



DEPARTMENT OF HUMANITIES AND SOCIAL SCIENCES
EVALUATION SCHEME OF UG and PG PROGRAM AS PER NEP-2024-25

w.e.f. July, 2024-25

Diploma in Psychology
2nd Year / 3rd Semester

B.A III Sem

S. No.	Course Code	Course Title	(T)Theory (P) Practical	Course Type	Periods per Week			Evaluation Scheme			End Semester	Subject Total	Total Credit	Attributes						United Nations Sustainable Development Goals (SDGs)	
					Lecture	Tutorial	Practical	Class Test	Teacher Assessment	Total				Employability	Entrepreneurship	Skill Development	Gender Equality	Environment & Sustainability	Human Values		Professional Ethics
1	A090301T/HS215	Psychology of Social Behavior	T	Core Major	4	0	0	10	15	25	75	100	04	✓	✓	✓	✓	✓	✓	3	
	A090302P/HS216	Lab Work and Measurement of Social Behavior	P		0	0	2	10	15	25	75	100	02	✓	✓	✓	✓	✓	✓		
2	A090304 T/ HS221	Youth Gender and Identity	T		4	0	2	10	15	25	75	100	04								
	A090305 P/ HS222	Lab Work	P		0	0	2	10	15	25	75	100	02								
3	HS0303T/HS217/ HS0308T/HS224	Adolescence & Adulthood: Issues & Awareness/ Environment and Sustainability	T		3	0	0	0	0	0	100	100	03	✓	✓	✓				3	
4	HM102 HS0304T/HS220	Regional Language	T	Co-curricular	2	-	-	10	15	25	75	100	02	✓		✓		✓		2	
TOTAL					13	00	06	50	75	125	475	600	17								

*Qualifying (Non-Credit Course)

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Integral University, Lucknow

Effective from Session: 2025-2026

Course Code	A090301T/215	Title of the Course	Psychology of Social Behavior	L	T	P	C
Year	II	Semester	III	4	0	0	4
Pre-Requisite	Intermediate	Co-requisite	None				
Course Objectives	Develop an understanding of the individual in relation to the social world Introduce students to the realm of social influence, as to how individuals think, feel and behave in social situations.						

Course Outcomes	
CO1	Students will be able to define nature and scope of Social Psychology
CO2	Students will be able to know the relationship between psychology and sociology, and anthropology.
CO3	Students will be able to define Attitude
CO4	Students will be able to understand the different types of pro-social behavior
CO5	Students will be able to understand the Consequences of belonging.
CO6	Students will be able to understand intergroup relation, intergroup conflict, prejudice and discrimination.
CO7	Students will learn the concept and theories of aggression
CO8	Students will learn the application of social Psychology.

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	Introduction	Introduction: Nature and scope of social psychology; Relationship with sociology and anthropology, Overview of the history of social psychology (including development in India);	8	CO1
2	Person Perception	Concept: Mechanism of Person Perception, Determinants of Impression Formation, Impression Management, Implicit Personality Theory	8	CO2
3	Social Cognition and Attitude	Schema, Attitudes, Attitude-behavior link; Processing. Attribution of Causality: Harold Kelly and Bernard Weiner.	8	CO3
4	Affective processes in social context	Social affects (concepts of guilt, shame, envy, gratitude, forgiveness, compassion), Pro-Social Behavior, Inter Personal Attraction	8	CO4
5	Group Processes	Nature and group formation, Group and performance: social facilitation, social loafing and social conformity.	7	CO5
6	Intergroup Relation	Nature of intergroup relations, intergroup conflict, Prejudice and Discrimination. intervention techniques	7	CO6
7	Aggression and Social Violence	Nature, cause and control of human aggression, Theories of aggression	7	CO7
8	Application of Social Psychology	Human Environment relationship, Eye Witness Identification and Testimony. Environmental Stress.	7	CO8

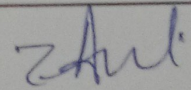
Reference Books:

1. Baron, R.A., Byrne, D. & Bhardwaj, G. (2010). Social Psychology (12th Ed.). New Delhi: Pearson.
2. Baumeister, R.F. & Bushman, B.J. (2013). Social Psychology and Human Nature. Wadsworth. Franzoi, S.L. (2009). Social Psychology (5th Ed.). New York: McGraw-Hill.
3. Hogg, M. & Vaughan, G.M. (2008). Social Psychology. Prentice Hall. Kassin, S., Fein, S., & Markus, H.R. (2008). Social Psychology. New York: Houghton Mifflin
4. Misra, G. (2009). Psychology in India, Vol. 4: Theoretical and Methodological Developments (ICSSR Survey of Advances in Research). New Delhi: Pearson Taylor,

e-Learning Source: EGYANKOSH and NCERT

PO-PSO CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
	CO1	2	2	2	2	2	2	2	1	1	3	1	3	3
CO2	2	1	1	2	3	3	2	1	2	3	2	3	3	3
CO3	1	2	2	2	2	2	1	2	1	3	3	3	2	2
CO4	2	2	3	1	2	1	2	2	2	3	3	3	2	3
CO5	2	2	2	1	2	3	2	1	2	2	3	3	3	2
CO6	2	3	3	3	3	3	3	3	2	3	2	1	2	3
CO7	3	3	2	3	3	3	2	3	3	3	2	1	3	3
CO8	2	3	3	3	2	2	3	3	3	2	1	2	3	2

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

Name & Sign of Program Coordinator	 Sign & Seal of HoD
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Integral University, Lucknow

Effective from Session: 2022-23							
Course Code	A090302P/H S 216	Title of the Course	Lab Work and Measurement of Social Behavior	L	T	P	C
Year	II	Semester	III	0	0	2	2
Pre-Requisite	Intermediate (10+2)	Co-requisite	None				
Course Objectives	To equip students to do psychological experiment for understanding social behavior as well as psychological measurements and scientific reporting of the data.						

Course Outcomes

After the successful course completion, learners will develop following attributes:

CO1	Understanding of the conduct experiments and reports the results.
CO2	Knowledge about the use of Statistical Methods in Psychological Research.
CO3	Use of the skills, techniques, tests required for Behavioural Assessments.
CO4	Understanding of the standard steps for Empirical Research report writing and interpretations of the results.

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	I	Measurement of Attitude/Interpersonal Attraction	8 (16 hrs)	CO1
2	II	Measurement of Helping Behavior/Prejudice	7 (14 hrs)	CO2
3	III	Conduct an experiment on Attribution/Aggression/Impression Formation	7 (14 hrs)	CO3
4	IV	Conduct an experiment on social facilitation / Conformity/Compliance	8 (16 hrs)	CO4

Reference Books:

Suggestive digital platforms weblinks-<http://heecontent.upsc.gov.in/Home.aspx>
www.psvtoolkit.org

e-Learning Source:

- Swayam
- Coursera

Course Articulation Matrix: (Mapping of COs with POs and PSOs)

PO-PSO CO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	3	3	3	3	3	3	3	3	3	2	3
CO2	3	2	3	3	3	3	3	2	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3	2	3
CO4	3	3	3	3	3	3	3	3	3	3	3	3

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

Name & Sign of Program Coordinator	Sign & Seal of HoD
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Integral University, Lucknow

