

Effective from Session: 2024-2025							
<b>Course Code</b>	A090104T/H S115	<b>Title of the Course</b>	Basic Developmental Processes	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Year</b>	I	<b>Semester</b>	I	<b>6</b>	<b>0</b>	<b>0</b>	<b>6</b>
<b>Pre-Requisite</b>	Intermediate	<b>Co-requisite</b>	None				
<b>Course Objectives</b>	1. To equip the learner with an understanding of the concept and process of human development across the life span To impart an understanding of the various domains of human development. 2. To inculcate sensitivity to socio-cultural context of human development.						

Course Outcomes	
<b>CO1</b>	Understand the meaning, nature, and various types of development
<b>CO2</b>	Understanding developmental theories
<b>CO3</b>	Understanding the developmental processes and periods
<b>CO4</b>	Enabling students to learn different methods of developmental processes
<b>CO5</b>	Enabling students to learn life span development
<b>CO6</b>	Understanding the different phases of development
<b>CO7</b>	Equipping students with different theories of early childhood
<b>CO8</b>	Helping them to understand self and identity

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	<b>Introduction</b>	Meaning, nature, and types of development; Principles of development; Factors influencing development	7	CO1
2	<b>Basics of development</b>	Perspectives of development- Psychoanalytic; Mechanistic; Organismic; Humanistic	7	CO2
3	<b>Developmental Processes and Periods</b>	Developmental Processes and Periods: Biological, Cognitive and Socio-Emotional Processes. : Influences on Development: Heredity, Environment and Maturation, Major Contextual Influences, Basic Theoretical Issues	8	CO3
4	<b>Perspectives and Methods of Studies in Child Development</b>	Perspectives: Psychoanalytic, Learning, Cognitive, Evolutionary/Socio-Biological, Ethological. Methods: - Observational Studies, Interview, Experimental Studies, Correlational Studies, Developmental Studies,	8	CO4
5	<b>Biological Beginnings and Infancy</b>	Prenatal Period: Conceiving New Life, Mechanisms of Heredity:- Genetic code, Determiners of Sex, Environmental Influences- Maternal Factors and parental Factors.	7	CO5
6	<b>Infancy and Toddlerhood</b>	The Birth Process, Early Physical Development, Studying Cognitive Development, Language Development, Foundations of Psychosocial Development, Developmental Issues in Toddlerhood	8	CO6
7	<b>Early Childhood</b>	Physical and motor developments, Social and emotional developments during adolescence. Piaget's stage of cognitive development; Kohlberg's stages of moral development	7	CO7
8	<b>Self and identity</b>	Emergence of self; Structure of the self; Development of personal identity, Development of self-control; Development of gender differences and gender roles	8	CO8

**Reference Books:**

Sigelman, G.K. &amp; Schaffer, D.R. (1995). Life-span Human Development, Brooks / Cole Publishing Co. Pacific Grove, California

Berk, L. E. (2010). Child Development (8th Ed.). New Delhi: Prentice Hall.

Papalia, D. E., Olds, S.W., &amp; Feldman, R.D. (2004). Human Development. 9th ed. New Delhi: McGraw Hill

**e-Learning Source:**

PO-PSO CO	Course Articulation Matrix: (Mapping of COs with POs and PSOs)														
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	2	3	3	3	3	3	3	1	3	3	2	3	3	3
CO2	3	3	2	3	2	3	3	3	2	3	2	2	3	3	3
CO3	2	3	3	1	3	2	3	3	2	2	1	1	2	3	1
CO4	2	1	1	3	2	3	3	1	3	3	3	2	3	2	3
CO5	3	3	3	3	3	2	3	1	2	3	3	2	1	3	2
CO6	2	2	1	2	2	1	1	2	2	2	1	2	2	2	3
CO7	1	2	1	2	2	2	2	2	1	2	2	2	2	2	2
CO8	2	1	2		2	2	2	1	3	2	2	3	2	1	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**

<b>Effective from Session:</b> 2022-23							
<b>Course Code</b>	A090101T/H S109	<b>Title of the Course</b>	<b>Basic Psychological Processes</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Year</b>	<b>I</b>	<b>Semester</b>	<b>I</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>Pre-Requisite</b>	Intermediate	<b>Co-requisite</b>	None				
<b>Course Objectives</b>	To introduce students to the basic concepts of the field of psychology with an emphasis on applications of psychology in everyday life.						

