

VANITA VISHRAM WOMEN'S UNIVERSITY

(Managed By: Vanita Vishram, Surat)

1st Women's University of Gujarat



VANITA VISHRAM
WOMEN'S UNIVERSITY
SURAT

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF PSYCHOLOGY

B.A. PSYCHOLOGY

SEMESTER 3

SYLLABUS

AS PER **NEP-2020**

W.E.F 2024-25

**9 COURSE STRUCTURE – PAPER TITLES SEMESTER 3**

Semester	Major (4) Course* Cr	Minor (4) Course* Cr	Multi-Disciplinary (4)	Ability Enhancement Course (AEC) (2)	Skill Enhancement Course (SEC) (2)/ Internship (4)	Value Added Courses (VAC) (2)/ Indian Knowledge System (2)	On Job Training (OJT) (6)/ Research Project (RP) (6)	Total
3	Fundamentals of Research and Statistics	-	Youth, Gender and Identity	Communication Skills - I	Psychological First Aid	Indian Health Science	-	22
	Biopsychology							
	Psychology of Adjustment							



10 TEACHING AND EVALUATION SCHEME FOR BA PSYCHOLOGY ACADEMIC YEAR 2024-25

Semester	Course Code	Course Category	Course Title	Teaching Scheme				Examination Scheme														
				Contact Hour			Total Credit	Theory						Practical						Total Marks	Total Credits	
				Theory	Practical	Total		Credit	CCE		SEE		CCE+SEE Passing Max.	Credit	CCE		SEE		CCE+SEE Passing			
									Max.	Passing	Max.	Passing			Max.	Passing	Max.	Passing				
3	PSM205-2C	Major	Fundamentals of Research and Statistics	4	0	4	4	4	50	18	50	18	36	0	0	0	0	0	0	0	100	4
	PSM206-2C	Major	Biopsychology	4	0	4	4	4	50	18	50	18	36	0	0	0	0	0	0	0	100	4
	PSM207-2C	Major	Psychology of Adjustment	4	0	4	4	4	50	18	50	18	36	0	0	0	0	0	0	0	100	4
	MDC203-2C	Multidisciplinary	Youth, Gender and Identity	4	0	4	4	4	50	18	50	18	36	0	0	0	0	0	0	0	100	4
	AEC203-2C	AEC	Communication Skills - I	2	0	2	2	2	25	9	25	9	18	0	0	0	0	0	0	0	50	2
	SEC203-2C	SEC	Psychological First Aid	2	0	2	2	2	25	9	25	9	18	0	0	0	0	0	0	0	50	2
	IKS202-2C	IKS	Indian Health Science	2	0	2	2	2	25	9	25	9	18	0	0	0	0	0	0	0	50	2



11 SYLLABUS: SEMESTER 3



VANITA VISHRAM WOMEN'S UNIVERSITY, SURAT
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

Department of Psychology

BA Psychology Program

S.Y. B.A.

Semester III

PSM205-2C: Fundamentals of Research and Statistics

Credit 4

Contact Hour per week 4

Outline of the Course:

Course type	Theory
Purpose of Course	This course provides students with a comprehensive understanding of the fundamentals of research methodology. Through exploration of the importance, objectives, and significance of research, students will grasp the essential criteria for conducting effective research. Students will gain insight into the process and components of research, including variables, experimental designs, and sampling techniques. Statistical concepts necessary for organizing and analyzing research data, will help students with the knowledge and skills to engage critically and ethically in psychological research.
Course Objective	CO1. To understand the importance, objectives, and significance of research in psychology. CO2. To explore the scientific nature of Psychology and understand why it is considered a science. CO3. To familiarize students with the process and components of research, including variables, experimental designs, and ethical considerations. CO4. To introduce students to statistical concepts and techniques necessary for organizing, analyzing, and interpreting research data.
Minimum weeks per Semester	15 (Including Class work, examination, preparation, holidays etc.)
Last Review /Revision	-
Prerequisite	Elementary knowledge of Psychology
Teaching Methodology	Class Room Teaching, Discussion and Assignment



Evaluation Method	50% Continuous Assessment (CA) 50% End Semester Examination (ESE)
--------------------------	----------------------------------------------------------------------