Effective from Session: 2025-2026							
Course Code	A090304T/ HS221	Title of the Course	Youth, Gender, and Identity	L	T	P	C
Year	II	Semester	III	4	0	0	4
Pre-Requisite	Intermediate	Co-requisite	None				
Course Objectives	To equip students with the theoretical foundations and analytical skills needed to understand how youth identities are formed and shaped by gender and sociocultural influences, and to apply this knowledge in critically assessing and designing psychosocial interventions.						
Course Outcomes							
CO1	Students will learn to define the concept of "youth," identify key markers of the transition to adulthood across cultures, and recognize the specific challenges faced by Indian youth.						
CO2	Students will learn to compare and apply foundational (Erikson, Marcia) and contemporary (narrative identity, identity capital) theories of identity development to real-world youth experiences.						
CO3	Students will learn to interpret gender as a social identity through the lenses of social construction, performativity, and schema theory, and evaluate how these shape young people's self-concept.						
CO4	Students will learn to assess how primary agents of socialization—family (including intergenerational dynamics), peer networks, and schools—influence the formation of youth identity and gender roles.						
CO5	Students will analyze youth identities through an intersectional framework, considering digital intersectionality, transnational cultural contexts, and socioeconomic/geographic factors, and critically examine their implications.						
CO6	Students will learn to evaluate the determinants of positive youth development (resilience, optimism, identity capital) alongside common risk behaviors (substance use, self-harm, disordered eating), and design brief psychosocial interventions (e.g., PFA, CBT)..						
CO7	Students will critique various youth leadership models (servant and transformational leadership) and advocacy strategies, such as lobbying techniques and digital activism tools, for empowering youth voices in civic and policy-making spaces.						
CO8	Students will learn to formulate and critique strategies for promoting youth empowerment and gender equality—drawing on youth leadership paradigms, policy advocacy skills, and gender-mainstreamed interventions—to develop actionable intervention plans.						

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	Conceptualizing Youth & Transition to Adulthood	Concept of Youth: Definitions & Markers of Transition, Cross-cultural perspectives on youth, Key Challenges Faced by Today's Youth	05	CO1
2	Theories & Processes of Identity Formation	Erikson's Psychosocial Stages & Identity vs. Role Confusion Freud's Psychosexual Stages, Contemporary Perspectives Multiple & Intersectional Identities, Formation of Youth Identities & Identity Crisis	06	CO2
3	Understanding Gender: Constructs & Systems	Gender as a Social Construct, Gender as Performative (Butler) Distinguishing Sex, Gender & Gender Identity, The Sex/Gender System, Interplay of Gender, Sex & Sexuality	06	CO3
4	Agents of Socialization	Family dynamics & parent-youth relations, Peer influence & romantic ties, Role of school and media in shaping gendered norms	08	CO4
5	Complex Intersections & Identity Negotiation	Digital Intersectionality: algorithmic bias in self-presentation & "filter bubbles", Transnational Youth: navigating home & host-country cultural frames, Socioeconomic & Geographic Axes: rural-urban identity divides	08	CO5
6	Well-Being & Risk Behaviors	Positive youth development: resilience, optimism, Mental health issues: anxiety, depression, Risk behaviours: substance use, self-harm	07	CO6
7	Leadership and Advocacy	Youth Leadership Models: servant vs. transformational leadership in practice, Civic & Policy Advocacy Skills: lobbying basics, digital activism toolkits	07	CO7
8	Empowerment, Equality & Interventions	Gender discrimination vs. equality frameworks, Strategies for women's empowerment, Brief psychosocial interventions (PFA/CBT)	06	CO8

Reference Books:

- Bansal, P. (2020). Youth in contemporary India. Springer. <https://doi.org/10.1007/978-81-322-0715-3>
- Berk, L. E. (2018). Development through the lifespan (7th ed.). Pearson
- Berzan, S. C. (2008). Difficulties in the transition to adulthood: Using propensity scoring to understand what makes foster youth vulnerable. *Social Service Review*, 82(2), 171-196. <https://doi.org/10.1086/58967>
- Government of India (2014). National youth policy-2014. Ministry of Youth Affairs and Sports, Government of India.
- Shurad, S. (2021). Youth: Concept and Identity. Youth, Gender and Identity. IGNOU. <https://egyankosh.ac.in/handle/123456789/80847>

e-Learning Sources:

https://onlinecourses.swyam2.ac.in/cec24_h08/preview

PO-PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	1	2	1	2	1	3	1	2	2	1
CO2	3	3	1	2	2	1	2	1	3	1	3
CO3	2	2	2	3	1	2	2	1	3	1	2
CO4	2	3	3	2	3	2	1	1	3	1	3
CO5	2	2	3	2	2	2	1	3	3	1	2
CO6	2	3	3	3	3	3	2	3	3	3	2
CO7	2	3	3	3	3	3	2	3	3	3	2
CO8	2	3	3	3	3	3	2	3	3	3	2

Dr. Farah Shaab
 Name & Sign of Program Coordinator

 Sign & Seal of HoD



Integral University

Effective from Session: 2025-2026

Course Code	A090305 P/ HS222	Title of the Course	Practical/ Lab-work	L	T	P	C
Year	II	Semester	III	0	0	2	2
Pre-Requisite	Intermediate	Co-requisite	None				
Course Objectives	Students will develop self-awareness, critically examine gender roles, assess psychological dimensions like self-esteem, and apply basic field research skills through structured tools and interviews, enabling them to connect personal identity with broader social realities.						

Course Outcomes

CO1	Apply psychological tools (like the Johari Window) to enhance self-awareness and emotional insight.
CO2	Demonstrate the ability to use standardized tools to assess gender role attitudes in self and others.
CO3	Evaluate one's level of self-esteem using psychological scales and reflect on personal experiences.
CO4	Develop basic fieldwork skills through conducting interviews, collecting data, and summarizing youth perspectives.

Unit No.	Unit Title	Content of Unit	Contact Hrs.	Mapped CO
1	Johari Window	The four panes: Open Self, Blind Self, Hidden Self, Unknown Self	7	1
2	Gender Roles	Measuring gender roles with validated scale	7	2
3	Self Esteem	Rosenberg Self Esteem Scale	7	3
4	Interview	Conduct a structured interview with youth to understand their aspirations, identity issues, and social influences; compile findings in a field report.	7	4

Suggested Continuous Evaluation Methods

Presentation practical file (20 marks)

Attendance (5 marks)

PO-PSO CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	2	3	3	3	3	2	1	3	1	3	2
CO2	3	2	3	2	2	1	3	3	2	2	1
CO3	3	3	2	2	1	2	2	1	1	2	3
CO4	3	2	2	2	2	1	2	3	3	2	1

Dr. Farah Shoab
Name & Sign of Program Coordinator

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Sign & Seal of HOD



Integral University, Lucknow

Effective from Session: 2023-2024				L	T	P	C
Course Code	IA0903031/ HS220217	Title of the Course	Adolescence & Adulthood: Issues & Awareness	3	0	0	3
Year	II	Semester	III				
Pre-Requisite	Graduation	Co-requisite	None				
Course Objectives	Students would develop awareness on selected aspects of the human development/developmental science literature on adolescence and late adulthood. It would enhance students' specialized knowledge about adolescence and late adulthood.						

