3	3 X 2	6	3 X 2	6	3, 4, 6	
IV	Foundation Course (FC)	2	2 X 2	4	2 X 2	4	14	1 - 2
	Foundation Course (FC)	1	-	-	1 X 2	2		3
	Ability Enhancement Compulsory Course (AECC)	3	3 X 2	6	3 X 2	6		1, 2, 4
	Ability Enhancement Compulsory Course (AECC) – Online Course MOOC	1	-	-	1 X 2	2		3
V	Liberal Arts (Extra Curricular and Co-Curricular)	-	-	-	2	2	2	4
<b>Total</b>		<b>46</b>		<b>180</b>		<b>140</b>		

**Consolidated Semester wise and Component wise  
Hours and Credits Distribution**

Semester	Part I		Part II		Part III		Part IV		Part V		Total	
	Hrs.	Credits	Hrs.	Credits	Hrs.	Credits	Hrs.	Credits	Hrs.	Credits	Hrs.	Credits
<b>I</b>	4	3	4	3	18	14	4	4	-	-	<b>30</b>	<b>24</b>
<b>II</b>	4	3	4	3	18	14	4	4	-	-	<b>30</b>	<b>24</b>
<b>III</b>	4	3	4	3	22	15	-	4	-	-	<b>30</b>	<b>25</b>
<b>IV</b>	4	3	4	3	20	15	2	2	-	2	<b>30</b>	<b>25</b>
<b>V</b>	-	-	-	-	30	22	-	-	-	-	<b>30</b>	<b>22</b>
<b>VI</b>	-	-	-	-	30	20	-	-	-	-	<b>30</b>	<b>20</b>
<b>Total</b>	<b>16</b>	<b>12</b>	<b>16</b>	<b>12</b>	<b>138</b>	<b>100</b>	<b>10</b>	<b>14</b>	<b>-</b>	<b>2</b>	<b>180</b>	<b>140</b>

**Curriculum**  
**B.Sc. Psychology**

<b>Semester-1</b>									
Course Code	Part	Course Category	Course Name	Hours/Week	Examination			Credits	
					Duration in Hours	Max Marks			
						CIA	ESE		Total
26TAM11L	I	Language - I	Tamil – I	4	3	25	75	100	3
26HIN11L	I		Hindi – I						
26MAL11L	I		Malayalam – I						
26FRE11L	I		French – I						
26ENG12L	II	English -I	English – I	4	3	25	75	100	3
26BPY13C	III	Core - I	General Psychology -I	5	3	25	75	100	4
26BPY14C	III	Core - II	Developmental Psychology-I	5	3	25	75	100	4
26BPY15C	III	Core - III	Health Psychology	4	3	25	75	100	3
26BPY16A	III	Allied – I	Biopsychology-I	4	3	25	75	100	3
26ENV1FC	IV	FC – I	Environmental Studies	2	2	50	-	50	2
26SOF1AE	IV	AECC – I	Soft Skills	2	2	-	50	50	2
<b>Total</b>				<b>30</b>				<b>700</b>	<b>24</b>

Semester-2									
Course Code	Part	Course Category	Course Name	Hours/Week	Examination				Credits
					Duration in Hours	Max Marks			
						CIA	ESE	Total	
	I	Language -II	Tamil – II	4	3	25	75	100	3
	I		Hindi – II						
	I		Malayalam – II						
	I		French – II						
	II	English -II	English – II	4	3	25	75	100	3
	III	Core - IV	General Psychology-II	5	3	25	75	100	4
	III	Core – V	Developmental Psychology-II	5	3	25	75	100	4
	III	Core - VI	Positive Psychology	4	3	25	75	100	3
	III	Allied – II	Biopsychology-II	4	3	25	75	100	3
	IV	FC – II	Human Rights	2	3	50	-	50	2
	IV	AECC - II	Innovation & Design Thinking	2	2	-	50	50	2
			Intellectual Property Rights						
			Entrepreneurship Development						
<b>Total</b>				<b>30</b>				<b>700</b>	<b>24</b>

Semester-3									
Course Code	Part	Course Category	Course Name	Hours/Week	Examination				Credits
					Duration in Hours	Max Marks			
						CIA	ESE	Total	
	I	Language-III	Tamil – III	4	3	25	75	100	3
	I		Hindi – III						
	I		Malayalam – III						
	I		French – III						
	II	English -III	English – III	4	3	25	75	100	3
	III	Core – VII	Abnormal Psychology-I	6	3	25	75	100	4
	III	Core – VIII	Counselling Psychology-I	6	3	25	75	100	4
	III	Core Lab - I	Experimental Psychology Lab -I	4	3	40	60	100	2
	III	Allied -III	Statistics in Psychology	4	3	25	75	100	3
	III	SEC – I	Case Analysis - Lab	2	3	40	60	100	2
	IV	FC – II	Basic Tamil	-	2	50	-	50	2
			Advanced Tamil						
			Indian Knowledge System						
	IV	AECC – III	Online Course – MOOC	-	-	50	-	50	2
<b>Total</b>				<b>30</b>				<b>800</b>	<b>25</b>

Semester-4									
Course Code	Part	Course Category	Course Name	Hours/Week	Examination				Credits
					Duration in Hours	Max Marks			
						CIA	ESE	Total	
	I	Language- I	Tamil-IV	4	3	25	75	100	3
	I		Hindi-IV						
	I		Malayalam-IV						
	I		French-IV						
	II	Language-II	English-IV	4	3	25	75	100	3
	III	Core - IX	Abnormal Psychology-II	5	3	25	75	100	4
	III	Core -X	Counselling Psychology-II	5	3	25	75	100	4
	III	Core Lab -II	Experimental Psychology Lab - II	4	3	40	60	100	2
	III	Allied – IV	Human Resource Management/Media Psychology	4	3	25	75	100	3
	III	SEC - II	Therapeutic Techniques - Lab	2	3	40	60	100	2
	IV	AECC - IV	Innovation & Design Thinking/ Intellectual Property Rights/ Entrepreneurship Development	2	2	-	50	50	2
	V	Extra – Curricular & Co-Curricular	Liberal Arts	-	2	50	-	50	2
<b>Total</b>				<b>30</b>	<b>25</b>	<b>255</b>	<b>545</b>	<b>800</b>	<b>25</b>

Semester-5									
Course Code	Part	Course Category	Course Name	Hours / Week	Examination			Credits	
					Duration in Hours	Max Marks			
						CIA	ESE		Total
	III	Core - XI	Social Psychology-I	6	3	25	75	100	4
	III	Core - XII	Research Methodology	6	3	25	75	100	4
	III	Core - XIII	Industrial /Organizational Psychology	4	3	25	75	100	3
	III	Core - XIV	Psychological Testing and Assessment	5	3	25	75	100	4
	III	Core Lab - III	Experimental Psychology Lab - III	4	3	40	60	100	2
	III	Elective – I	Psychology of Spirituality <b>(Positive Psychology)</b>	5	3	25	75	100	3
			Introduction to Psychotherapeutics <b>(Clinical Psychology)</b>						
			Psychology of Crime <b>(Forensic Psychology)</b>						
	III	IT	Internship	-	-	50	-	50	2
<b>Total</b>				<b>30</b>				<b>650</b>	<b>22</b>