<b>Course Outcomes</b>	
<b>CO1</b>	Understanding about the Psychology and demonstrate command of the basic terminology, concepts, and principles of the discipline.
<b>CO2</b>	Enable to Identify and compare the major perspectives in psychology: Recognize how each approach views human thought and behavior.
<b>CO3</b>	Knack to link up theory with individual experiences and varied applied settings..
<b>CO4</b>	Understanding about the structural and functional dynamics of each of the mental processes and their interconnectedness
<b>CO5</b>	Gain knowledge of the important processes and principles of human learning as well as the structural functional attributes of human memory to help conserve the learning outcomes.
<b>CO6</b>	Knowledge about the structural components and functional dynamics of both intelligence and personality
<b>CO7</b>	Understanding of the significance of emotion and motivation in behavior management.
<b>CO8</b>	Development of scientific temperament in studying and understanding human behavior.

<b>Unit No.</b>	<b>Title of the Unit</b>	<b>Content of Unit</b>	<b>Contact Hrs.</b>	<b>Mapped CO</b>
1	<b>Psychology</b>	Nature ( <b>Psychology as Science</b> ), <b>Goals and Scope</b> , and Applications; Approaches: Psychodynamic, Behavioristic, Cognitive, Humanistic & Indigenous Indian Psychology (with special reference to Shrimad Bhagwad Gita, Sankhya Darshan and Buddhism).	7	CO1
2	<b>Attention Processes:</b>	Selective and Sustained Attention: Nature and Determinants; Perceptual Processes: Nature and Determinants; <b>Gestalt Laws of Perceptual Organization; Errors in Perception- 1. Illusion - Types - Horizontal-Vertical, Muller Lyer and Illusion of Movement; 2. Hallucination- Visual, Auditory and Tactile</b>	7	CO2
3	<b>Learning:</b>	<b>Definition, Factors Influencing Learning; Types of Learning: Trial and Error Learning: Classical Conditioning, Extinction, Spontaneous Recovery, Generalization, Discrimination; Operant Conditioning: Schedules of Reinforcement, Cognitive Learning: Insightful (Kohler) and Observational (Bandura); Verbal Learning: Methods and Procedure; Transfer of Learning and its types.</b>	7	CO3
4	<b>Memory and Forgetting:</b>	Stages of Memory: Encoding, Storage and Retrieval; Types of Memory: Sensory, Short Term and Long Term Memory, <b>Working Memory, Semantic Memory, Autobiographical Memory and Flashbulb Memory (Basic Introduction); Forgetting: Interference and Cue-Dependent Forgetting, Forgetting Curve.</b>	7	CO4
5	<b>Intelligence:</b>	Nature and Definition; Concept of IQ; Theories of Intelligence (Introduction of Basic Concepts): Spearman, Thurston, Guilford, Sternberg, Gardner; <b>Concept of Emotional Intelligence; and Social Intelligence.</b>	8	CO5
6	<b>Personality:</b>	Definition and Determinants; Approach of Personality (Basic Concepts): Trait approaches (Allport and Cattell); Psychodynamic (Freud); Humanistic (Rogers and Maslow).	8	CO6
7	<b>Motivation:</b>	Nature and Concept (Needs, Drives, Instincts); Types of Motives: Biological and Social Motives; Pull and Push Mechanism; <b>Intrinsic vs. Extrinsic Motivation</b>	8	CO7
8	<b>Emotion:</b>	Nature of Emotion; Basic Emotions; Expressions of Emotion: Universal Versus Culture Specific; Theories of Emotion: James-Lange, Cannon-Bard, <b>Schechter-Singer, Appraisal Theory, and Cognitive Activation Theory</b>	8	CO8