Course Outcomes

CO1	Students would get inside on the Socialization models/processes; Historical perspectives on family socialization; contemporary perspectives on family socialization; the integrated roles of parents and peers; Adolescent-parent relationships; adolescent-parent attachment relationships Friendships, romantic relationships, and peer relationships; contexts of neighborhood and school
CO2	Students would able to understand the with a special focus on adolescence Theoretical framework Development of sexuality: Childhood Adolescence Adolescent sexual behavior Parental influences Sexual coercion Sexuality in the Internet age Positive sexual development
CO3	Students would able to understand the with a special focus on adolescence Theoretical framework Development of sexuality: Childhood Adolescence Adolescent sexual behavior Parental influences Sexual coercion Sexuality in the Internet age Positive sexual development
CO4	Students would able to understand the with a special focus on adolescence Theoretical framework Development of sexuality: Childhood Adolescence Adolescent sexual behavior Parental influences Sexual coercion Sexuality in the Internet age Positive sexual development

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	Empirical and Theoretical Perspectives on Relationships With Parents and Peers In Adolescence	Socialization models/processes; Historical perspectives on family socialization; contemporary perspectives on family socialization; the integrated roles of parents and peers; Adolescent-parent relationships; adolescent-parent attachment relationships Friendships, romantic relationships, and peer relationships; contexts of neighborhood and school	12	CO1
2	The Development of Sexuality	With a special focus on adolescence Theoretical framework Development of sexuality: Childhood & Adolescence Adolescent sexual behavior Parental influences Sexual coercion Sexuality in the Internet age Positive sexual development	12	CO2
3	Wisdom	Historic conceptions of wisdom Meaning of wisdom: Implicit and explicit theoretical approaches; wisdom and leadership; measurement of wisdom Development of wisdom: Wisdom and late adulthood; trajectories of wisdom. Thriving/Wellbeing/ Gerotranscendence Definition and principles of thriving, Thriving and positive development in later life; resilient aging; life strengths and well-being in late life; gerotranscendence (a developmental theory of positive aging)	12	CO3
4	Religious and Spiritual Development	With a special focus on late adulthood Conceptualizing religiousness/religiosity and spirituality: Polarized or Overlapped Meanings of religiousness and spirituality: Eastern vs. Western perspectives Defining religious and spiritual development Positive correlates of religious and spiritual development	12	CO4

Reference Books:

Carol K. Sigelman & Elizabeth A. Rider, (2009), Life Span Human Development, Wadsworth
 John W. Santrock (2009) Life Span Development, Mc Graw Hill

e-Learning Source:

Swami Akhilanand (2001 edition), Hindu Psychology: It's meaning for the West. Taylor & Francis.
 Suggestive digital platforms web links-<http://heecontent.upsdc.gov.in/Home.aspx> <http://www.apa.org>

Course Articulation Matrix: (Mapping of COs with POs and PSO's)

PO-PSO	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4
CO						3	2	2
CO1	3	3	2	2	2	2	2	2
CO2	3	2	3	2	2	2	3	3
CO3	3	2	2	2	3	2	3	3
CO4	3	1	2	2	3	2	3	3

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

Dr. Farah Sheikh
Name & Sign of Program Coordinator

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Sign & Seal of HoD



Integral University, Lucknow
Department of Environmental Science

Effective from Session:							
Course Code	H150308T/ ES226	Title of the Course	Environment and Sustainability	L	T	P	C
Year	2 nd	Semester	III	2	1	0	3
Pre-Requisite	10+2	Co-requisite	Basic knowledge of environment				
Course Objectives	A sustainable human society is one that satisfies its needs without jeopardizing the opportunity of future generations to satisfy theirs. The challenge of how we achieve a sustainable society is a vital theme that unites the various disciplines within environmental studies. This course is designed to help the students to bridge the scientific approach to analyzing and solving environmental problems with the socioeconomic concerns involved in formulating and administering environmental policy and the historic and philosophical basis of humanity's relationship to ecosystems. With the common goal of defining and understanding environmental sustainability, the course identifies how each participating discipline can creatively contribute towards this end.						

Course Outcomes	
CO1	Understand the basic concept of Sustainable Development (SD), the environmental, social and economic dimensions.
CO2	In depth learning and analysis of factors that support to achieve sustainability and resilience in an individual level and in a community
CO3	Develop an encompassing understanding of sustainability issues.
CO4	Understand the embedment of sustainability issues in environmental, societal, and economic systems, and the relevance of the conditions, interrelations, and dynamics of these systems.
CO5	Demonstrate knowledge and understanding of the current sustainable development policies followed by selected countries

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	Introduction to Sustainable Development	Broad introduction to SD - its importance, need, impact and implications; definition coined; evolution of SD perspectives (MDGs AND SDGs) over the years; recent debates; 1987 Brundtland Commission and outcome; later UN summits (Rio summit, etc.) and outcome	8	CO1 & 2
2	Dimensions of Sustainable Development	Society, environment, culture and economy; current challenges - natural, political, socio-economic imbalance; sustainable development initiatives and policies of various countries: global, regional, national, local; needs of present and future generation - political, economic, environmental	8	CO, 2& CO5
3	Gauging Sustainable Development	Sustainability and development indicators and SDGs, UN's outlook of sustainable development and efforts, UN SDGs - structure, governance and partnerships: communities / society; ensuring resilience and primary needs in society; biosphere: development within planetary boundaries; strengthening institutions for sustainability; shaping a sustainable economy.	09	CO2, 3 & 5
4	Sustainable Energy	Sustainable energy: Non-conventional Sources, Energy Cycles, carbon cycle, emission and sequestration, Green Engineering; Sustainable urbanization- Socioeconomical and technological change		
5	Challenges for SD	Climate change, resource depletion, food-energy-water nexus, eutrophication, acidification, human/ecosystem toxicity, smog, ozone depletion. Concept of Carbon Credit, Carbon Footprint. Environmental management in industry-A case study.	09	CO 2,3,4 & 5
6	Sustainability Practices	Zero waste and R concept, Circular economy, ISO 14000 Series, Material Life cycle assessment, Environmental Impact Assessment, Sustainable habitat, Green buildings, Green materials, Energy efficiency, Sustainable transports	12	CO5 & CO5

Reference Books:

Anubha Kaushik and C. P. Kaushik's "Perspectives in Environmental Studies", 6th Edition, New Age International Publishers, 2018.

Benny Joseph, 'Environmental Science and Engineering', Tata McGraw-Hill, New Delhi, 2016.

Gilbert M Masters, 'Introduction to Environmental Engineering and Science', 2nd edition, Pearson Education, 2004.

Allen, D. T. and Shonnard, D. R., Sustainability Engineering: Concepts, Design and Case Studies, Prentice Hall

Bradley, A.S; Adebayo, A.O., Maria, P. Engineering applications in sustainable design and development, Cengage learning

Environment Impact Assessment Guidelines, Notification of Government of India, 2006

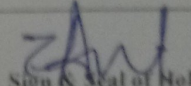
Mackenthun, K.M., Basic Concepts in Environmental Management, Lewis Publication, London, 1998.