Semester-6									
Course Code	Part	Course Category	Course Name	Hours/Week	Examination			Credits	
					Duration in hours	Max Marks			
						CIA	ESE		Total
	III	Core - XV	Social Psychology-II	6	3	25	75	100	4
	III	Core - XVI	Behaviour Modification	6	3	25	75	100	4
	III	Core Lab - IV	Experimental Psychology Lab - IV	4	3	40	60	100	2
	III	Elective - II	The Science of Wellbeing <b>(Positive Psychology)</b>	5	3	25	75	100	3
Crisis Intervention and Trauma Counselling <b>(Clinical Psychology)</b>									
Forensic Psychology <b>(Forensic Psychology)</b>									
	III	SEC - III	Psychological First Aid	2	3	25	75	100	2
	III	Core - XVII	Project Work	7	3	100	100	100	5
<b>Total</b>				<b>30</b>				<b>600</b>	<b>20</b>
<b>Grand Total</b>				<b>180</b>				<b>4200</b>	<b>140</b>

# Semester 1

Semester-1									
Course Code	Part	Course Category	Course Name	Hours/Week	Examination				Credits
					Duration in Hours	Max Marks			
						CIA	ESE	Total	
26TAM11L	I	Language - I	Tamil – I	4	3	25	75	100	3
26HIN11L	I		Hindi – I						
26MAL11L	I		Malayalam – I						
26FRE11L	I		French – I						
26ENG12L	II	English -I	English – I	4	3	25	75	100	3
26BPY13C	III	Core - I	General Psychology -I	5	3	25	75	100	4
26BPY14C	III	Core - II	Developmental Psychology-I	5	3	25	75	100	4
26BPY15C	III	Core - III	Health Psychology	4	3	25	75	100	3
26BPY16A	III	Allied – I	Biopsychology-I	4	3	25	75	100	3
26ENV1FC	IV	FC – I	Environmental Studies	2	2	50	-	50	2
26SOF1AE	IV	AECC – I	Soft Skills	2	2	-	50	50	2
<b>Total</b>				<b>30</b>		200	500	<b>700</b>	<b>24</b>

**Part – I: Language I – Tamil – I**

Course Code	Course Name	Category	Hours / Week	Credits
26TAM11L	Tamil - I	Language – I	4	3

**Course Objectives**

The course intends to cover

- இலக்கியத்தின் வளர்ச்சி நிலைகளைக் கற்பித்தல்
- மொழியியல் அடிப்படையில் இலக்கணம் கற்பித்தல்
- திறனாய்வு முறையினை ஊக்குவித்தல்
- படைப்பாக்கத் திறன் பயிற்சி அளித்தல்

**Course Learning Outcomes**

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

CLO	CLO Statements	Knowledge Level
CLO1	புதுக்கவிதையின் மூலம் வாழ்வியல் விழுமியங்களை உணர்ந்து கொள்வர்.	K1, K2
CLO2	சிறந்த மற்றும் வாழும் கவிஞர்களின் கவிதை வழியாக தர்மம், அன்பு, ஈகை போன்ற மனித மாண்புகளை அறிந்து கொள்வர்.	K2, K3
CLO3	சிறந்த படைப்பாளர்களின் சிறுகதைகள் மற்றும் குறுநாவலில் வெளிப்படும் சமூகச் சிந்தனைகளை அறிந்து ஒழுகுதல்.	K3
CLO4	தற்கால இலக்கியங்களான புதுக்கவிதை, சிறுகதை தோன்றி வளர்ந்த பின்புலத்தை அறிதல்.	K1, K3
CLO5	மொழித்திறனைக் கற்றலின் வாயிலாக நடைமுறை வாழ்வியலுக்குத் தேவையான சிறுகதை மற்றும் புதுக்கவிதைகளைப் படைத்தல்.	K2, K3
<b>K1 - Remember; K2 - Understand; K3 – Apply</b>		

## Part – I: Language – I: தமிழ் - I

Unit	Content	No. of Hours
I	<p><b>நாட்டுப்பற்று</b></p> <p>1. பாரதியார் - உலகத்தை நோக்கி வினவுதல்</p> <p>2. பாரதிதாசன் - தமிழ்ப்பேறு</p> <p>3. கவிமணி - ஒற்றுமையே உயிர்நிலை</p> <p>4. தேவதேவன் - சாலையும் மரங்களும் செருப்பும், புதிய வீடு</p> <p>5. அப்துல் ரகுமான் - போட்டி, பாதை</p> <p>6. கவிஞர் வாலி - புத்தகச் சந்தை</p>	14
II	<p><b>சமூகம்</b></p> <p>1. ஈரோடு தமிழன்பன் - எட்டாவது சீர்...</p> <p>2. கவிஞர் தாமரை - தொலைந்து போனேன்</p> <p>3. நா. காமராசன் - திருநங்கைகள் காகிதப் பூக்கள்</p> <p>4. வைரமுத்து - மரங்களைப் பாடுவேன்</p> <p>5. அமுத பாரதி - புள்ளிப் பூக்கள் (ஹைக்கூ)</p> <p>6. நாட்டுப்புறப் பாடல்கள் (தாலாட்டுப் பாடல் , தெம்மாங்கு பாடல் , உழவுத்தொழில்)</p>	14
III	<p><b>வாழ்வியல்</b></p> <p><b>சிறுகதை</b></p> <p>1. காஞ்சனை - புதுமைப்பித்தன்</p> <p>2. சோற்றுக் கணக்கு - ஜெயமோகன்</p> <p>3. மரத்தைக் கர்ப்பம் சுமந்தவள் - ஆண்டாள் பிரியதர்சினி</p> <p><b>குறுநாவல்</b></p> <ul style="list-style-type: none"> <li>ஆயிஷா – இரா.நடராசன்</li> </ul>	12
IV	<p><b>இலக்கிய வரலாறு</b></p> <p>1. மரபுக்கவிதையின் தோற்றமும் வளர்ச்சியும்</p> <p>2. புதுக்கவிதையின் தோற்றமும் வளர்ச்சியும்</p> <p>3. ஹைக்கூ கவிதையின் தோற்றமும் வளர்ச்சியும்</p> <p>4. சிறுகதையின் தோற்றமும் வளர்ச்சியும்</p>	10

Unit	Content	No. of Hours
V	<p>இலக்கணம் மற்றும் படைப்பாற்றல்</p> <ol style="list-style-type: none"> <li>எழுத்துகள் (முதல் எழுத்துகள், சார்பெழுத்துகள்)</li> <li>எழுத்துக்களின் பிறப்பு</li> <li>மாத்திரைகள்</li> <li>படைப்பாற்றல் திறன்(சிறுகதை மற்றும் புதுக்கவிதைப் படைத்தல்)</li> </ol>	10
<b>Total Hours</b>		<b>60</b>

### Reference Books

1	பேரா. குருசாமி, ம.ரா.போ. (2014), பாரதி பாடல்கள், ஆய்வுப் பாதிப்பு, தமிழ்ப் பல்கலைக் கழகம், தஞ்சாவூர்.
2	அப்துல் ரகுமான்,(2000), ஆலாபனை, கவிக்கோ பதிப்பகம்.
3	தாமரை, (1995), ஒரு கதவும் கொஞ்சம் கள்ளிப்பாலும் கவிதை தொகுப்பு, காந்தளகம் பதிப்பகம், சென்னை.
4	வரதராசனார் மு, (2021), தமிழ் இலக்கிய வரலாறு, சாகித்ய அகாடமி பதிப்பு.
5	முனைவர் பஞ்சாங்கம் கா, (2017), தமிழ் இலக்கிய வரலாறு, காவ்யா பதிப்பகம்.
6	முனைவர் வேங்கடராமன் கா. கோ (2008), தமிழ் இலக்கிய வரலாறு, கலையக வெளியீடு.
7	ஜெயமோகன், (2024), அறம் (சிறுகதை), விஷ்ணுபுரம் பதிப்பகம்.
8	இரா.நடராசன், (2022) ஆயிஷா, பாரதி புத்தகாலயம்.
9	குமரன் கோ (2010), தமிழ் இலக்கணம் எளிய அறிமுகம் , சந்தியா பதிப்பகம்.
10	சக்திவேல் சு,(2012), நாட்டுப்புறவியல், மணிவாசகர் பதிப்பகம்.