Course Content:

Units	Particulars	% Weightage of Unit	Minimum Nos. of Hours
1	Introduction to Research Introduction - Importance of research, Objectives of research, Significance of research, Criteria of a good research Why is Psychology a science? Process of Research Ethics of Research	25 %	15 Hours
2	Components and Types of Research Important components of Research - hypothesis, confounding relationship, experimental & control groups, and treatments Variables & its types Types of Research, Approaches to Research Experimental Designs	25 %	15 Hours
3	Sampling Techniques Characteristics of a good sample design Probability and Non Probability sampling Simple random sampling & convenience sampling Complex random sampling & purposive sampling	25 %	15 Hours
4	Introduction to Statistics Definition and scope of statistics Scales of measurement Organization of data Measure of central tendencies and dispersion	25 %	15 Hours

**REFERENCE****Core references:**

Kothari, C.R. (2004) Research Methodology: Methods and Techniques. 2nd Edition, New Age International Publishers, New Delhi.

Reference books:

Boring E. G. (1950): A History of Experimental Psychology. Appleton Century croft

COURSE OUTCOMES:

Upon successful completion of the course, students will be able to (keep number of COs according to units)

CO 1	Students will be able to articulate the importance and objectives of research in psychology and demonstrate an understanding of the significance of research criteria.
CO 2	Students will comprehend the scientific foundations of psychology and recognize the ethical considerations in psychological research.
CO 3	Students will acquire the knowledge and skills to design and conduct research, including formulating hypotheses, identifying variables, and selecting appropriate sampling techniques and experimental designs.
CO 4	Students will demonstrate proficiency in statistical analysis, including the organization of data, calculation of central tendencies and dispersion, and interpretation of results within the context of psychological research.

COURSE OUTCOMES MAPPING

Unit No.	Unit Name	Course Outcomes			
		CO1	CO2	CO3	CO4
1	Introduction to Research				
2	Components and Types of Research				
3	Sampling Techniques				
4	Introduction to Statistics				



Course Articulation Matrix

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1						
CO2						
CO3						
CO4						



VANITA VISHRAM WOMEN'S UNIVERSITY, SURAT
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

Department of Psychology

BA Psychology Program

S.Y. B.A.

Semester III

PSM206-2C: Biopsychology

Credit 4

Contact Hour per week 4

Outline of the Course:

Course type	Theory
Purpose of Course	This course aims to provide students with a foundational understanding of biopsychology, exploring the relationship between biological processes and psychological phenomena. Through an examination of key concepts such as reductionism and ethical issues, students will gain insight into the structure and function of neurons, neurotransmitters, and the nervous system. Furthermore, the course will delve into the complexities of the brain, including its structure and functions, as well as the mechanisms underlying perception, arousal, biological rhythms, motivation, and emotion.
Course Objective	<p>CO1. To introduce students to the fundamental concepts of biopsychology, including reductionism and ethical considerations inherent in the field.</p> <p>CO2. To familiarize students with the structure of neurons, the role of neurotransmitters, and the organization of the peripheral and central nervous systems.</p> <p>CO3. To explore the anatomy and functions of the brain, as well as the sensory processes underlying perception, including vision, hearing, touch, smell, and taste.</p> <p>CO4. To examine the physiological mechanisms involved in sleep, arousal, biological rhythms, motivation, and emotion, and their relevance to psychological processes.</p>
Minimum weeks per Semester	15 (Including Class work, examination, preparation, holidays etc.)