**Reference Books:**

- 1 Baron, R. & Misra, G. (2016). *Psychology* (5th edition). New Delhi: Pearson.
2. Ciccarelli, S. K., White, N.J., & Misra, G. (2017). *Psychology* (5th ed., South sian Edition). New Delhi: Pearson Education..
3. Cornelissen, M., Mishra, G. & Verma, S. (2014). *Foundations of Indian Psychology*. New Delhi: Pearson Education
4. De Silva, P. (2005). *An introduction to Buddhist psychology*. Springer.
5. Galotti, K.M. (2014). *Cognitive Psychology: In and Out of the Laboratory* (5th ed.). New Delhi: Sage.
- Feldman, R. S. (2006). *Understanding Psychology*. India: Tata McGraw Hill
- Mishra, G. (Edited) (2019). *Personality in Indigenous Tradition*. In ICSSR Research Surveys & explorations Psychology (Vol.2): Individual and the Social Processes & Issues. New Delhi: Oxford University Press.
- Morgan, C.T., King, R.A., Weiss, R.A., & Schopler, J. (2004). *Introduction to Psychology* (7th ed.). New York: McGraw Hill.
- Suhotra (2007). *Vedantic Psychology: India's ancient vision of the Mind*. The Bhaktivedanta Academy.

Swami Akhilanand (2001 edition). *Hindu Psychology: It's meaning for the West*. Taylor & Francis.

Zimbardo, P.C. & Weber, A.L. (1997). *Psychology*. New York: Harper Collins College Publishers.

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

**e-Learning Source:** Suggestive digital platforms web links- <http://www.apa.org> <http://heecontent.upsdc.gov.in/Home.aspx>

PO-PSO	PO 1	PO 2	PO 3	PO 4	PO 5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO7
CO 1	3	2	2	2	2	3	3	3	2	2	2	3
CO 2	3	3	1	1	3	3	3	3	3	3	3	3
CO 3	3	3	2	2	3	3	3	3	3	3	3	3
CO 4	3	3	2	2	3	3	3	3	3	3	3	3
CO 5	3	2	2	2	3	3	3	3	3	3	3	3
CO 6	3	2	2	2	3	3	3	3	3	3	3	3
CO 7	3	3	1	3	3	3	3	3	3	3	3	3
CO 8	3	3	3	3	3	3	3	3	3	3	3	3

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

<b>Name &amp; Sign of Program Coordinator</b>	<b>Sign &amp; Seal of HoD</b>
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# Integral University, Lucknow

Effective from Session: 2024-2025							
Course Code	A090102P/ HS110	Title of the Course	Lab Work	L	T	P	C
Year	I	Semester	I	0	0	2	2
Pre-Requisite	Intermediate	Co-requisite	None				
Course Objectives	To assess of Cognitive functioning and Its application in day to day life.						

Course Outcomes	
CO1	Students will be imparted a variety of skills to design and conduct psychological experiments/tests ensuring controlled conditions.
CO2	Understanding of the standard steps for Empirical Report Writing and interpretations of the results
CO3	Learning about the usage of equipments in lab.
CO4	Enhance observational skills and build up rapport with the subjects

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	<b>Practical 1</b>	Any one experiment based on Attention/Perceptual Processes	8 (16 hrs)	CO1
2	<b>Practical 2</b>	Any one experiment based on Classical Conditioning/ Operant Conditioning/Verbal Learning	8 (16 hrs)	CO2
3	<b>Practical 3</b>	Any one experiment based on Memory/Forgetting	7 (14 hrs)	CO3
4	<b>Practical 4</b>	Any one experiment based on Motivation/Emotional Processes	7 (14 hrs)	CO4

<b>Reference Books:</b>
1. Kerlinger F. N (1986) Foundation of Behavioral Research, New York, Holt, Rinehart and Winston
<b>e-Learning Source:</b>
Suggestive digital platforms web links- <a href="http://www.psytoolkit.org">www.psytoolkit.org</a> <a href="http://heecontent.upsdc.gov.in/Home.aspx">http://heecontent.upsdc.gov.in/Home.aspx</a> ,