### Part – I: Language I – Hindi – I

Course Code	Course Name	Category	Hours / Week	Credits
26HIN11L	Hindi - I	Language - I	4	3

#### Course Objectives

The Course intends to

- Improve grammatical knowledge
- Continue to read and learn about articles and think about them
- Read and understand short stories and understand the thoughts and life of the people of this country
- Provide translation knowledge and the ability to read and analyse a message are also gained

#### Course Learning Outcomes

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

CLO	CLO Statements	Knowledge Level
CLO1	Understand the text styles and grammatical elements.	K1
CLO2	Discuss the content of a reading passage.	K2
CLO3	Develop an interest in the appreciation of short stories.	K2, K3
CLO4	Comprehend the grammatical structures and sentence making.	K3
CLO5	Understand the language and developing English to Hindi translation skill.	K4
<b>K1 - Remember; K2 - Understand; K3 – Apply; K4-Analyse</b>		

**Part – I: Language – I - Hindi - I**

Unit	Content	No. of Hours
I	<b>Prose : Bharthi Gadya Sangrah</b> 1. Sanskurthi hai kya? (Lalith nibandh)- Ramdhari singh Dinkar 2. Voh cheeni Bhayi (Rekha chitra) – Mahadevi varma 3. Badthe shor ka gahratha sankat (pradoshan) - Rajendrakumr ray & Ravindra Varma 4. Ghar Loutthe huye – (Athma katha) – Harivamshraai Bacchan 5. Paramanu urja evam khadya padarth samrakshan (vaigyanik lek) - Parmaanu urja vibhag ( Bharth sarkar) 6. Cinema (film) – Manmohan Chdda	14
II	<b>Non Detailed Text Short Stories: Aat Kahaniyan</b> 1. Vrash-bang - Jayashankar Prasad 2. Sath gathi - Premchand 3. parda - Yespal 4. Apna apna bhagya - Jaynendrakumar 5. Bhrammarakshas ka shishya - Mukthibhodh 6. Dana-bhusa - Markandeya	14
III	<b>Grammar : Shabdha Vichar only</b> (Noun, Pronoun, Adjective, Verb, Tense, Case Endings) Theoretical & Applied.	12
IV	<b>Translation : English – Hindi only</b> Anuvadh Abhyas – III (1-15 Lessons only)	10
V	<b>Comprehension:</b> 1 Passage From Anuvadh Abhyas–III (16-30)	10
<b>Total Hours</b>		<b>60</b>

**Text Books**

1	Bharathi gadya sangrah, editor: Madhudhavan, publisher: Vani prakashan, 4697/5,Daryaganch, New Delhi – 110002.
2	Aatt Kahaniyan, Editor : Dr. H.R. Mihir, Publisher : Jaya bharthi prakashan, 267 B, Maya press Road, Allahabad–211 003

**Reference Book**

1	Naveenhindivyakaran, 2002,Dakshin Bharat Hindi Prachar, Sabha,Chennai–600017
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**Part – I: Language – I - Malayalam – I**

Course Code	Course Name	Category	Hours / Week	Credits
26MAL11L	Malayalam - I	Language - I	4	3

**Course Objectives**

The Course intends to

- Improve grammatical knowledge
- Read and learn about articles and think about them
- Read and understand short stories and understand the thoughts and life of the people of this state
- Provide translation knowledge and the ability to read and analyze a message

**Course Learning Outcomes**

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

CLO	CLO Statements	Knowledge Level
CLO1	Understand the text styles and grammatical elements	K1
CLO2	Discuss the content of a reading passage	K1
CLO3	Develop an interest in the appreciation of short stories	K2
CLO4	Comprehend the grammatical structures and sentence making	K3
CLO5	Understand the language and developing English to Malayalam translation skill	K4
<b>K1 - Remember; K2 - Understand; K3 – Apply ; K4-Analyse.</b>		

**Part – I: Language – I - Malayalam – I**

Unit	Content	No. of Hours
I	Novel – Njanabharam - E. Santhoshkumar	14
II	Novel – Njanabharam - E. Santhoshkumar	14
III	Short Story - Ente Priyapetta Kadhakal –Sara Joseph	12
IV	Short Story - Ente Priyapetta Kadhakal – Sara Joseph	10
V	Composition & Translation (English to Malayalam)	10
	<b>Total Hours</b>	<b>60</b>

**Text Books**

- 1 Novel -Njanabharam - E. (2018) Santhoshkumar, Mathrubhumi Books, Kochi, Kerala.
- 2 Short Story-Ente Priyappeta Kadhakal -Sara Joseph, (2005) D.C.Books,Kottayam, Kerala.
- 3 Expansion of ideas, General Essay and Translation. (A Simple passage).

**Reference Books**

- 1 Malayala Novel SahithyaCharitram-K.M.Tharakan (2018) (N.B.S.Kottayam)
- 2 Cherukatha Innale Innu-M.Achuyuthan (2020) (D.C Books, Kottayam)
- 3 Sahithya Charitram Prasthanangalilude- Dr.K.M George, (2017) (D.C.Books Kottayam)
- 4 Malayala Sahithyavimarsam- Sukumar Azheekode (2022) (D.C.books)

### Part – I: Language I – French - I

Course Code	Course Name	Category	Hours / Week	Credits
26FRE11L	French - I	Language - I	4	3

#### Course Objectives

The Course intends to cover

- Familiar everyday expressions and basic phrases aimed at the satisfaction of concrete needs.
- Key aspects and recognize of Francophone cultures such as greetings, etiquette, daily life, and basic geography of French-speaking countries.
- Short, simple texts such as postcards, emails, or short descriptions about themselves and their immediate environment.
- Construction of simple sentences using correct word order and basic vocabulary.
- The developing of sensitivity to cross-cultural differences in communication and social practices.
- The reading and understanding of short, simple texts such as personal messages, advertisements, menus, and schedules.

#### Course Outcomes

On the successful completion of the course, student will be able to

CLO	CLO Statements	Knowledge Level
CLO1	Improve all the four French language skills (speaking, listening, reading, and writing) (Effective communicators).	K1
CLO2	Comprehend French and other Francophone nations' cultures and civilizations.	K2
CLO3	Comprehend the fundamentals of language structure, vocabulary, grammar, and phonetics (language skill).	K3
CLO4	The French DELF-A1 Certification is appreciated.	K4
<b>K1 - Remember; K2 - Understand; K3 – Apply; K4-Analyse</b>		

**Part – I: Language – I French – I**

<b>Unit</b>	<b>Content</b>	<b>No. of Hours</b>
I	Grammaire: pg(122-124) Bienvenue (pg 10-17)	14
II	Contacts(pg 18-28) Grammaire: pg(125-128)	14
III	Communication pg(29-33) Grammaire: pg(129-130)	12
IV	Qu'est-ce qu'il font pg(34-44) Grammaire: pg(131-136)	10
V	Communication pg( 45-49) Grammaire: pg(137-139)	10
Semester I Portions from Textbook « Nouvelle Génération A1» :UNITÉ 1, UNITÉ 2 (Pg 10-49). Cahier d'exercices (Pg122-139)		
<b>Total Hours</b>		<b>60</b>

**Reference Books**

1	Luca Giachino, Carla Baracco, Romain Chrétien (DELF), (2022) Nouvelle Génération A1, Didier FLE.
2	Nathalie Hirschsprung, Tony Tricot, 2017, Cosmopolite, Hachette.