Last Review / Revision	-
Prerequisite	Elementary knowledge of Psychology
Teaching Methodology	Class Room Teaching, Discussion and Assignment
Evaluation Method	50% Continuous Assessment (CA) 50% End Semester Examination (ESE)

Course Content:

Units	Particulars	% Weightage of Unit	Minimum Nos. of Hours
1	Introduction to Biopsychology Concept of biopsychology: Reductionism and ethical issues Structure of the neurons and neurotransmitters The nervous system: Peripheral and Central Brain: Structure and Functions	25 %	15 Hours
2	Five senses of Perception Eye: Structure and Functions Ear: Structure and Functions Sense of Touch Sense of Smell and Taste	25 %	15 Hours
3	Sleep, Arousal and Biological Rhythms Concept of arousal: Physiological measures of arousal Reticular Formation and Central arousal Biological rhythms Functions of sleep	25 %	15 Hours
4	Motivation and Emotion Biological basis of hunger and thirst Homeostasis and Motivation Emotions: Nervous System & Endocrine system Theories of Emotion	25 %	15 Hours



REFERENCE

Core references:

Pinel, J. P. J. (2011). Biopsychology, 8th Edition. Pearson Education, New Delhi.

Reference books:

Carlson, N. R. (2012). Foundations of physiological psychology. (Sixth Edition). Delhi: Pearson Education

Green, S. (1995). Principles of biopsychology. UK: Lawrence Erlbaum Associates Ltd.

COURSE OUTCOMES:

Upon successful completion of the course, students will be able to (keep number of COs according to units)

CO 1	Students will demonstrate an understanding of the foundational concepts and ethical considerations in biopsychology, enabling them to critically evaluate research and applications in the field.
CO 2	Students will acquire knowledge of the structure and function of neurons, neurotransmitters, and the nervous system, facilitating their comprehension of basic neural processes.
CO 3	Students will be able to describe the anatomy and functions of the brain, as well as the sensory processes underlying perception, providing a basis for understanding sensory experiences and phenomena.
CO 4	Students will gain insight into the physiological mechanisms of sleep, arousal, biological rhythms, motivation, and emotion, enhancing their understanding of the biological and psychological phenomena.

COURSE OUTCOMES MAPPING

Unit No.	Unit Name	Course Outcomes			
		CO1	CO2	CO3	CO4
1	Introduction to Biopsychology				
2	Five senses of Perception				



3	Sleep, Arousal and Biological Rhythms				
4	Motivation and Emotion				

Course Articulation Matrix

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1						
CO2						
CO3						
CO4						



VANITA VISHRAM WOMEN'S UNIVERSITY, SURAT
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

Department of Psychology

S.Y. B.A.

Semester III

PSM207-2C: Psychology of Adjustment

Credit 4

Contact Hour per week 4

Outline of the Course:

Course type	Theory
Purpose of Course	<p>A foundational understanding of Adjustment Psychology, focusing on the processes involved in adapting to life's challenges and stressors. By exploring the definition and nature of adjustment, students will grasp the importance of psychological approaches to fostering adaptive behaviors. Through an examination of the origins and severity of adjustment problems, students will learn strategies for overcoming stress and developing healthy interpersonal relationships, including friendships, intimacy, dating, and marriage. Course will explore the dynamics of pre-marital and marital adjustment, aiming to equip students with the knowledge and skills necessary for navigating personal and relational challenges effectively.</p>
Course Objective	<p>CO1. To explore the concept and nature of Adjustment Psychology and its relevance in fostering adaptive behaviors in individuals.</p> <p>CO2. To analyze psychological approaches to adjustment and understand the origins and severity of adjustment problems, particularly stress.</p> <p>CO3. To explore the dynamics of interpersonal relationships, including friendships, intimacy, dating, and marriage, and the role of human sexuality in adjustment.</p> <p>CO4. To examine pre-marital and marital adjustment, including changing patterns, marital relationships, and strategies for addressing marital unhappiness and divorce.</p>
Minimum weeks per Semester	15 (Including Class work, examination, preparation, holidays etc.)



Last Review / Revision	-
Prerequisite	Elementary knowledge of Psychology
Teaching Methodology	Class Room Teaching, Discussion and Assignment
Evaluation Method	50% Continuous Assessment (CA) 50% End Semester Examination (ESE)

Course Content

Units	Particulars	% Weightage of Unit	Minimum Nos. of Hours
1	Introduction to Adjustment Psychology Definition & Nature of Adjustment Need of Adjustment Psychology Psychological Approaches to Adjustment Origin of Adjustment of Problem	25%	15 Hours
2	Stress Types and Sources of Stress Severity of Stress Key Aspects of Stress Overcoming Stress	25%	15 Hours
3	Interpersonal Relationships Interpersonal Relationships: Friendship & Intimacy Interpersonal Relationships: Dating & Marriage Human Sexuality: Sexual behaviours & problems Human Sexuality: Role of Sexes	25%	15 Hours
4	Pre-marital & Marital Adjustment Meaning of Marriage Changing Pre-Marital Patterns Marital Relationship and Adjustment Marital Unhappiness and Divorce	25%	15 Hours

REFERENCE

Core References

Grayson, J. et al. (2000). Psychology, Adjustment and Everyday Living, Prentice Osborne.