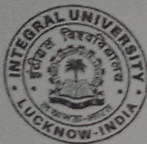
e-Learning Source:

SWAYAM, MOOC, e-Skill India, Coursera, Udemy, National Digital Library of India

Course Articulation Matrix: (Mapping of COs with POs and PSOs)													
PO-PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO4	PSO5	PSO6	PSO7
CO													
CO1		2			2		3				3		2
CO2	3		2					2	3	2		2	
CO3	2				2			2					2
CO4			3			2		2			2	3	
CO5	3				3	2					3		3

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

Name & Sign of Program Coordinator	 Sign & Seal of HoD
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DEPARTMENT OF Humanities and Social Sciences
 EVALUATION SCHEME OF UG and PG PROGRAM AS PER NEP-2024-25
 w.e.f. July, 2024-25+
 Diploma in Psychology
 2nd Year / 4th Semester

B-ATV sem



S. No.	Course Code	Course Title	(T)Theory (P) Practical	Course Type	Periods per Week			Evaluation Scheme			End Semester	Subject Total	Total Credit	Attributes							United Nations Sustainable Development Goals (SDGs)	
					Lecture	Tutorial	Practical	Class Test	Teacher Assessment	Total				Employability	Entrepreneurship	Skill Development	Gender Equality	Environment & Sustainability	Human Values	Professional Ethics		
1	A090401T / HS218	Abnormal Psychology	T	Core Major	4	0	0	10	15	25	75	100	04	✓	✓	✓	✓	✓	✓	✓	3	
2	A090402P/HS219	Lab Work(P) and Assessment and Testing	P		0	0	2	10	15	25	75	100	02	✓	✓	✓	✓	✓	✓	✓		
3	A090404T/ HS223	Psychology of Individual Differences	T		4	0	0	10	15	25	75	100	04	✓	✓	✓	✓	✓	✓	✓		
4	A090405T/ HS224	Lab Work(P)	P		0	0	2	10	15	25	75	100	02	✓	✓	✓	✓	✓	✓	✓		
5	A040405T/LN234 LW101	Effective Professional Communication Skills EVS /Legal Studies	P	Minor Elective	3	1	2	10	15	25	75	100	6	✓	✓	✓	✓	✓	✓	✓		
6	A090406R/HS225	Internship	R	Internship	3	0	0	0	0	0	0	100	03	✓	✓	✓						
7	Z040401T PH 201	Physical Education and Yoga	T	Co-curricular	2	-	-	10	15	25	75	100	02	✓		✓		✓				
TOTAL					11	02	10	75	50	125	575	700	23									

*Qualifying (Non-Credit Course)

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Integral University, Lucknow

Effective from Session: 2022-2023							
Course Code	A090401T/H S218	Title of the Course	Abnormal Psychology	L	T	P	C
Year	II	Semester	IV	4	0	0	4
Pre-Requisite	Intermediate	Co-requisite	None				
Course Objectives	Develop an understanding of the concept of abnormality and different types of disorders, its symptoms and classification.						

Course Outcomes	
CO1	The students will be able to understand criteria of abnormality.
CO2	Students will be able to understand the clinical picture and etiology of anxiety disorders.
CO3	Students will be able to Somatic and Dissociative Disorders, its types, clinical picture and Etiology.
CO4	Students will be able to understand Depressive and Bipolar Disorders
CO5	Students will be able to understand the Schizophrenia, its types, clinical picture and Etiology.
CO6	Students will learn about the learning disorders such as reading, writing and mathematics disorders.
CO7	Students will learn about the substance abuse disorders related to it.
CO8	Students will learn about ADHD, Autism and Intellectual disability.

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	An Introduction.	Abnormal Psychology: Concept and Criteria of Abnormality, Classification of Abnormality (DSMV)	6	CO1
2	Anxiety Disorders	Clinical Picture and Etiology: Generalized Anxiety Disorder (GAD), Phobia, Panic Disorder and Obsessive-Compulsive Disorder (OCD).	8	CO2
3	Somatic and Dissociative Disorders	Somatic Symptom and Related Disorders, Dissociative Disorders-Types, Clinical Picture and Etiology.	8	CO3
4	Depressive and Bipolar Disorders:	Introduction: Types, Clinical Picture and Etiology.	8	CO4
5	Schizophrenia:	Types, Clinical Picture and Etiology.	7	CO5
6	Learning Disabilities	Reading, Written expression and Mathematics Disorders	7	CO6
7	Substance Related Disorder	Substance Abuse and Dependence; Alcohol, Nicotine, Marijuana, Sedatives and Stimulants: Etiology.	8	CO7
8	Neurodevelopmental Disorders	Clinical Picture and Etiology, Attention-Deficit/Hyperactivity Disorder (ADHD), Autism Spectrum Disorders, Intellectual Disability.	8	CO8

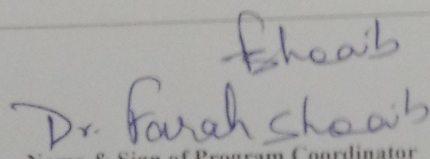
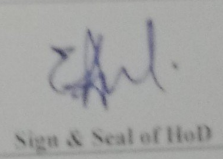
Reference Books:

1. Barlow D.H. & Durand V.M. & Stewart, S.H. (2009). Abnormal Psychology. New Delhi: Cengage eLearning.
2. Bennett, P. (2006). Abnormal and Clinical Psychology: An introductory textbook. New York: Open University Press.
3. Brewer, K. (2001). Clinical Psychology. Oxford: Heinemann Educational Publishers
4. Carson, R.C., Butcher, J.N., Mineka, S. & Hooley, J.M. (2008). Abnormal Psychology. New Delhi: Pearson.

e-Learning Source: <http://heecontent.upsdc.gov.in/Home.aspx>

PO-PSO CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO5	PSO5	PSO5
CO1	2	3	2	3	2	3	2	1	1	3	1	3	3	2	3
CO2	2	1	1	1	3	3	2	1	2	3	2	3	3	3	2
CO3	1	2	2	2	2	1	2	2	2	3	3	3	2	3	3
CO4	2	3	3	3	2	3	2	1	2	2	3	3	3	2	2
CO5	3	2	2	1	2	3	2	1	2	2	3	3	2	3	3
CO6	2	3	3	3	3	2	3	3	2	3	2	1	3	3	3
CO7	3	3	2	2	3	3	3	3	3	3	2	1	3	2	3
CO8	2	3	3	3	2	2	3	3	3	2	1	2	3	2	3

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

 Dr. Farah Shaab Name & Sign of Program Coordinator	 Sign & Seal of HoD
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Integral University, Lucknow

Effective from Session: 2022-23							
Course Code	A090402P/H S 219	Title of the Course	Assessment/Testing	L	T	P	C
Year	II	Semester	IV	0	0	2	2
Pre-Requisite	Intermediate (10+2)	Co-requisite	None				
Course Objectives	To impart a variety of proficiency to conduct the screening and assessment of psychological tools for examining developmental issues and disorders.						

Course Outcomes

After the successful course completion, learners will develop following attributes:

- CO1 Understanding of the psychological tools and assessment.
- CO2 Knowledge about the use of Statistical Methods in Psychological Research.
- CO3 Use of the skills, techniques, tests required for Behavioural Assessments.
- CO4 Students will learn and execute an in-depth investigation of a single person group, event or community.

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	I	Administration, Scoring and Interpretation of any anxiety test	8 (16 hrs)	CO1
2	II	Administration, Scoring and Interpretation of any test of Depression	7 (14 hrs)	CO2
3	III	Administration, Scoring and Interpretation of any test of Intelligence to screen any cognitive or learning impairment	7 (14 hrs)	CO3
4	IV	Administration, Scoring and Interpretation of any test of any neuropsychological test/Cognitive function test	8 (16 hrs)	CO4

Reference Books:

Suggestive digital platforms weblinks-<http://heecontent.upsdc.gov.in/Home.aspx>
<http://www.apa.org>

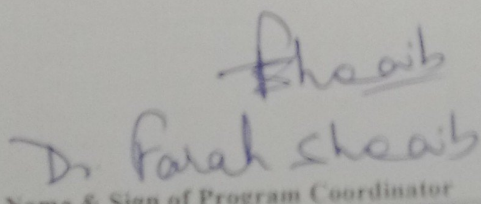
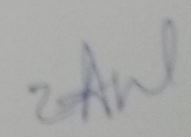
e-Learning Source:

- Swayam
- Coursera

Course Articulation Matrix: (Mapping of COs with POs and PSOs)

PO-PSO CO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	3	3	3	3	3	3	3	3	2	2	3
CO2	3	2	3	3	3	3	3	2	3	3	3	3
CO3	3	3	2	3	3	3	2	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3	3	3

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

 Name & Sign of Program Coordinator	 Sign & Seal of HoD
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Effective from Session: 2025-2026				L	T	P	C
Course Code	(A090404T / HS223)	Title of the Course	Psychology of Individual Differences	4	0	0	4
Year	II	Semester	IV				
Pre-Requisite	Graduation	Co-requisite	None				
Course Objectives	This course is designed to introduce students to the psychological foundations and theories explaining individual differences. It aims to explore the variability among people in terms of intelligence, personality, temperament, aptitude, emotional makeup, and creativity. The course encourages students to understand assessment tools and applications of individual difference psychology in personal, educational, and professional contexts.						