Course Code	Course Name	Category	Hours / Week	Credits
26ENG12L	English-I	Language-II	4	3

### Course Objectives

The Course intends to cover

- Literary appreciation and textual analysis
- Vocabulary and reading comprehension skills
- Grammatical competence to enhance writing and speaking skills

### Course Learning Outcomes

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

CLO	CLO Statements	Knowledge Level
CLO1	Recognize and interpret poetic elements that cultivate aesthetic sensibility, creativity and cultural understanding.	K1, K2
CLO2	Interpret and apply the characterisation and the narrative techniques in creative writing and content creation ethically.	K2,K3
CLO3	Analyze and apply vocabulary and reading strategies to interpret workplace documents	K3, K4
CLO4	Employ vocabulary and grammatical proficiency in communication to enhance clarity in workplace interactions.	K3
CLO5	Demonstrate effective communication skills for lifelong learning.	K3
<b>K1 - Remember; K2 - Understand; K3 – Apply; K4-Analyse</b>		

**Part II: Language – II - English I**

Unit	Content	No. of Hours
I	<b>Poetry : Nature</b> 1. I Wandered Lonely as a Cloud - William Wordsworth 2. The Sparrow - Paul Laurence Dunbar 3. Stopping by woods on a snowy Evening – Robert Frost	12
II	<b>Short Stories: Morality</b> 1 The Necklace – Guy de Maupassant 2 The Lottery - Shirley Jackson 3 The Monkey’s Paw - W. W. Jacobs	12
III	<b>Grammar</b> 1. <b>Nouns:</b> Types, Singular vs. Plural forms, Case and Gender, Common errors with nouns 2. <b>Pronouns:</b> Types, Personal, Possessive, Reflexive, Intensive (Emphatic), Demonstrative, Relative, Interrogative, Indefinite, and Reciprocal pronouns, Common errors with pronouns 3. <b>Verbs:</b> Action verbs and linking verbs, Transitive and intransitive verbs, Auxiliary verbs and Modal verbs, Verb tenses, Common errors with verbs	12
IV	<b>Language Competency: Vocabulary</b> 1. <b>Vocabulary:</b> Synonyms, Antonyms, Guessing meaning from context, 2. <b>Word Formation:</b> Homonyms, Homophones, Homographs, Portmanteau words, Collocations, Compounding Words, Root Words, Prefixes and Suffixes, Clipping, Acronym, Abbreviations, Reduplication	12
V	<b>English for Communication</b> Listening for General and Specific Information. Self - Introduction, Introducing others, Greetings. Intensive Reading - a prose passage, a poem and a short story Descriptive writing – writing descriptive essays in two to three paragraphs.	12
<b>Total Hours</b>		<b>60</b>
<b>Reference Books</b>		
1.	Leech, G., & Svartvik, J. (2002). A communicative grammar of English (2 <sup>nd</sup> ed.). Pearson Education.	
2.	Swan, M. (2016). Practical English usage (4 <sup>th</sup> ed.). Oxford University Press.	
3.	Shepherd, M., Carter, P. (Illustrator), & Hogan, S. (2005). The art of civilized conversation: A guide to expressing yourself with style and grace. Perigee Books.	
4.	Ramazani, J., Ellmann, R., & O’Clair, R. (Eds.). (2003). The Norton anthology of modern and contemporary poetry (Vols. 1–2). W. W. Norton & Company.	
5.	Wren, P. C., & Martin, H. (2015). High school English grammar and composition (50 <sup>th</sup> ed.). S. Chand & Company.	
<b>Web Resources (Swayam/NPTEL)</b>		
1.	<a href="https://nptel.ac.in/courses/109105205">https://nptel.ac.in/courses/109105205</a>	

Course Code	Course Name	Category	Hours / Week	Credits
26BPY13C	General Psychology - I	Core - I	5	4

### Course Objectives

The course intends to cover

- The basic concepts, history, and scope of psychology.
- The scientific methods and research procedures used in psychology.
- The psychological processes such as sensation, perception, consciousness, and learning

### Course Learning Outcomes

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

CLO	CLO Statements	Knowledge Level
CLO1	Understand the basic concepts, history, scope, and major approaches of psychology.	K1,K2
CLO2	Apply the scientific methods used in psychological research, including observation, survey, correlational and experimental methods.	K2, K3
CLO3	Apply the basic methods of psychological research in understanding human behaviour.	K3
CLO4	Analyze the processes of sensation, attention, perception, and consciousness and their influence on human experience.	K4
CLO5	Apply the principles of learning to everyday situations.	K3
<b>K1-Remember; K2 - Understand; K3 - Apply; K4 - Analyze</b>		

### CLO - PLO Mapping

CLOs/PLOs	PLO1	PLO2	PLO3	PLO4	PLO5
CLO1	1	3	1	-	2
CLO2	1	3	1	-	2
CLO3	2	3	2	1	-
CLO4	2	2	1	1	2
CLO5	3	2	1	1	2
<b>3 - Substantial (high)</b>		<b>2 - Moderate (medium)</b>		<b>1 - Slight (low)</b>	

**Core - I: General Psychology - I**

Unit	Content	No. of Hours
I	<b>Introduction to Psychology:</b> Definition of Psychology. <b>Origin of Psychology:</b> Philosophical Origins- Early Indian and Greek Thoughts- Major Ideas of Descartes, Locke. Biological Origins- Darwin, Genetics. Development of Psychology in India. Branches & Scope of Psychology. <b>Brief History of Modern Scientific Psychology:</b> Structuralism, Functionalism, Behaviourism, Gestalt Psychology, Piaget, Psychoanalysis, Cognitive Approach. Psychology and Other Disciplines. Concept of Mind (Manas) and Consciousness in Indian Philosophy.	15
II	<b>Experimentation And Critical Thinking In Psychology:</b> Psychology as a Science. Goals of Scientific Enterprise. Steps in Scientific Investigation. <b>Methods of Psychology:</b> Naturalistic Observation- Case Study- Survey- Correlational Studies- Experimental Method. <b>Factors and Characteristics of Experimental Method:</b> Variables– Dependent, Independent, Extraneous Variables– Experimental Control- Placebo Effect, Experimental Effect, Double Blind Procedure, Lab and Field Experiment. Steps in Conducting Psychological Research.	15
III	<b>Sensation, Attention and Perception:</b> Sense Modalities. <b>Psychophysics:</b> Absolute threshold, Differential threshold, Just Noticeable Difference (JND). Attention– Factors Affecting Attention- Subjective and Objective Factors - Selective attention - <b>Phenomena associated with attention:</b> Span of attention, Division of Attention, Distraction of Attention. <b>Perception:</b> Subliminal Perception - Perceptual Set - Perceptual Defense - Perceptual Organization – <b>Depth Perception:</b> Monocular and Binocular Cues - Perceptual Styles - Perceptual Constancies - Color Perception – Color Theories- Illusions and its Types - Habituation - Extra Sensory Perception – Enhancing Perceptual Accuracy.	15
IV	<b>Mind, Consciousness and Altered States:</b> Awareness and Consciousness States of Mind, Nature of Consciousness - Functions of Consciousness. <b>Changes in Consciousness:</b> Dream and Sleep, Circadian Rhythm, Sleep Cycle, Stages of Sleep. <b>Altered States:</b> Lucid Dreaming, Hypnosis, Meditation, Hallucinations, Religious Ecstasy, Drug Induced States.	15
V	<b>Learning:</b> Definition- Classical <b>Conditioning:</b> Elements, Principles, Generalization, Discrimination, Second Order Conditioning- <b>Operant Conditioning:</b> Reinforcement, Punishment, Shaping, Chaining, Stimulus Control - Schedules of Reinforcement - Partial Reinforcement Effect. <b>Applications:</b> Contingencies in Schools, Premack Principle. Behavior Modification. <b>Other Types of Learning:</b> Trial and Error Learning - Verbal Learning - Cognitive Learning - Observational Learning - Latent Learning - Cognitive Map - Improving Learning- Economy in Learning.	15
<b>Total Hours</b>		<b>75</b>

**Text Books**

1. Morgan, C. T., King, R. A., Weisz, J. R., & Schopler, J. (2025). Introduction to psychology (10<sup>th</sup> ed.). McGraw-Hill.
2. Branscombe, N. R., & Baron, R. A. (2017). Psychology (14<sup>th</sup> ed.). Pearson.