Reference books

Wietan, W. et al. (2016). Psychology Applied to Modern Life: Adjustment in the 21st Century, Cengage Learning.



COURSE OUTCOMES:

Upon successful completion of the course

CO 1	Students will demonstrate an understanding of the principles of adjustment psychology and their application in promoting adaptive behaviors and coping mechanisms.
CO 2	Students will be able to identify types and sources of stress, assess stress severity, and employ effective strategies for managing and overcoming stress.
CO 3	Students will acquire knowledge of interpersonal dynamics, including friendship, intimacy, and marital relationships, enabling them to navigate social interactions and cultivate healthy relationships.
CO 4	Students will develop an understanding of pre-marital and marital adjustment processes, equipping them with the skills to address challenges and promote relational satisfaction and well-being.

COURSE OUTCOMES MAPPING

Unit No.	Unit Name	Course Outcomes			
		CO1	CO2	CO3	CO4
1	Introduction to Adjustment Psychology				
2	Stress				
3	Interpersonal Relationships				
4	Pre-marital & Marital Adjustment				

COURSE ARTICULATION MATRIX

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1						
CO2						
CO3						
CO4						



VANITA VISHRAM WOMEN'S UNIVERSITY, SURAT
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

Department of Psychology

BA Psychology Program

S.Y. B.A.

Semester III

MDC203-2C: Youth, Gender and Identity

Credit 4

Contact Hour per week 4

Outline of the Course:

Course type	Theory
Purpose of Course	This course aims to provide students with a comprehensive understanding of youth, gender, and identity, particularly within the context of Indian society and globalization. By exploring key concepts such as youth development, gender identity, and identity formation, students will gain insight into the complexities of transitioning to adulthood and navigating societal expectations. Through an examination of peer, and workplace relationships, as well as youth culture and gender issues, students will critically analyze the impact of globalization on identity formation and gender roles.
Course Objective	CO1. To introduce students to fundamental concepts of youth, gender, and identity, including developmental changes, gender roles, and identity formation. CO2. To explore the intersection of youth, gender, and identity within the Indian context, examining familial, peer, and workplace dynamics. CO3. To analyze the influence of globalization on youth culture, gender identity, and societal norms, and its implications for identity formation and gender roles. CO4. To address critical issues related to youth, gender, and identity, such as violence, work-life balance, women empowerment, and the promotion of non-gender stereotype attitudes, fostering critical thinking and social awareness.
Minimum weeks per Semester	15 (Including Class work, examination, preparation, holidays etc.)
Last Review /Revision	-
Prerequisite	Elementary knowledge of Psychology



Teaching Methodology	Class Room Teaching, Discussion and Assignment
Evaluation Method	50% Continuous Assessment (CA) 50% End Semester Examination (ESE)

Course Content:

Units	Particulars	% Weightage of Unit	Minimum Nos. of Hours
1	Introduction Concepts of Youth: Transition to Adulthood, Developmental changes in youth Concepts of Gender: Sex, Gender Identity, Sexual Orientation, Gender Roles, Gender Role Attitudes, Gender Stereotypes Concepts of Identity Youth in the Indian context	25 %	15 Hours
2	Youth and Identity Family: Parent-youth conflict, sibling relationships, intergenerational gap Peer group identity: Friendships and Romantic relationships Workplace identity and relationships Youth culture: Influence of globalization on Youth identity and Identity crisis	25 %	15 Hours
3	Gender and Identity Gender discrimination Gender differences in workplace Concept of Sexuality and Issues of Sexuality in Youth Culture and Gender: Influence of globalization on Gender identity	25 %	15 Hours
4	Issues related to Youth, Gender and Identity Youth, Gender and violence Enhancing work-life balance Changing roles and women empowerment Encouraging non-gender stereotypes attitudes in youth	25 %	15 Hours

**REFERENCE****Core references:**

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

Reference books:

Baron, R.A., Byrne, D. & Bhardwaj.G (2010). Social Psychology (12th Ed). New Delhi: Pearson.