Course Articulation Matrix: (Mapping of COs with POs and PSOs)														
PO- PSO CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	
CO1	3	1	3	3	3	3	3	3	3	3	3	3	3	
CO2	3	1	3	3	3	3	3	3	3	3	3	3	3	
CO3	3	1	3	3	3	3	3	3	3	3	3	3	3	
CO4	3	1	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:2024-25							
Course Code	HM101	Title of the Course	RASHTRA GAURAV	L	T	P	C
Year	I	Semester	I	2	0	0	2
Pre-Requisite	Intermediate (Any Stream)	Co-requisite	None				
Course Objectives	The objective of the course on "Rashtra Gaurav" is to explore and critically analyze the multifaceted dimensions of national pride and glory, as depicted in the paper. Participants will delve into the historical, cultural, social, and political aspects that contribute to the concept of "Rashtra Gaurav" (National Pride) in the context of the specific themes and perspectives presented in the paper. Through in-depth discussions, readings, and interactive sessions, participants will gain a comprehensive understanding of the factors that shape and define a nation's sense of pride, and how these factors influence individual and collective identities. The course aims to foster a nuanced appreciation for the significance of "Rashtra Gaurav" in contemporary society, encouraging participants to critically evaluate its implications and applications within diverse global contexts.						

Course Outcomes	
CO1	To understand the basics of Indian Society and culture.
CO2	To understand the literature, science and astrology.
CO3	To understand Indian heritage.
CO4	To examine the philosophical and spiritual developments in India.
CO5	To evaluate the contributions of Major National Characters and Personalities.

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	Indian Society & Culture	<ul style="list-style-type: none"> <li>Unity in Diversity: Cultural &amp; Religious Harmony</li> <li>Indian Diaspora</li> <li>Ancient Indian Civilization.</li> <li>National and International Awards &amp; Awardees</li> </ul>	05	01
2	Literature, Science, Astrology	<ul style="list-style-type: none"> <li>Indian Epics: Ramayan &amp; Mahabharata</li> <li>Prominent litterateur: Shudrak, Kalidas, Amir Khusru,</li> <li>Kautilya's Arthashastra</li> <li>Panini's Ashtadhyayi</li> </ul>	05	02
3	Indian Heritage	<ul style="list-style-type: none"> <li>Cultural Heritage in India: Buddhist Monuments at Sanchi, Ajanta &amp; Ellora Caves, Khajuraho, Taj Mahal</li> <li>Tourist Places in India: Red Fort, Ambar Palace, Kaziranga National Park</li> </ul>	04	03
4	Philosophical and Spiritual Developments	<ul style="list-style-type: none"> <li>Sufism &amp; Bhakti Movement: Bulleh Shah, Data Ganj Baksh, Khwaja Moinuddin Chishti, and Nizamuddin Auliya. Tulsidas, Surdas, Meera, Nanak &amp; Kabir</li> <li>Jainism: Mahavir's Biography and Education</li> <li>Buddhism: The life of Buddha, Contributions of Buddhism to India's Culture</li> </ul>	05	04
5	Major National Characters And Personalities	<ul style="list-style-type: none"> <li>Ashoka the Great and His Dhamma</li> <li>Raja Ram Mohan Roy &amp; Brahma Samaj</li> <li>Swami Vivekanand and his philosophies</li> <li>Mahatma Gandhi: Role of Gandhi in Indian National Movement</li> <li>Dr. Bhimrao Ambedkar: A Chief architect of the Indian Constitution</li> </ul>	06	05

Reference Books:
Jawaharlal Nehru - "The Discovery of India"
B.R. Ambedkar - "Annihilation of Caste"
Ramachandra Guha - "India After Gandhi: The History of the World's Largest Democracy"
Mahatma Gandhi - "My Experiment with Truth"
S C Dubey- "Indian Society"
Nadeem Hasnain - "Indian Society and Culture"
G Shah- "Social Movements in India"