**Reference Books**

1. Mishra, B. K. (2016). Psychology: The study of human behaviour. PHI Learning.
2. Weiten W., & Gurung, R. A. R. (2026). Psychology: Themes and variations (12<sup>th</sup> ed.) Cengage Learning.
3. Kalat, J. W. (2022). Introduction to psychology (12<sup>th</sup> ed.). Cengage Learning.
4. Gazzaniga, M. S., Heatherton, T. F., Halpern, D. F., & Heine, S. J. (2016). Psychological science (5<sup>th</sup> Canadian ed.). W. W. Norton & Company.
5. Myers, D. G., DeWall, C. N., & Gruber, J. (2024). Psychology (14<sup>th</sup> ed.). Worth Publishers.

**Web Resources (Swayam / NPTEL/Others)**

1. [https://onlinecourses.swayam2.ac.in/e-learning/preview/cec26\\_hs23](https://onlinecourses.swayam2.ac.in/e-learning/preview/cec26_hs23)
2. [https://onlinecourses.nptel.ac.in/noc26\\_hs42/preview](https://onlinecourses.nptel.ac.in/noc26_hs42/preview)
3. <https://ijcrt.org/papers/IJCRT2312560.pdf>

Course Code	Course Name	Category	Hours / Week	Credits
26BPY14C	Developmental Psychology - I	Core – II	5	4

### Course Objectives

The course intends to cover

- The role of major theories of child development.
- The major aspects of physical development from infancy to late adulthood.
- The current research findings applicable to child development.
- The effects of biological, environmental and cultural influences on development

### Course Learning Outcomes

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

CLO	CLO Statements	Knowledge Level
CLO1	Understand the concepts, perspectives, and major theories related to life span development.	K1,K2
CLO2	Understand the stages of prenatal development and the factors affecting prenatal and neonatal health.	K2
CLO3	Understand the characteristics of physical development across different stages of the life span.	K2
CLO4	Analyze the stages of cognitive development and language development in childhood.	K4
CLO5	Analyze emotional, social, and moral development across the stages of life.	K4
<b>K1-Remember; K2 - Understand; K3 - Apply; K4 - Analyze</b>		

### CLO - PLO Mapping

CLOs/PLOs	PLO1	PLO2	PLO3	PLO4	PLO5
CLO1	-	-	1	2	2
CLO2	-	-	3	2	2
CLO3	1	1	2	2	2
CLO4	1	1	1	2	2
CLO5	1	1	2	2	2
<b>3 - Substantial (high)</b>		<b>2 - Moderate (medium)</b>		<b>1 - Slight (low)</b>	

**Core - II: Developmental Psychology – I**

Unit	Content	No. of Hours
I	<b>Introduction to Life Span Development:</b> Introduction - Importance of Life Span Development. Historical Perspective - Characteristics of Life Span Perspective. Nature of Development - Cross Sectional and Longitudinal Approaches in Developmental study. Theories by Freud - Erickson- Piaget- Vygotsky. <b>Approaches:</b> Information Processing Approach - Behavioral Approach -Social Cognitive Approach - Eclectic Orientation Approach.	15
II	<b>Prenatal Development:</b> Fertilization - Germinal Period- Embryonic Period- Foetal Period. Prenatal Diagnostic Tests. Effects of Teratogens. Neonatal Health and Responsiveness. Consequences of Low Birth Weight.	15
III	<b>Physical Development:</b> Newborn- Reflexes- Perception (vision, hearing, other senses, inter modal perception). Height and weight in Infancy and Childhood. Gross and Fine Motor Skills. Handedness. Physical Development in Puberty. Changes in Early, Middle and Late Adulthood. Theories of Aging.	15
IV	<b>Cognitive Development:</b> Stages of Cognitive Development- Sensory Motor Stage- Object Permanence - Pre Operational Stage-Intuitive Thought. Concrete Operations-Semantics- Pragmatics Language Development - <b>How Language Develops:</b> Babbling- Two-Word Utterance. Advances in Early, Middle and Late Childhood - Metalinguistic Awareness.	15
V	<b>Emotional Development:</b> Introduction- Development of Emotion through Infancy, Childhood, Adolescence and Adulthood. <b>Describing and Classifying Temperament:</b> Chess and Thomas, Kagan, Rothbart and Bates. <b>Theories of Attachment:</b> Care Giving and Attachment. <b>Moral development:</b> Piaget's and Kohlberg's Theory- Stages. Social Conventional Reasoning- Basic Processes- Resistance to Temptation- Self-Control- Empathy- Moral Characters. Concept of Emotional Regulation and Self-Control in Indian Philosophy.	15
<b>Total Hours</b>		<b>75</b>
<b>Text Books</b>		
1.	Hurlock, E.B (2017). Child Development (6 <sup>th</sup> ed). London: McGraw Hill Book Company	
2.	Hurlock, E.B (2017). Developmental Psychology-A Life span Approach. (5 <sup>th</sup> ed).New Delhi: Tata McGraw Hill Publishing Company.	
3.	Santrock, J.E (2021). Child Development, New Delhi: Tata McGraw Hill Publishing Company.	
<b>Reference Books</b>		
1.	Berk, L.E (2017). Child Development (9 <sup>th</sup> ed). New Delhi: Pearson Education Pvt Ltd.	
2.	Papalia, D.E et.al (2024). Human Development (15 <sup>th</sup> Ed). New Delhi: Tata McGraw Hill Publishing Company.	
3.	Santrock, J.E (2021). Child Development (2 <sup>nd</sup> ed) New Delhi: Tata McGraw Hill Publishing Company.	
4.	Leman, P., Bremner, A., Parke, R. D., & Gauvain, M. (2019). Developmental Psychology. McGraw Hill	
<b>Web Resources (Swayam / NPTEL/Others)</b>		
1.	<a href="https://onlinecourses.swayam2.ac.in/cec25_hs146/preview">https://onlinecourses.swayam2.ac.in/cec25_hs146/preview</a>	
2.	<a href="https://ijip.in/articles/emotional-regulation-in-the-bhagavad-gita/">https://ijip.in/articles/emotional-regulation-in-the-bhagavad-gita/</a>	

Course Code	Course Name	Category	Hours / Week	Credits
26BPY15C	Health Psychology	Core - III	4	3

### Course Objectives

The course intends to cover

- The foundational understanding of psychological determinants of health and illness.
- The application of psychological principles to promote health behaviour change.
- The analysis of behavioural risk factors influencing health outcomes.
- The evidence-based approaches for improving individual and public health.