COURSE OUTCOMES:

Upon successful completion of the course, students will be able to (keep number of COs according to units)

CO 1	Students will demonstrate an understanding of the complexities of youth development, gender identity, and identity formation, enabling them to critically analyze societal norms and expectations.
CO 2	Students will be able to evaluate peer, and workplace relationships within the context of youth, gender, and identity, identifying challenges and opportunities for growth and empowerment.
CO 3	Students will gain insight into the impact of globalization on youth culture, gender identity, and societal norms, enhancing their awareness of global influences on identity formation and gender roles.
CO 4	Students will develop strategies for addressing critical issues related to youth, gender, and identity, such as violence, work-life balance, women empowerment, and the promotion of non-gender stereotype attitudes, fostering empathy, and social responsibility.

COURSE OUTCOMES MAPPING

Unit No.	Unit Name	Course Outcomes			
		CO1	CO2	CO3	CO4
1	Introduction				
2	Youth and Identity				
3	Gender and Identity				



4	Issues related to Youth, Gender and Identity				
---	----------------------------------------------	--	--	--	--

Course Articulation Matrix

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1						
CO2						
CO3						
CO4						



VANITA VISHRAM WOMEN'S UNIVERSITY, SURAT
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

Department of Psychology

BA Psychology Program

S.Y. B.A.

Semester III

SEC203-2C: Psychological First Aid

Credit 4

Contact Hour per week 4

Outline of the Course:

Course type	Theory
Purpose of Course	The course aims to equip individuals with the necessary knowledge and skills to provide effective Psychological First Aid (PFA) in various crisis situations. By introducing the concept of PFA, including its definition, approach, and core principles, students will understand who, when, and where PFA is applicable. Through exploration of the Population Exposure Model and basic objectives and guidelines, students will learn how to apply PFA action principles, including Look, Listen, and Link, in crisis interventions. Furthermore, the course will address working with diverse populations, including students, individuals with disabilities, children, and groups, while also focusing on Skills for Psychological Recovery (SPR) and enhancing motivation to prevent setbacks.
Course Objective	<p>CO1. To introduce students to the concept of Psychological First Aid (PFA) and its core principles, including who, when, and where PFA is applicable.</p> <p>CO2. To familiarize students with the Population Exposure Model and basic objectives and guidelines of PFA, enabling them to apply PFA action principles effectively.</p> <p>CO3. To equip students with the skills to work with diverse populations in crisis situations, including students, individuals with disabilities, children, and groups.</p> <p>CO4. To provide students with skills for Psychological Recovery (SPR) and strategies for enhancing motivation to prevent setbacks in crisis interventions.</p>



Minimum weeks per Semester	15 (Including Class work, examination, preparation, holidays etc.)
Last Review / Revision	-
Prerequisite	Elementary knowledge of Psychology
Teaching Methodology	Class Room Teaching, Discussion and Assignment
Evaluation Method	50% Continuous Assessment (CA) 50% End Semester Examination (ESE)

Course Content

Units	Particulars	% Weightage of Unit	Minimum Nos. of Hours
1	Introduction to Psychological First Aid Definition and Approach (PFA: who, when and where?) Population Exposure Model PFA Core Principles Basic Objectives and Guidelines	25%	15
2	Applying PFA Action Principles Crises: Complex Reactions and Situations Look Action Principle Listen Action Principle Link Action Principle	25%	15
3	Working with Different Populations Working with students and their families Working with Individuals with Disabilities PFA with Children PFA in Group Settings	25%	15



4	Skills for Psychological Recovery Introduction Core Skills for SPR Applying SPR skills Enhancing motivation and preventing setbacks	25%	15
----------	--------------------------------------------------------------------------------------------------------------------------------------------------------	-----	----

REFERENCE

Core References

World Health Organization. (2013). Psychological first aid: Facilitator's manual for orienting Field workers (PDF).