Course Articulation Matrix: (Mapping of COs with POs and PSOs)										
PO-PSO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	1	3	3	2	2	3	2	1	2
CO2	3	2	2	3	1	2	3	1	2	1
CO3	1	2	2	2	2	3	2	3	3	2
CO4	1	3	2	3	2	3	2	3	1	3
CO5	2	3	1	2	2	3	1	3	2	1

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

Name & Sign of Program Coordinator	Sign and seal of HoD
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**Integral University, Lucknow**  
**Department of Environmental Science**

Effective from Session:2023-2024																		
Course Code	I150106T/ES131		Title of the Course	Introduction to Natural Hazard and Disaster Management					L	2	T	1	P	0	C	3		
Year	1st		Semester	I					2	1	0	3						
Pre-Requisite	Basic science		Co-requisite	NIL														
Course Objectives	1. To impart basic knowledge of concept of Hazard, risk and vulnerability. 2. To understand types of hazards, its causes and impact. 3. Assessment of risk and vulnerability. 4. Acquiring knowledge about mitigation and preparedness to combat disaster. 5. To aware about role of government bodies in disaster management.																	
Course Outcomes																		
CO1	Gain basic knowledge of concept of Hazard, risk and vulnerability.																	
CO2	Acquired knowledge of hazards its impact.																	
CO3	Understand about Assessment of risk and vulnerability related to disaster.																	
CO4	Formulate, organize and assess disaster Risk reduction activities																	
CO5	Demonstrate and practice Disaster Management.																	
Unit No.	Title of the Unit	Content of Unit											Contact Hrs.	Mapped CO				
1	Concept of Disaster and Vulnerability	Hazard and disaster -Concept; risk and vulnerability; Types of hazards-Natural hazards: hydrological, atmospheric & geological hazards, Causes of Earthquake, floods, cyclone, tsunami, landslides, and drought.											10	CO1				
2	Impact of Disaster	Global and National Perspective. Disaster profile of India, Case studies from Disasters, Large Hydro projects and its risks-Uttarakhand Dsisaster-2013.											10	CO2 CO3				
3	Disaster Management	Component of Disaster Management-Preparedness and Mitigation, Phases of Disaster Management. Compensation and Insurance.											10	CO4 CO5				
4	Intervention of technologies	Application of geoinformatics in hazard, risk & vulnerability assessment. Early warning System; PTWS & IMD.											10	CO5				
5	Disaster Risk Reduction	Approaches to Disaster risk Reduction (DRR)- Role of public, education and media in DRR. Community Based DRR,International/National Humanitarian aid.											10	CO4				
6	Disaster Act. And Policies	National Acts and policies for mitigating Disasters (Disaster Management Act 2005, National Policy for Disaster Management-2009, Institutional Framework for disaster management (NDMA, SDMA, SDMA &NIDM).											10	CO5				
Reference Books:																		
1-Coppola D. P. 2007. Introduction to International Disaster Management. Butterworth Heinemann.																		
2-Cutter, S.L. 2012. Hazards Vulnerability and Environmental Justice. EarthScan, Routledge Press.																		
3-Keller, E. A. 2012. Introduction to Environmental Geology. Prentice Hall, Upper Saddle River, New Jersey.																		
4-Pine, J.C. 2009. Natural Hazards Analysis: Reducing the Impact of Disasters. CRC Press, Taylor and Francis Group.																		
5-Schneid, T.D. & Collins, L. 2001. Disaster Management and Preparedness. Lewis Publishers, New York, NY.																		
6-Smith, K. 2001. Environmental Hazards: Assessing Risk and Reducing Disaster. Routledge Press.																		
7-Wallace, J.M. & Hobbs, P.V. 1977. Atmospheric Science: An Introductory Survey. Academic Press, New York.																		
e-Learning Source:																		
<a href="https://www.researchgate.net/publication/323794760_Natural_Hazards_and_Disaster_Management">https://www.researchgate.net/publication/323794760_Natural_Hazards_and_Disaster_Management</a>																		
<a href="https://link.springer.com/article/10.1007/s11069-019-03677-2">https://link.springer.com/article/10.1007/s11069-019-03677-2</a>																		
<a href="https://ndmindia.mha.gov.in/images/public-awareness/Primer%20for%20Parliamentarians.pdf">https://ndmindia.mha.gov.in/images/public-awareness/Primer%20for%20Parliamentarians.pdf</a>																		
SWAYAM MOOC, e-Skill India, Coursera, Udemy,NPTEL																		
Course Articulation Matrix: (Mapping of COs with POs and PSOs)																		
PO-PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5	PS O6
CO																		
CO1						2	2		-	-	-	-	3	2	2	1	1	-
CO2			2			2			-	-	-	-	2	2	3	1	1	-
CO3			2			2			-	-	-	-	1	3	2	1	1	-
CO4		3				2			-	-	-	-	1	3	1	3	3	-
CO5		2	2			2	2		-	-	-	-	1	1	3	3	3	-