Course Outcomes

CO1	Students will be able to understand the core concepts and scope of individual differences, cultural determinants.
CO2	Students will be able to Compare and contrast major theories of intelligence and personality.
CO3	Students will be able to Analyze trait and Personality theories.
CO4	Students will be able to Describe and assess individual differences in aptitude, emotion, and temperament.
CO5	Students will be able to Assess individual creativity and emotional-style differences using standardized measures.
CO6	Students will be able to understand how to Examine the tools and techniques used for psychological assessment.
CO7	Students will be able to Demonstrate the Application of Individual Differences.
CO8	Students will be able to Analyze Environmental and Socio-Cultural Influences.

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	Nature of Individual Differences	Concept and need for studying individual differences; Biological, environmental, and cultural determinants	06	CO1
2	Intelligence	Theories: Spearman, Thurstone, Gardner, Sternberg, Cattell-Horn; Emotional Intelligence; Measurement and uses	07	CO2
3	Personality	Trait and Type Approaches (Eysenck, Big Five), Psychoanalytic & Humanistic Perspectives; Assessment techniques	06	CO3
4	Aptitude and Temperament	Definition and types of aptitude; Temperament types and models; Measurement and relevance	06	CO4
5	Creativity and Emotional Traits	Creativity – nature, measurement, fostering creativity; Emotion – individual variation and emotional styles	06	CO5
6	Psychological Testing	Standardization, reliability, validity; Uses and ethics of testing; Types of psychological tests (self-report etc.)	06	CO6
7	Application of Individual Differences	Educational settings, workplace diversity, counseling, and personal development	05	CO7
8	Environmental and Socio-Cultural Influences	Family, peer groups, and educational settings, Socioeconomic factors and cultural norms, Life-span perspectives	06	CO8

Reference Books:

- Anastasi, A., & Urbina, S. (1997). Psychological Testing (7th ed.). Pearson Education.
- Mangal, S. K. (2013). General Psychology. Sterling Publishers.
- Chamorro-Premuzic, T. (2011). Personality and Individual Differences. Wiley-Blackwell.
- Robert J. Sternberg (Ed.). (2012). Handbook of Intelligence. Cambridge University Press.

e-Learning Source:

- SWAYAM Psychology Courses: <https://onlinecourses.swayam2.ac.in>
- APA Dictionary of Psychology: <https://dictionary.apa.org>
- National Testing Service: <https://www.ets.org>

Course Articulation Matrix: (Mapping of COs with POs and PSOs)

PO-PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO											
CO1	3	2	3	2	3	3	2	3	2	2	2
CO2	3	3	2	3	2	3	2	3	3	2	3
CO3	2	2	2	2	2	3	2	2	3	2	2
CO4	2	3	2	2	2	2	2	2	2	2	3
CO5	3	2	3	2	3	3	2	2	2	2	2
CO6	3	2	2	2	2	2	3	3	3	2	3
CO7	2	3	3	3	2	2	2	2	2	2	2
CO8	2	2	2	2	3	3	2	2	2	2	2

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

Dr. Farah Sheikh
Name & Sign of Program Coordinator

Sign & Seal of HoD



Integral University, Lucknow

Effective from Session: 2025-2026							
Course Code	A090405P/ HS224	Title of the Course	Behavioral Assessment Practical	L	T	P	C
Year	III	Semester	IV	0	0	2	2
Pre-Requisite	Graduation	Co-requisite	None				
Course Objectives	To provide hands-on experience in psychological assessment tools for understanding individual differences.						

Course Outcomes	
CO1	Evaluate individual personality traits using standardized personality assessments such as MMPI or BFI and interpret the results in a psychological context.
CO2	Analyze and interpret interest inventory results (e.g., Strong Interest Inventory, Holland's Theory) to evaluate career preferences and vocational guidance.
CO3	Design and present a comprehensive psychological case study by synthesizing behavioral observations, test data, and interview outcomes.

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
2	Personality Assessment	Using standardized personality tests, such as the Minnesota Multiphasic Personality Inventory (MMPI) or the Big Five Inventory (BFI), to assess individual personality traits.	12	CO1
3	Interest Assessment	Administering interest inventories, such as the Strong Interest Inventory or the Holland Occupational Themes, to identify individual interests and preferences.	12	CO2
4	Case Study	Conducting an in-depth analysis of an individual's behavior, thoughts, and feelings to understand their unique characteristics.	12	CO3

Reference Books:

1. Anastasi, A., & Urbina, S. (7th Edition). Psychological Testing. Pearson.
2. Kaplan, R. M., & Saccuzzo, D. P. Psychological Testing: Principles, Applications, and Issues. Cengage Learning.
3. Cohen, R. J., & Swerdlik, M. E. Psychological Testing and Assessment: An Introduction to Tests and Measurement. McGraw-Hill Education.
4. Gregory, R. J. Psychological Testing: History, Principles, and Applications. Pearson.

e-Learning Source:

e-gyankosh

Course Articulation Matrix: (Mapping of COs with POs and PSOs)

PO-PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO2	PSO2	PSO3
CO											
CO1	3	2	3	2	1	2	3	1	2	2	1
CO2	3	2	3	2	1	3	3	2	3	3	1
CO3	3	3	3	3	2	2	3	3	3	3	2

1-Low Correlation, 2- Moderate Correlation, 3- Substantial Correlation

Dr. Farah Shaikh

Name & Sign of Program Coordinator

[Signature]

Sign & Seal of HoD



Integral University, Lucknow

Effective from Session: 2025-2026							
Course Code	A090406R/ HS225	Title of the Course	Internship/ Field Study/ Project Work	L	T	P	C
Year	II	Semester	IV				
Pre-Requisite	Graduation	Co-requisite	None	1	0	3	4
Course Objectives	To introduce students to the foundational field practices of psychology through brief visits, observational exercises, and reflection. The course is designed to promote an understanding of basic applied settings, build early professional attitudes, and foster academic curiosity in mental health and human services.						

Course Outcomes	
CO1	Identify and describe roles of psychology professionals in real-world settings.
CO2	Demonstrate observational and note-taking skills during guided field visits.
CO3	Build an awareness of ethical concerns and interpersonal sensitivity in helping settings.
CO4	Compile structured observation reports based on field exposure.
CO5	Reflect on the link between classroom learning and community-based psychological work.