### Course Learning Outcomes

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

CLO	CLO Statements	Knowledge Level
CLO1	Understand the concepts, scope, and research methods in health psychology.	K1,K2
CLO2	Apply stress management and coping strategies to maintain psychological well-being.	K3
CLO3	Analyze the behavioural factors contributing to chronic diseases such as cardiovascular disorders and cancer.	K4
CLO4	Demonstrate healthy lifestyle practices related to diet, exercise, and substance use.	K3
CLO5	Analyze future challenges in promoting health, including increasing lifespan and reducing health disparities.	K4
<b>K1- Remember; K2 - Understand; K3 - Apply; K4 - Analyze</b>		

### CLO - PLO Mapping

CLOs/PLOs	PLO1	PLO2	PLO3	PLO4	PLO5
CLO1	-	-	1	2	2
CLO2	-	-	3	2	2
CLO3	1	1	2	2	2
CLO4	1	1	1	2	2
CLO5	1	1	2	2	2
<b>3 - Substantial (high)</b>		<b>2 - Moderate (medium)</b>		<b>1 - Slight (low)</b>	

**Core - III: Health Psychology**

Unit	Content	No. of Hours
I	<b>Foundation of Health Psychology:</b> Introducing Health Psychology. Conducting Health Research. Seeking and Receiving Health Care. Adhering to healthy behaviour.	12
II	<b>Stress, Pain and Coping:</b> Defining, Measuring and Managing Stress, Understanding Stress, Immunity and Disease. Understanding and Managing Pain. Considering Alternative Approaches. Yoga and Meditation as Stress Management Techniques in Indian Tradition.	12
III	<b>Behaviour and Chronic Disease:</b> Behavioural Factors in Cardiovascular disease. Behavioural Factors in Cancer. Living with Chronic illness.	12
IV	<b>Behavioural Health:</b> Smoking Tobacco. Using Alcohol and other drugs. Eating and Weight- Exercising.	12
V	<b>Looking Toward the Future:</b> Future Challenges. Challenges for Healthier People, Increasing the Span of Healthy Life, Reducing Health Disparities	12
<b>Total Hours</b>		<b>60</b>
<b>Text Books</b>		
1.	Brannon, L., Feist, J., & Updegraff, J. A. (2022). Health psychology: An introduction to behavior and health (10 <sup>th</sup> ed.). Cengage Learning.	
2.	Taylor, S. E. (2012). Health psychology (8 <sup>th</sup> ed.). McGraw-Hill.	
<b>Reference Books</b>		
1.	Friedman, H.S. (2002). Health Psychology, (2 <sup>nd</sup> edition). Upper Saddle River, NJ: Prentice Hall.	
2.	Kalat, J. W. (2004). Biological basis of human behavior (8 <sup>th</sup> Ed.). NewYork: Brooks/Cole	
<b>Web Resources(Swayam / NPTEL/Others)</b>		
1.	<a href="https://onlinecourses.swayam2.ac.in/e-learning/preview/cec25_hs121">https://onlinecourses.swayam2.ac.in/e-learning/preview/cec25_hs121</a>	
2.	<a href="https://pmc.ncbi.nlm.nih.gov/articles/PMC10919405/">https://pmc.ncbi.nlm.nih.gov/articles/PMC10919405/</a>	

Course Code	Course Name	Category	Hours / Week	Credits
26BPY16A	Biopsychology - I	Allied - I	4	3

### Course Objectives

The course intends to cover

- The physiological and biological foundations of behavior and consciousness
- The structure and functioning of the nervous system.
- The research methods in biopsychology and the biological basis of sensory systems.

### Course Learning Outcomes

On the successful completion of the course, student will be able to

CLO	CLO Statements	Knowledge Level
CLO 1	Recall the basic concepts of biopsychology.	K1
CLO 2	Understand the structure and functions of neurons, supporting cells, and neural communication.	K2
CLO 3	Understand the central and peripheral nervous systems.	K2
CLO 4	Apply basic research methods used in biopsychology.	K3
CLO 5	Analyze the biological mechanisms of sensory systems.	K4
<b>K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyze</b>		

### CLO - PLO Mapping

CLOs/PLOs	PLO1	PLO2	PLO3	PLO4	PLO5
CLO1	2	3	1	-	2
CLO2	2	3	1	-	2
CLO3	2	3	1	-	2
CLO4	2	3	3	1	2
CLO5	2	3	2	1	2
3 - Substantial (high)		2 - Moderate (medium)		1 - Slight (low)	

**Allied - I: Biopsychology - I**

Unit	Content	No. of Hours
I	<b>Introduction to Biopsychology:</b> Understanding Human Consciousness - A Physiological Approach - Nature of Physiological Approach. Goals of Research - Biological Roots of Physiological Psychology. Natural Selection and Evolution - Functionalism and Inheritance of Traits - Evolution of Human Species - Evolution of large Brains. Ethical Issues in Research with Animals. Careers in Neuroscience.	12
II	<b>Nervous System:</b> Cells of The Nervous System - Neurons - Supporting Cells. Neural Communication - Measuring Electrical Potentials of Axons - Membrane Potential - The Action Potential and its Conduction. Communication between Neurons - Non-Synaptic Communication. AI Models of Neural Networks and Brain Functioning	12
III	<b>The Structure of the Nervous System:</b> Basic Feature of the Nervous System. The Central Nervous System & its Development - The Forebrain - The Midbrain - The Hindbrain - The Spinal Cord. The Peripheral Nervous System - Spinal Nerves - Cranial Nerves - The Autonomic Nervous System.	12
IV	<b>Methods and Strategies of Research in Biopsychology:</b> Experimental Ablation - Evaluating the Behavioural Effects of Brain Damage - Producing Brain Lesions. Stereotaxic Surgery - Histological Methods - Tracing Neural Connections - Study of the Living Human Brain. Recording And Stimulating Neural Activity - Neural Activity - Metabolic and Synaptic Activity - Measuring Brain's Secretions - Stimulating Neural Activity - Behavioural Effects of Electrical Brain Stimulation. Neurochemical Methods - Genetic Methods.	12
V	<b>Psychobiology of Sensory Systems:</b> Psychobiology of Sensory Systems. Anatomy of the Visual System - The Eyes – Photoreceptors - Connections between Eye and Brain. Audition - The Stimulus - Anatomy of the Ear - Auditory Hair Cells and the Transduction of Auditory Information. Somato-Senses - Gustation - Olfaction.	12
<b>Total Hours</b>		60
<b>Text Books</b>		
1.	Carlson, R.N. (2021). Foundations of physiological psychology (10 <sup>th</sup> Ed.). Pearson Education.	
2.	Kalat, J.W. (2024). Biological psychology. (14 <sup>th</sup> ed.). Cengage Learning.	
3.	Pineal, J. P. J. (2021). Biopsychology (11 <sup>th</sup> Ed.), India, Dorling Kindersley.	
<b>Reference Books</b>		
1.	Wickens, A. P. (2021). Introduction to biopsychology (4 <sup>th</sup> Ed.). SAGE Publications.	
2.	Winn, P., & Greal, M. A. (2024). Biological psychology. Routledge.	
<b>Web Resources(NPTEL/Swayam/Others)</b>		
1.	<a href="https://onlinecourses.swayam2.ac.in/e-learning/preview/cec22_ed18">https://onlinecourses.swayam2.ac.in/e-learning/preview/cec22_ed18</a>	
2.	<a href="https://pubmed.ncbi.nlm.nih.gov/40302263/">https://pubmed.ncbi.nlm.nih.gov/40302263/</a>	

**Part – IV: Foundation Course**  
(All the Undergraduate Programmes)

Course Code	Course Name	Category	Hours / Week	Credits
26ENV1FC	Environmental Studies	FC- I	2	2