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

<b>Name &amp; Sign of Program Coordinator</b>	<b>Sign &amp; Seal of HoD</b>
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**Integral University, Lucknow**

<b>Effective from Session:</b> 2024-25							
<b>Course Code</b>	I090103/HS111	<b>Title of the Course</b>	<b>Psychology of Health and Wellbeing</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Year</b>	<b>I</b>	<b>Semester</b>	<b>I</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>Pre-Requisite</b>	Intermediate	<b>Co-requisite</b>	None				
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>To develop the concept and definition of health, explain the perspectives of health and Knowledge about psychological health.</li> <li>Basic concept of structures and functions and process to describe the psychology of health - Illness, well-being of varied perspectives, and will be able to apply them in their own and in others' lives.</li> <li>Provide Insights to the learner a clear understanding of the concepts like health, illness, Physical and mental health.</li> <li>Structuring the goals to describe, explain, predict and change the behavior.</li> </ul>						

<b>Course Outcomes</b>	
<b>CO1</b>	Basic Understanding, Perspective & dimensions of Physical and Mental Health, health, Concept & facets of Wellbeing and Relation between health and well-being.
<b>CO2</b>	Basic knowledge of structural and functional, Concept of holistic health, its principles and importance, Misconceptions about holistic health approach. Indian, Western & Eastern Perspective on Health.
<b>CO3</b>	Basic tools of Medical, Holistic, Biopsychosocial, Social model of Health and Illness. Enriching Wellbeing. Advantages and disadvantages of Biopsychosocial model, Biomedical model v/s Bio-Psychosocial model.
<b>CO4</b>	Enhancement of mental health and Identification of Physical and Mental Health Physical Illness Experiences, Illnesses Related to Food, Diet, Obesity. Problems Related to Sexual Health. Acute and Chronic Pain, Chronic Illnesses, Depression. Anxiety. Psychosomatic Illnesses, Substance Use

<b>Unit No.</b>	<b>Title of the Unit</b>	<b>Content of Unit</b>	<b>Contact Hrs.</b>	<b>Mapped CO</b>
1	Introduction to Health and Wellbeing:	Concept and Definition of Health (Physical and Mental Health), dimensions of health, Historical Perspective of Mental Health, Cross-cultural Perspectives of Health, Concept of well-being, Various facets of well-being, Relation between health and well-being.	8	CO1
2	Cross-Cultural Perspectives On Health:	Concept of holistic health, its principles and importance, Misconceptions about holistic health, approach. , Western Perspective, Eastern Perspective on Health, Indian Perspective on Health	10	CO2
3	Models of Health and Illness:	Illness: Medical Model of Health and Illness. Holistic Model of Health, Biopsychosocial Model, Social Model of Health, Concept of Wellbeing. Advantages and disadvantages of Bio psychosocial model, Biomedical model v/s Bio-Psychosocial model.	10	CO3
4	Identification of Physical and Mental Health:	Physical Illness Experiences, Illnesses Related to Food, Diet, Obesity. Problems Related to Sexual Health. Acute and Chronic Pain, Chronic Illnesses, Depression. Anxiety. Psychosomatic Illnesses, Substance Use.	12	CO4