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	Introduction to Field Work	Briefing on purpose, ethics, etiquette, safety, and supervision in field settings	12	CO1
2	Institutional Visits	Guided visit to any one institution: school, NGO, rehab center, or mental health clinic	12	CO2
3	Observation and Interaction	Shadowing professionals, observing interactions, early client engagement (if allowed)	12	CO3
4	Reflective Report Writing	Documentation: reflection logs, institutional overview, role summaries	12	CO4
5	Viva & Presentation	Group/individual presentation; viva on learning outcomes and ethical reflections	12	CO5

- Reference Books:**
- APA Ethics Code – Student-friendly summary
 - Helping Skills Training Manual – Clara E. Hill
 - Observational Techniques in Psychology – Field Guide (institutional handouts)
 - WHO Mental Health Action Plan

- e-Learning Source:**
- UNICEF and NIMHANS mental health awareness resources
 - WHO mhGAP overview videos

Course Articulation Matrix: (Mapping of COs with POs and PSOs)											
PO-PSO CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	2	2	1	1	2	1	1	2	2	2	1
CO2	2	3	2	1	2	1	1	2	2	2	1
CO3	1	2	2	2	1	2	2	2	1	1	2
CO4	2	2	3	1	2	2	1	2	2	2	2
CO5	3	2	1	1	2	2	1	2	3	2	3

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

<p style="margin: 0;">Name & Sign of Program Coordinator</p>	<p style="margin: 0;">Sign & Seal of HoD</p>
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Effective from Session: 2025-26 Regional Language Co-Curricular

Course Code	H0403041/ LN230	Title of the Course	कार्यात्मक हिंदी / Functional Hindi	L	T	P	C
Year	NA	Semester	NA	2	0	0	2
Pre-Requisite	10+2 (Any Discipline)	Co-requisite	None				
Course Objectives	After the completion of course, the students will: <ul style="list-style-type: none"> • Master the Hindi Language Skills. • Develop LSRW Skills in Hindi • Cultivate essential tool for accessing the precious heritage of our ancient culture. • Be acquainted with Hindi Knowledge System. • Be able to utilize functional aspects of Hindi. • Learn the translation aesthetics of the language. • Get acquainted with the major works in vast Hindi literature. 						

Total No. of Lectures: 45

Minimum Marks: 100

Course Outcomes

CO1	To introduce the knowledge system of Hindi Language.
CO2	To equip students with the basics of Hindi Grammar.
CO3	To highlight the descriptive use of Hindi Grammar and its analysis.
CO4	To familiarize students with functional use of Hindi through literature.
CO5	To acquaint students with the influence of Hindi Literature on Ancient Indian Culture and Aesthetics.

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	भाषा एवं भाषिक संरचना तथा स्तर	भाषा : परिभाषा, स्वरूप, अभिलक्षण भाषाविज्ञान: परिभाषा, प्रकार, क्षेत्र, शाखाएं ध्वनि, शब्द, रूप, वाक्य, प्रोक्ति, अर्थ	09	CO1
2	हिंदी भाषा की उत्पत्ति तथा विकास	पृष्ठभूमि अपभ्रंश अवहट्ट पुरानी हिंदी मानक हिंदी	09	CO2
3	हिंदी शब्द सम्पदा और उसके मूल स्रोत	हिंदी ध्वनियों का वर्गीकरण आधार- स्थान, प्रयत्न, इन्द्रिय या करण	09	CO3
4	हिंदी साहित्य	हिंदी साहित्य का उद्गम: आदि काल भक्ति काल रीती काल आधुनिक काल नव्योत्तर काल	09	CO4
5	प्रमुख हिंदी साहित्यकार	सूर्यकांत त्रिपाठी 'निराला' (कवि) प्रेमचन्द (हिन्दी गद्यकार) भीष्म साहनी (नाटककार)	09	CO5

Reference Books:

- Hindi Sahitya ka Itihas by Dr. Nagendra
- Karyalay Karya Vidhi by Ramchandra Singh Sagar
- Anuvaad Vigyaan by Bholanath Tiwari
- Bhasha Vigyan ki Bhoomika by Acharya Devendranath Sharma
- Hindi Basha Ka Itihas by Dr Ramkishor Sharma
- Loksaahitya or Sanskriti by Dr Dinneswar Prasad

E-Resources

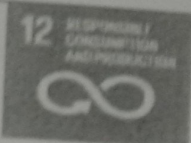
- <https://www.youtube.com/watch?v=yi69J2XCde3c>
- https://www.youtube.com/watch?v=1lrz11R1sp_A
- <https://www.youtube.com/watch?v=1eDB2a5S2jY>

Course Articulation Matrix (POs PSOs COs)													
PO- PSO CO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	3	2	3	3	3	3	3	3	2	3	2	3
CO2	2	3	1	2	3	3	2	3	3	1	3	1	3
CO3	1	2	1	2	3	3	3	3	2	2	3	2	3
CO4	3	3	2	2	3	3	2	2	3	1	2	1	2
CO5	2	3	2	2	3	3	3	3	2	3	2	3	2
CO6	2	3	1	1	3	3	3	2	3	2	2	2	2
CO7	3	2	3	3	3	3	3	2	2	2	3	2	3

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

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Program: Minor Elective		II Year Minor Elective (Theory)		Semester: IV
Course code: LN234/A040405T		Year: II		
L		Course Title: Effective Professional Communication Skills		
3		T	P	Credits
Major ()		1	0	4
Pre-requisite (If any)		Minor (✓)	Vocational ()	Co-curricular ()
		10+2 (Any Discipline)		
Course Outcomes: (COs)		After the successful course completion, learners will develop the following attributes:		
CO1	It enables the students to understand others; enhance relationships; persuade and establish effectively in the professional field; lead and inspire a team; or learn from others.			
CO2	Effective public speaking skills can help with career advancement, as they indicate creativity, critical thinking skills, leadership abilities, poise, and professionalism, qualities that are very valuable for the job market. Speaking at events and conferences is a good way of building credibility.			
CO3	Reading is a fundamental skill that allows us to learn, understand, and communicate with the world around us. It enables the reader to study strategically with time management. The act of reading requires a combination of cognitive skills, including attention, memory, and language processing.			
CO4	It enables the students to demonstrate, across a variety of investigations, that writing activities yield a number of intellectual, physiological, and emotional benefits to individuals. These benefits include improved memory function, decreased symptomatology, and greater feelings of satisfaction and encouragement for good professions.			
CO5	It enables the students to reach their full potential and opens up a variety of career opportunities. It results in increased confidence, improved self-esteem & better communication on a daily basis. Presentation skills training can help individuals to become more aware of their body language, understand their audience and deliver an engaging message that people can connect with.			
CO6	Students will gain a fundamental understanding of the nature, branches, and history of Linguistics. It enables the learner to determine what is unique and universal about the language we use, how it is acquired, the ways it changes over time, and its relation to grammar.			
CO7	Students will develop the skill of building better team and team management and learn to prevent misunderstanding and conflicts. They will develop the sense to improve customer service to meet goals and earn success.			
CO8	After acquiring the above-mentioned skills, students will inculcate the following skills to prepare a project work to meet the need of the professional field.			