Unit	Content
I	The Multidisciplinary nature of environmental studies Definition; Scope and importance, Need for public awareness.
II	<p><b>Natural Resources:</b> Renewable and non-renewable resources: Natural resources and associated problems.</p> <ul style="list-style-type: none"> <li>- Forest resources: Use and Over-exploitation, deforestation, case studies. Timber extraction, mining, dams and their effects on forests and tribal people.</li> <li>- Water resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams benefits and problems.</li> <li>- Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources, case studies.</li> <li>- Food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies.</li> <li>- Energy resources: Growing energy needs, renewable and non-renewable energy sources, use of alternate energy sources, Case studies.</li> <li>- Land resources: Land as a resource, land degradation, man induced landslides, soil erosion and desertification.</li> </ul> <p>Role of an individual in conservation of natural resources. Equitable use of resources for sustainable lifestyles.</p>
III	<p><b>Ecosystems</b></p> <ul style="list-style-type: none"> <li>- Concept of an ecosystem.</li> <li>- Structure and function of an ecosystem.</li> <li>- Producers, consumers and decomposers.</li> <li>- Energy flow in the ecosystem.</li> <li>- Ecological succession.</li> <li>- Food chains, food webs and ecological pyramids.</li> <li>- Introduction, types, characteristic features, structure and function of the following ecosystem: -             <ol style="list-style-type: none"> <li>a. Forest ecosystem</li> <li>b. Grassland ecosystem</li> <li>c. Desert ecosystem</li> <li>d. Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries).</li> </ol> </li> </ul>

Unit	Content
IV	<p><b>Biodiversity and its Conservation</b></p> <ul style="list-style-type: none"> <li>- Introduction-Definition: genetic, species and ecosystem diversity.</li> <li>- Bio geographical classification of India.</li> <li>- Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and option values.</li> <li>- Biodiversity at global, National and local levels.</li> <li>- India as a mega-diversity nation.</li> <li>- Hot-spots of biodiversity.</li> <li>- Threats to biodiversity: habital loss, poaching of wildlife, man-wildlife conflicts.</li> <li>- Endangered and endemic species of India.</li> <li>- Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity.</li> </ul>
V	<p><b>Environmental Pollution Definition</b></p> <ul style="list-style-type: none"> <li>- Causes, effects and control measures of: -               <ul style="list-style-type: none"> <li>a. Air pollution</li> <li>b. Water pollution</li> <li>c. Soil pollution</li> <li>d. Marine pollution</li> <li>e. Noise pollution</li> <li>f. Thermal pollution</li> <li>g. Nuclear hazards</li> </ul> </li> <li>- Solid waste Management: Causes, effects and control measures of urban and industrial wastes.</li> <li>- Role of an individual in prevention of pollution.</li> <li>- Pollution case studies.</li> <li>- Disaster management: floods, earthquake, cyclone and landslides.</li> <li>-</li> </ul>
VI	<p><b>Social Issues and the Environment</b></p> <ul style="list-style-type: none"> <li>- From Unsustainable to Sustainable development.</li> <li>- Urban problems related to energy.</li> <li>- Water conservation, rain water harvesting, watershed management.</li> <li>- Resettlement and rehabilitation of people; its problems and concerns. Case studies.</li> <li>- Environmental ethics: Issues and possible solutions.</li> <li>- Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Case studies.</li> <li>- Wasteland reclamation.</li> <li>- Consumerism and waste products.</li> <li>- Environment Protection Act.</li> <li>- Air (Prevention and Control of Pollution) Act.</li> <li>- Water (Prevention and Control of Pollution) Act.</li> <li>- Wildlife Protection Act. - Forest Conservation Act.</li> <li>- Issues involved in enforcement of environmental legislation.</li> <li>- Public awareness</li> </ul>

Unit	Content
VII	<p><b>Human Population and the Environment</b></p> <ul style="list-style-type: none"> <li>- Population growth, variation among nations.</li> <li>- Population explosion-Family welfare Programme.</li> <li>- Environment and human health.</li> <li>- Human Rights.</li> <li>- Value Education.</li> <li>- HIV/AIDS.</li> <li>- Women and Child Welfare.</li> <li>- Role of information Technology in Environment and human health.</li> <li>- Case Studies.</li> </ul> <p><b>Biosafety and Biosecurity</b> The basic principles of biosafety.</p> <ul style="list-style-type: none"> <li>- Biological hazards and assess risk in laboratory settings.</li> <li>- Biosafety protocols to minimize risks associated with biological agents.</li> <li>- Role of biosafety in the protection of public health, environment, and national security.</li> </ul> <p>The theoretical knowledge as well as practical applications to prepare learners for real-world biosafety challenges.</p> <p>1. Introduction to Biosafety</p> <ul style="list-style-type: none"> <li>- Definition and importance of biosafety.</li> <li>- Historical perspective on biosafety incidents.</li> <li>- Biosafety vs. biosecurity: Key differences.</li> </ul> <p>2. Biological Hazards and Risk Assessment</p> <ul style="list-style-type: none"> <li>- Classification of biological agents (e.g., bacteria, viruses, fungi, parasites).</li> <li>- Risk assessment methodology: Identifying hazards, evaluating risks, and control measures.</li> </ul> <p>3. Biological Waste Management</p> <ul style="list-style-type: none"> <li>- Types of biological waste: Solid, liquid, sharps, etc.</li> <li>- Waste disposal techniques: Autoclaving, incineration, chemical disinfection.</li> <li>- Environmental impact and regulations surrounding waste management.</li> </ul> <p>4. Standard Operating Procedures (SOPs) and Safety Practices</p> <ul style="list-style-type: none"> <li>- Developing and implementing SOPs for laboratory safety.</li> <li>- Practices for handling, storing, and disposing of biological materials.</li> </ul>
	VIII
<b>Total Hours</b>	
<b>30</b>	
<b>Web Resources</b>	
1.	<a href="https://www.ugc.gov.in/oldpdf/modelcurriculum/env.pdf">https://www.ugc.gov.in/oldpdf/modelcurriculum/env.pdf</a>
2.	Biosafety in Microbiological and Biomedical Laboratories (CDC, NIH). (BMBL) 6 <sup>th</sup> Edition
3.	Sateesh, M. K. (2010). Bioethics and Biosafety. New Delhi: I. K. International Pvt Ltd.
4.	Additional Readings: Relevant journal articles, government publications, and guidelines (e.g., WHO, CDC, European Union, etc.). <a href="https://www.iberdrola.com/innovation/what-is-biosafety">https://www.iberdrola.com/innovation/what-is-biosafety</a>

## Part – IV: Ability Enhancement Compulsory Course (AECC)

(All the Undergraduate Programmes)

Course Code	Course Name	Category	Hours / Week	Credits
26SOF1AE	Soft Skills	AECC - I	2	2

### Course Objectives

The course intends to cover

- The essential soft skills that is crucial for success in today's dynamic and interconnected workplace.