<b>Reference Books:</b>	
1.	Brockovich,E. (1993).Health and illness-related cognitions among Brazilian students: a cross-cultural contribution (Doctoral dissertation, University of Southern California).
2.	Hahn, D. B., Payne, W. A., & Mauer, E. (1991). Focus on health. Mosby Year Book.
3.	Ojha. S, Srivastava. U.R, Joshi. S (2010). Health and Well-Being Emerging Trends: New Delhi, first edition: Global Vision publishing Co. Pvt. Ltd.
4.	Silva, P. (2005). An introduction to Buddhist psychology. Springer.
5.	Beauchamp. T., Childress J., (1979) Principles of Biomedical Ethics. New York, Oxford University Press
6.	Galotti, K.M. (2014). Cognitive Psychology: In and Out of the Laboratory (5th ed.). New Delhi: Sage.
7.	Suggestive digital platforms web links- <a href="http://heecontent.upsdc.gov.in/Home.aspx">http://heecontent.upsdc.gov.in/Home.aspx</a> <a href="http://www.apa.org">http://www.apa.org</a>
<b>e-Learning Source:</b> Suggestive digital platforms web links- EGYANKOSH, NCERT	

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

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

<b>Name &amp; Sign of Program Coordinator</b>	<b>Sign &amp; Seal of HoD</b>
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<b>Effective from Session: 2024-2025</b>							
<b>Course Code</b>	<b>A090105P/HS 116</b>	<b>Title of the Course</b>	<b>Case Study of Developmental Processes</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Year</b>	<b>I</b>	<b>Semester</b>	<b>II</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>2</b>
<b>Pre-Requisite</b>	<b>Intermediate</b>	<b>Co-requisite</b>	<b>None</b>				
<b>Course Objectives</b>	Understanding of human growth during its various stages of development, beginning with neonate, Toddler, Adolescence, ending with aging.						

<b>Course Outcomes</b>	
<b>CO1</b>	Students will understand the physical development of (Neonate/ Toddler/ Adolescents /old Age),
<b>CO2</b>	Students will understand the social development of (Neonate/ Toddler/ Adolescents /old Age),
<b>CO3</b>	Students will understand the cognitive development of (Neonate/ Toddler/ Adolescents /old Age),
<b>CO4</b>	Students will understand the emotional development of (Neonate/ Toddler/ Adolescents /old Age),

<b>Unit No.</b>	<b>Title of the Unit</b>	<b>Content of Unit</b>	<b>Cont act Hrs.</b>	<b>Mapped CO</b>
1	Physical development	Fine motor skills, gross motor skills, (Neonate/ Toddler/ Adolescents /old Age),	8	CO1
2	Social Development	Social Development (Neonate/ Infancy/Childhood/ Adolescents /Adulthood)	7	CO2
3	Cognitive Development	Cognitive development (Neonate/ Infancy/Childhood/ Adolescents /Adulthood)	8	CO3
4	Emotional Development	Emotional Development (Neonate/ Infancy/Childhood/ Adolescents /Adulthood)	7	CO4

**Reference Books:**

Sigelman, G.K. & Schaffer, D.R. (1995). Life-span Human Development, Brooks / Cole Publishing Co. Pacific Grove, California

Berk, L. E. (2010). Child Development (8th Ed.). New Delhi: Prentice Hall.

Papalia, D. E., Olds, S.W., & Feldman, R.D. (2004). Human Development. 9th ed. New Delhi: McGraw Hill

**e-Learning Source:**

Swayam

Egyankosh

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

<b>PO-PSO CO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	<b>PSO6</b>	<b>PSO7</b>
<b>CO1</b>	3	3	3	3	3	2	3	3	3	3	3	2	2	3
<b>CO2</b>	2	2	3	3	3	3	2	3	3	2	3	3	3	3
<b>CO3</b>	3	3	2	2	3	3	3	3	2	3	3	2	3	3
<b>CO4</b>	3	3	3	3	3	2	3	3	3	3	3	3	3	3

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

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