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Max. Marks: 25+75

Min. Passing Marks: 10+25

Total No. of Lectures- 60

Unit	Topics	No. of Lectures Total =48
I	Title of the unit: Effective Listening Definition and importance of Listening Skills, the purpose of Listening, features, and benefits of Effective Listening, types of Listening barriers to Effective Listening, Listening v/s Hearing	06
II	Title of the unit: Speaking Skills Group Discussion and Interview Skills Group Discussion Meaning and Significance, how to prepare and practice for GD, Common pitfalls in GD. Seminars and Conferences, Definition, key differences types, and Conventions. Interview: definition, skills and technique, preparation, Negative interview factors, and interview tips.	06
III	Title of the unit: Reading Skills Ways to Improve the Speed and Efficiency of Reading, Importance of Skim Reading, Note Making, Linear Note Making, Patterned Note Taking	06

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IV	Title of the unit: Writing Skills CV and Resume Writing, Job Application Letter/ Covering Letter, Rules for Writing Precis, Principles of Condensation, Paragraph Writing, Script Writing.	06
V	Title of the unit: Presentation Skills Presentation Strategies, Purpose Audience and Locale, Audio Visual Aid, Nuances of Delivery, Body Language, Voice Dynamics	06
VI	Title of the unit: Language and Linguistics Language: Definition, Characteristics, and Importance of Language Linguistics: Definition, nature, scope, branches, levels, and types of Linguistics, Linguistics versus Traditional Grammar	06
VII	Title of the unit: Corporate Communication Definition, Goals of Corporate Communication, Internal and External Corporate Communication, Nature and benefits of Corporate Communication.	06
VIII	Title of the unit: Project work At the commencement of the semester, the student would be assigned a topic by the teacher/ instructor. They will research it and submit a duly documented of about 20-25 pages by the end of the Semester.	06

Suggested Readings:

1. Kumar, Sanjay, and Pushp Lata., Communication Skills. Oxford University Press, Oxford 2011
2. Raman, Meenakshi, and Sangeeta Sharma. Technical Communication: Principles and Practice. Second Edition, Oxford University Press, 2012
3. Raina, Roshan Lal, Iftikhar Alam, and Faizia Siddiqui, Professional Communication. Himalaya Publication House 2012.
4. Agarwal, Malti. Professional Communication. Krishna's Educational Publishers. 2016.
5. <http://www.uptunotes.com/notes-professional-communication-unit-i-nas-104..>
6. <https://www.docsity.com/en/subjects/professional-communication/>
7. <https://www.docsity.com/en/subjects/professional-communication/>

This course can be opted as an elective by the students of following subjects: Open for all

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LAW101 Legal Studies

Programme: Degree	Year: First	Semester: First
Course Code: LAW101	Course Title: LEGAL STUDIES	
1	1	1
3	1	0
Major ()	Minor (x)	Vocational ()
Pre-requisite	10+2 (in any discipline)	

Course Outcomes: After the successful completion learners will get the basic knowledge about law and its importance in their day-to-day life.

1.	To develop critical thinking and analytical skills in understanding the basic realm of the Indian Legal System.
2.	Acquire the abilities to discuss and make arguments on central ideas in Fundamentals of Law, rights, and duties, how to approach the courts aggrieved and get the remedy.
3.	Acquire the abilities to discuss about the basis of civil and criminal procedural matters.
4.	To gain adequate knowledge of the basic concepts of Civil and Criminal law as well as crime against women.
5.	To gain basic knowledge about the various help lines numbers in India Consumer Protection and Motor Vehicle Act.

Max. Marks: 25+75

Min. Passing marks: 10+25

Unit	Topics	No. of Lectures Total =45
I	Introduction and History Meaning, definition, and types of Law; Sources of Law; Difference between Civil and Criminal Law. Organs of Government: Legislature, Executive, and Judiciary; Hierarchy of Courts.	9
II	Basic concepts of Constitution and Principles of Personal Laws The preamble of the Constitution; Fundamental Rights and Duties, Marriage and Divorce; Right to Property of Women; Lok Adalat; RTI	9
III	Civil and Criminal Procedural Matters Initiation of a Civil Case: Complaint and Written Statement; Initiation of Criminal Case: FIR/NC Role of Inquiry and Investigation. Cognizable and Non-Cognizable Case, Plea Bargaining, Provisions of Legal Aid, Fast Track courts	9
IV	Conventional Offences and Offences Against Women Offences against Body: Hurt/Grievous Hurt, Kidnapping/Abduction, Culpable Homicide/Murder; Offences against Property: Theft, Extortion, Robbery and Dacoit. Offences against women: Rape, Domestic Violence Act, Anti Dowry Law	11
V	Help Lines Numbers, Consumer Protection and Motor Vehicles Act Introduction to Cyber Crimes Help Line, 1090 (Women Power Line), 1091(Women in Distress), 181 (Domestic Abuse); Right to Private Defense, Provisions related to Consumer Protection; Introduction to Motor Vehicles Act	7

Suggested Readings:

1. Durga Das Basu, Introduction to the Constitution of India, Gurgaon: LexisNexis, 2018 (23rd edn.)
2. J.N. Pandey, The Constitutional Law of India, Allahabad Central Law Agency, 2018 (55th edn.)
3. M.J Antony, Law for the Layman: The Common Man's Guide to the Difficult and Complex Subject, Hind Pocket Books; Second edition (1 January 1983)
4. Manish Arora, Law for the Layman, Universal Law Publishing Co Pvt. Ltd., New Delhi
5. The Code of Criminal Procedure, 1973, Universal Law Publishing Co Pvt. Ltd., New Delhi, 2022
6. The Civil Procedure Code, 1908, Universal Law Publishing Co Pvt. Ltd., New Delhi, 2022
7. S.N Mishra, The Indian Penal Code, Central Law Publication, 2018 (22nd edn.)
8. The Motor Vehicles Act, 1988, Universal Law Publishing Co Pvt. Ltd., New Delhi, 2022
9. The Consumer Protection Act, 2019, Universal Law Publishing Co Pvt. Ltd., New Delhi, 2022

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Integral University, Lucknow

Effective from Session: 2023-24				L	T	P	C
Course Code	Z040401T/PH201	Title of the Course	Physical Education and Yoga	2			2
Year	Second	Semester	Fourth				
Pre-Requisite	-	Co-requisite	-				
Course Objectives	Equip students with a comprehensive understanding of physical education, fitness, and wellness. Gain knowledge in physical education, fitness, wellness, weight management, and lifestyle choices. Explore the relationship between yoga and mental health. Emphasize the value of education. Delve into traditional games, their cultural significance, and their benefits. Apply knowledge for physical fitness, mental well-being, and a balanced lifestyle. Develop critical thinking, problem-solving skills, communication skills, and appreciation for traditional games as part of cultural heritage and physical activity promotion.						

Course Outcomes	
CO1	Students understand the fundamental concepts and principles of physical education and can explain the concept of fitness and wellness and its significance in maintaining a healthy lifestyle.
CO2	Students can demonstrate knowledge of weight management techniques and strategies for maintaining optimal body weight as well as identify and analyze various aspects of an individual's lifestyle and its impact on overall health and well-being.
CO3	Students can recognize the relationship between yoga and mental health and understand how yoga practices contribute to mental well-being. Comprehend the importance of value education and its role in personal and social development.
CO4	Students can evaluate the traditional games of India and their cultural significance, highlighting their physical and mental benefits. Apply theoretical knowledge and practical skills acquired during the course to promote physical fitness, mental well-being, and a balanced lifestyle. Develop critical thinking and problem-solving abilities related to physical education and wellness.
CO5	Students can communicate effectively about the importance of physical education, fitness, wellness, and traditional games, both orally and in written form. Foster an appreciation for Indian traditional games and their role in preserving cultural heritage and promoting physical activity. Engage in teamwork, cooperation, and leadership skills through practical activities and group projects related to physical education and wellness.