### Course Learning Outcomes

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

CLO	CLO Statements	Knowledge Level
CLO1	Understand the comprehensive skills to participate actively in conversation, writing short texts with expression	K1, K2, K3
CLO2	Infer the cohesive devices to describe and discuss any objects, pictures using compound, complex sentence forms.	K2, K3
CLO3	Comprehend the logic in the given situation to organize the ideas to write formal and informal letters.	K2, K3
CLO4	Understand the given material to organize it in a logical sequence to present a paragraph with main and supporting ideas with concluding sentences.	K3
CLO5	Present valuable ideas in conversation to emulate the main ideas and key points in short essays.	K3
<b>K1 - Remember; K2 - Understand; K3 - Apply;</b>		

**Ability Enhancement Compulsory Course (AECC) - I: Soft Skills**

Unit	Module	Details	No. of Hours	
I	<b>Presentation Skills</b>			6
	1	<b>Getting to Know You:</b> Grammar: Introduction to Tenses, Everyday English, Role-Play. Reading Activity: Different ways of communication. <i>Activities:</i> Fill in the blanks (Listening), Self Introduction (Speaking).		
	2	<b>My Day:</b> Grammar: Present simple positive & negative/Adverbs of Frequency, Vocabulary & Speaking about Daily Activities. Listening: Observe and Answer/ Telling the time. <i>Activities:</i> Reading & Writing: Describe where you live.		
	3	<b>Your World:</b> Grammar: Possessive determiners. Listening: Positive & negative contractions. Reading & Writing: Personal profile. <i>Activities:</i> Talk about countries, nationalities (Vocabulary & Speaking).		
	4	<b>The World of Work:</b> Grammar: Yes/No & Wh Questions. Vocabulary & Speaking: Jobs. Listening: Recognize the schwa sound. <i>Activities:</i> Opening and closing an email (Reading & Writing).		
	5	<b>Places and Things:</b> Grammar: There is / there are, articles. Vocabulary & Speaking: Talk about rooms & furniture. Listening: Directions. Reading & Writing: Imperatives.		
	6	<b>24 Hours:</b> Grammar: Likes & Dislikes. Vocabulary & Speaking: Speak about hobbies and interests. Reading: Match the photos with descriptions. Writing: Write complete sentence using prompt. <i>Activities:</i> Observe & answer (Listening).		
		<b>Practice:</b> Listening & Speaking Presentations - Talking about how you learn – Understanding key information in a presentation – Writing sentences about you.		
II	<b>Confidence</b>			6
	1	<b>Clothes and Shopping:</b> Grammar: Modal verbs/Adverbs of Frequency/Adjectives and Adverbs. Vocabulary & Speaking: Shopping. Reading & Writing: Product Review. <i>Activities:</i> Observe & answer (Listening).		
	2	<b>Travel &amp; Transport:</b> Grammar: Past simple questions. Vocabulary & Speaking: Talk about holidays. Listening: At the train station. <i>Activities:</i> Email - A perfect holiday (Reading & Writing).		
	3	<b>Health &amp; Fitness:</b> Grammar: Past simple irregular verbs; Listening: Listen & Answer; Reading & Writing: Time sequencers; <i>Activities:</i> Talk about a healthy lifestyle (Vocabulary & Speaking)		
	4	<b>Music:</b> Grammar: Present perfect simple; Vocabulary & Speaking: Survey about music; Listening: Listen two people talk about music; <i>Activities:</i> Use adjectives and create sentences (Reading)		
	5	<b>Let's go shopping:</b> Vocabulary & Speaking: Town Survey; Listening: Listen and answer; Reading & Writing: Read and match; <i>Activities:</i> Countable & Uncountable (Grammar)		
		<b>Practice:</b> Writing a personal statement.		

Unit	Module	Details	No. of Hours
III	<b>Creativity</b>		
	1	<b>Cooking &amp; Eating:</b> Grammar: Some & Any, Quantifiers. Vocabulary & Speaking about Food & Drink. <i>Activities</i> Kitchen conversation (Listening). Reading an article & answering.	6
	2	<b>Survival:</b> Grammar: Comparison of adjectives. <i>Activities</i> Describing people (Speaking and Vocabulary). Listening to an audio & Answering. Reading & Writing: Read and Answer.	
	3	<b>Working Together:</b> Grammar: Verb + Noun phrases. <i>Activities</i> Technology (Vocabulary & Speaking). Listening: Listen & Answer. Reading & Writing: Notice.	
	4	<b>Music:</b> Grammar: Present perfect simple. <i>Activities</i> Survey about music (Vocabulary & Speaking). Listen to two people talking about music (Listening). Reading: Use adjectives and create sentences.	
	5	<b>Culture and Arts:</b> Grammar: Present perfect. Vocabulary & Speaking activity: Speak on the phone. <i>Activities:</i> Listen and answer. Reading & Writing activity: Review.	
		<b>Practice:</b> Writing comparison sentences & paragraphs.	
IV	<b>Problem-Solving</b>		
	1	<b>Do's and Don'ts:</b> Grammar, Modal Verbs. <i>Activities</i> Roleplay (Speaking). Holidays in January (Listening). Reading an article & answering.	6
	2	<b>Body:</b> Grammar: First conditional. Vocabulary & Speaking about Personality & Appearance. <i>Activities</i> Conversations about personality (Listening), Reading & Writing: Read and Answer about your skills.	
	3	<b>Speed:</b> Grammar: Present simple passive. Vocabulary & Speaking about relationships. Listening: Listen & Answer. Reading and Error spotting.	
	4	<b>Work:</b> Grammar: Adverbs of manner. Vocabulary & Speaking about work advice. Listening: Observe & Answer; Reading: Read & check your ideas.	
		<b>Practice:</b> Writing argumentative and descriptive essays.	
V	<b>Critical Thinking</b>		
	1	<b>Influence:</b> Grammar: would / past habits. Listening: Sentence Correction. <i>Activities</i> Your inspiration (Speaking). Picture description (Reading). Rewrite the sentences (Writing).	6
	2	<b>Money:</b> Grammar: Second conditional. <i>Activities:</i> Radio programme (Listening). Talk about games (Speaking). Reading & Writing: Fill in the blanks.	
	3	<b>Things that changed the world:</b> Grammar: articles. <i>Activities</i> :Talk about chewing gum (Speaking & Listening). Reading & Writing: Read and write a book review.	
	<b>Practice:</b> Writing Emails, reports and proposals.		
<b>Total Hours</b>			<b>30</b>

**Components for Internal Assessment and  
Distribution of Marks for CIA and ESE (Theory)**

Max Marks	Marks for		Components for CIA						
	CIA	ESE	CIA		Model		Attendance	Active Engagement	Total
			Actual	Weightage	Actual	Weightage			
100	25	75	50	5	75	10	5	5	25

**Question Paper Pattern**

Component	Duration in Hours	Section A			Section B			Section C			Total
		Type of Question	No. of Questions	Marks	Type of Question	No. of Questions	Marks	Type of Question	No. of Questions	Marks	
CIA	2	MCQ	8	8x1=8	Either or	3	3x6=18	Either or	3	3x8=24	50
Model Exam / ESE	3	MCQ	10	10x1=10	Either or	5	5x5=25	Either or	5	5x8=40	75

**Components for Internal Assessment and  
Distribution of Marks for CIA (Lab)**

Max Marks	Marks for		Components for CIA						
	CIA	ESE	Test		Model		Experiments / Programs	Observation	Total
			Actual	Weightage	Actual	Weightage			
100	40	60	50	10	60	15	10	5	40

**Examination Pattern**

Component	Duration in Hours	Marks			Weightage
		Practical Exam	Record	Total Marks	
Test	2	50	-	50	10
Model	3	60	-	60	15
Experiments	-	-	-	10	10
Observation	-	-	-	05	05
<b>Total Marks - CIA</b>					<b>40</b>
ESE	3	50	10	-	60

**Components for Internal Assessment and  
Distribution of Marks for CIA (Foundation Course -Theory)**

Max Marks	Marks for		Components for CIA				
	CIA	ESE	CIA		Model		Total
50	50	-	Actual	Weightage	Actual	Weightage	
						50	25

**Question Paper Pattern**

Duration in Hours	Mode of Exam	Type of Questions	No. of Questions	Marks
2	Offline	Open Choice	5 (Out of 8)	5 x 10=50

**Components for and Distribution of Marks for ESE (Theory)  
Ability Enhancement Compulsory Courses (AECC)  
&  
Question Paper Pattern**

Duration in Hours	Mode of Exam	Type of Questions	No. of Questions	Marks
2	Online	MCQ	50	50x1=50