Reference books

Berkowitz, S., Bryant, R., Brymer, M., Hamblen, J., Jacobs, A., Layne, C., Macy, R., Osofsky, H., Pynoos, R., Ruzek, J., Steinberg, A., Vernberg, E., & Watson, P. (2010). The National Center for PTSD & the National Child Traumatic Stress Network, Skills for Psychological Recovery: Field Operations Guide.

COURSE OUTCOMES:

Upon successful completion of the course

CO 1	Students will demonstrate an understanding of the principles and application of Psychological First Aid (PFA), enabling them to provide immediate support in crisis situations.
CO 2	Students will be able to apply PFA action principles, including Look, Listen, and Link, effectively in crisis interventions, promoting resilience and recovery.
CO 3	Students will develop competence in working with diverse populations, including students, individuals with disabilities, children, and groups, fostering inclusive and supportive environments.
CO 4	Students will acquire skills for Psychological Recovery (SPR) and strategies for enhancing motivation, enabling them to facilitate long-term resilience and well-being in individuals affected by crisis.

COURSE OUTCOMES MAPPING

Unit No.	Unit Name	Course Outcomes			
		CO1	CO2	CO3	CO4
1	Introduction to Psychological First Aid				
2	Applying PFA Action Principles				
3	Working with Different Populations				



4	Skills for Psychological Recovery				
---	-----------------------------------	--	--	--	--

COURSE ARTICULATION MATRIX

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1						
CO2						
CO3						
CO4						



VANITA VISHRAM WOMEN'S UNIVERSITY, SURAT
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

Department of Psychology

BA Psychology Program

S.Y. B.A.

Semester III

IKS202-2C: Indian Health Science

Credit 2

Contact Hour per week 2

Outline of the Course:

Course type	Theory
Purpose of Course	An introductory understanding of Indian Health Sciences, with a focus on Ayurveda, Yoga, and holistic approaches to health and well-being. By exploring the principles of Ayurveda, including the concept of body-mind-soul unity, the five elements of being, and the three doshas, students will gain insight into traditional Indian perspectives on health. Through an examination of health and diseases, Ayurvedic practices, and the integration of Yoga, students will learn methods for restoring balance, promoting overall well-being, and cultivating healthy lifestyle habits.
Course Objective	<p>CO1. To introduce students to the foundational principles of Ayurveda, including the body-mind-soul connection, the five elements of being, and the characteristics of the three doshas.</p> <p>CO2. To familiarize students with the concept of health and diseases in Ayurveda, exploring how diseases develop and methods for restoring balance through lifestyle modifications.</p> <p>CO3. To provide students with an understanding of the integration of Ayurveda and Yoga, including the practice of pranayama, meditation, and rejuvenation techniques for promoting overall well-being.</p> <p>CO4. To equip students with knowledge of Ayurvedic dietary principles, healthy eating habits, daily routines, and the twenty qualities essential for healing, enabling them to adopt holistic approaches to health and wellness.</p>
Minimum weeks per Semester	15 (Including Class work, examination, preparation, holidays etc.)
Last Review /Revision	-



Prerequisite	Elementary knowledge of Psychology
Teaching Methodology	Class Room Teaching, Discussion and Assignment
Evaluation Method	50% Continuous Assessment (CA) 50% End Semester Examination (ESE)

Course Content:

Units	Particulars	% Weightage of Unit	Minimum Nos. of Hours
1	Introduction to Indian Health Sciences Ayurveda: Body, Mind and Soul The Five Elements of Being The Three Doshas Characteristics of Doshas	25 %	07 Hours
2	Health and Ayurveda Introduction to Health and Diseases How Disease develops Taking Action to Modify the Cause Restoring Balance	25 %	08 Hours
3	Ayurveda and Yoga The Secret of Pranayam Breathing Techniques Meditation Rejuvenation and Rebuilding	25 %	08 Hours
4	Health and Overall Well Being Food and The Three Gunas Healthy and Unhealthy Eating Habits Ayurvedic Daily Routine The Twenty Qualities: An Important Key to Healing	25 %	07 Hours