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	Physical Education	i. Meaning, Definition, Aim and Objective. ii. Misconception About Physical Education. iii. Need, Importance and Scope of Physical Education in Modern Society. iv. Physical Education Relationship with General Education. v. Physical Education in India before Independence. vi. Physical Education in India after Independence.	15	1
2	Concept of Fitness and Wellness, Weight Management, and Lifestyle	i. Meaning, Definition and Importance of Fitness and Wellness. ii. Components of Fitness. iii. Factor Affecting Fitness and Wellness. i. Meaning and Definition of Obesity. ii. Causes of Obesity. iii. Management of Obesity. iv. Health problems due to Obesity. i. Meaning, Definition, Importance of Lifestyle. ii. Factor affecting Lifestyle. iii. Role of Physical activity in the maintains of Healthy Lifestyle.	15	2, 3
3	Yoga and Meditation	i. Historical aspect of yoga ii. Definition, types of scopes & importance of yoga iii. Yoga is related to mental health and value education. iv. Yoga is related to Physical Education and sports. v. Definition of Asana, differences between asana and physical exercise. vi. Definition and classification of pranayama. vii. Difference between pranayama and deep breathing. viii. Practical: Asana, Suraya-Namaskar, Bhujang Asana, Naukasana, Halasana, ix. Vajrasana, Padmasana, Shavasana, Makrasana, Dhanurasana, Tad Asana. x. Pranayam: Anulom, Vilom.	15	3, 4
4	Traditional Games of India and Recreation in Physical Education	i. Meaning ii. Types of Traditional Games Gilli- Danda, Kanche, Stapu, Gutte, etc. iii. Importance/ Benefits of Traditional Games. iv. How to Design Traditional Games. i. Meaning, Definition of Recreation. ii. Scope and Importance of Recreation. iii. General Principles of Recreation. iv. Types of Recreational Activities. v. Aerobics and Zumba (Fit India Movement)	15	4, 5

Reference Books:

Singh, Ajmer, Physical Education and Olympic Abhiyan. "Kalayam Publishers", New Delhi, Revised Addition, 2006, Patel, Shri Krishna, Physical Education, "Agrawal Publishers", Agra, 2014-15

Panday, Preeti, Sharirik Shiksha Sankalan, "Khet Samskriti Prakashan, Kanpur

Kamlesh M.L., "Physical Education, Facts and Foundations", Faridabad P.B. Publications, B.K.S. Yengar, "Light and Yog. Yoga Deepika" George Allen of Unwin Ltd., London, 1981.

Braj Bilari Nigam, Yoga Power "The Path of Personal achievement" Domes and Publishers, New Delhi, 2001

Indira Devi, "Yoga for You" Gibbs, Smith Publishers, Salt Lake City, 2002 Domenand Publishers, New Delhi - 2001

Jack Peter, "Yoga Master the Yogic Powers" Abhishek Publications, Chandigarh, 2004

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Janice Jerusalem, "A Guide To Yoga", Parragon Bath, Baiihe-2004.

नारंग, प्रियंका, परम्परागत भारतीय खेल, " स्पोर्ट्स पब्लिकेशन", नई दिल्ली, 2007.

e-Learning Source:

<https://www.bing.com/videos/search?q=yoga&&view=detail&mid=599A4C4B7C3D09CF4930599A4C4B7C3D09CF4930&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dyoga%26FORM%3DHDRSC4>

<https://www.bing.com/videos/search?q=yoga&&view=detail&mid=C44E1F48814EBF788F1DC44E1F48814EBF788F1D&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dyoga%26FORM%3DHDRSC4>

<https://www.youtube.com/watch?v=s2NQhpFGIOg>

https://www.youtube.com/watch?v=3p4r_ad2Y7g

<https://www.youtube.com/watch?v=JYg0Vu6-RUk>

Course Articulation Matrix: (Mapping of COs with POs and PSOs)

PO-PSO CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	1	2	2	-	-	-	-	-	-	-	-	1	-	-	1	2
CO2	1	2	1	1	-	-	-	-	-	-	-	-	2	-	-	1	-
CO3	3	2	2	1	-	-	-	-	-	-	-	-	1	-	-	2	2
CO4	2	1	-	2	-	-	-	-	-	-	-	-	-	-	-	1	1
CO5	1	1	1	1	-	-	-	-	-	-	-	-	1	-	-	2	1

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

Name & Sign of Program Coordinator

Sign & Seal of HoD

LW101 Legal Studies

Programme: Degree	Year: First	Semester: First
Course Code: LW101	Course Title: LEGAL STUDIES	
L	T	P
3	1	0
Major ()	Minor (✓)	Vocational ()
Pre-requisite	10+2 (in any discipline)	

Course Outcomes: After the successful completion learners will get the basic knowledge about law and its importance in their day-to-day life.

1.	To develop critical thinking and analytical skills in understanding the basic realm of the Indian Legal System.
2.	Acquire the abilities to discuss and make arguments on central ideas in Fundamentals of Law, rights, and duties, how to approach the courts aggrieved and get the remedy.
3.	Acquire the abilities to discuss about the basis of civil and criminal procedural matters.
4.	To gain adequate knowledge of the basic concepts of Civil and Criminal law as well as crime against women.
5.	To gain basic knowledge about the various help lines numbers in India Consumer Protection and Motor Vehicle Act.

Max. Marks: 25+75	Min. Passing marks: 10+25	
Unit	Topics	No. of Lectures Total =45
I	Introduction and History Meaning, definition, and types of Law; Sources of Law; Difference between Civil and Criminal Law. Organs of Government: Legislature, Executive, and Judiciary; Hierarchy of Courts.	9
II	Basic concepts of Constitution and Principles of Personal Laws The preamble of the Constitution; Fundamental Rights and Duties, Marriage and Divorce; Right to Property of Women; Lok Adalat; RTI	9
III	Civil and Criminal Procedural Matters Initiation of a Civil Case: Plaint and Written Statement; Initiation of Criminal Case: FIR/NC Role of Inquiry and Investigation. Cognizable and Non-Cognizable Case, Plea Bargaining, Provisions of Legal Aid, Fast Track courts	9
IV	Conventional Offences and Offences Against Women Offences against Body: Hurt/Grievous Hurt, Kidnapping/Abduction, Culpable Homicide/Murder; Offences against Property: Theft, Extortion, Robbery and Dacoit. Offences against women: Rape, Domestic Violence Act, Anti Dowry Law	11
V	Help Lines Numbers, Consumer Protection and Motor Vehicles Act Introduction to Cyber Crimes Help Line, 1090 (Women Power Line), 1091(Women in Distress), 181 (Domestic Abuse); Right to Private Defense, Provisions related to Consumer Protection; Introduction to Motor Vehicles Act	7

Suggested Readings:

1. Durga Das Basu, *Introduction to the Constitution of India*, Gurgaon: LexisNexis, 2018 (23rd edn.)
2. J.N. Pandey, *The Constitutional Law of India*, Allahabad Central Law Agency, 2018 (55th edn.)
3. M.J Antony, *Law for the Layman: The Common Man's Guide to the Difficult and Complex Subject, Hand Pocket Books*, Second edition (1 January 1983)
4. Manish Arora, *Law for the Layman*, Universal Law Publishing Co Pvt. Ltd., New Delhi
5. *The Code of Criminal Procedure, 1973*, Universal Law Publishing Co Pvt. Ltd., New Delhi, 2022
6. *The Civil Procedure Code, 1908*, Universal Law Publishing Co Pvt. Ltd., New Delhi, 2022
7. S.N Mishra, *The Indian Penal Code*, Central Law Publication, 2018 (22nd edn.)
8. *The Motor Vehicles Act, 1988*, Universal Law Publishing Co Pvt. Ltd., New Delhi, 2022
9. *The Consumer Protection Act, 2019*, Universal Law Publishing Co Pvt. Ltd., New Delhi, 2022

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