REFERENCE**Core references:**

The complete book of Ayurvedic home remedies / by Vasant D. Lad. —1st ed

Reference Books:

Medicine, Ayurvedic. I. Mishra, Lakshmi C. (Lakshmi Chandra) [DNLM: 1. Medicine, Ayurvedic. WB 50.1 S416 2003]

COURSE OUTCOMES:



Upon successful completion of the course, students will be able to (keep number of COs according to units)

CO 1	Students will demonstrate an understanding of the foundational principles of Ayurveda, including the body-mind-soul connection and the role of doshas in health and well-being.
CO 2	Students will be able to analyze health and diseases from an Ayurvedic perspective, identifying methods for restoring balance and promoting overall wellness.
CO 3	Students will develop proficiency in integrating Ayurveda and Yoga practices into daily life, including pranayama, meditation, and rejuvenation techniques, fostering physical, mental, and spiritual well-being.
CO 4	Students will acquire practical knowledge of Ayurvedic dietary principles, healthy lifestyle habits, and daily routines, empowering them to make informed choices and promote their own health and wellness.

COURSE OUTCOMES MAPPING

Unit No.	Unit Name	Course Outcomes			
		CO1	CO2	CO3	CO4
1	Introduction to Indian Health Sciences				
2	Health and Ayurveda				
3	Ayurveda and Yoga				
4	Health and Overall Well Being				

Course Articulation Matrix

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1						
CO2						
CO3						
CO4						



12 TEACHING METHODOLOGY

A teaching method comprises the principles and methods used by teachers to enable student learning. In order to achieve its objective of focused process- based learning and holistic development, the teacher/faculty may use a variety of knowledge delivery methods:

12.1 LECTURES/CLASS WORKS:

Lectures should be designed to provide the learners with interesting and fresh perspectives on the subject matter. Lectures should be interactive in a way that students work with their teachers to get new insights in the subject area, on which they can build their own bridges to higher learning. Classwork has the ability to enhance relationships between teachers and students. Create goal- oriented tasks for students to prepare and enable self-learning.

12.2 DISCUSSIONS/ SEMINARS/PRESENTATION:

Discussions / seminars / presentations are critical components of learning and can be used as a platform for students to be creative and critical with old and new ideas. Besides developing critiquing skills, arriving at consensus on various real-life issues and discussion groups lead to innovative problem-solving and ultimately to success.

12.3 CASE STUDIES/ SELF-STUDY:

Real case studies, wherever possible, should be encouraged in order to challenge students to find creative solutions to complex problems of individual, community, society and various aspects of the knowledge domain concerned. Technology is transforming higher Education learning and teaching through various case studies to improve overall standards.



12.4 PRACTICAL/PROBLEM SHEET:

Practical ability is the essential requirement for psychology undergraduates' ability structure, and it emphasizes that psychology undergraduates should have a good grasp of theory from practice and then apply the theory to practice, improving their own software developing skills and employability.

12.5 ASSIGNMENTS:

Psychology assignments not only help students overcome their fear and stress but also help them learn more interesting facts about the subjects of psychology which are part of their syllabus and also out of curriculum.

12.6 INDUSTRIAL TOURS:

Psychology students have to know things practically through interaction, working methods and employment practices. Moreover, it gives exposure from an academic point of view. Main aim of the industrial visit is to provide an exposure to students about the practical working environment.

12.7 TEAM WORK:

Teamwork based projects challenge the student to apply the technical knowledge they gain in college to solve meaningful and complex problems. Positive collaboration in the form of team work is critical in the classroom environment, for which it is necessary to transcend one's prejudices and predilections so as to achieve the desired outcomes. In the process of teamwork, learners will acquire the skills of managing knowledge acquisition and other collaborative learners, thereby understanding how to incorporate and balance personalities.



13 KEYWORDS

- Bachelor of Arts (B.A.) in Psychology
- Fundamentals of Research and Statistics
- Biopsychology
- Psychology of Adjustment
- Youth, Gender and Identity
- Psychological First Aid
- Indian Health Science