Anekant Education Society's

Tuljaram Chaturchand College of Arts, Science and Commerce, Baramati

(Autonomous)

Three/Four Year Honours/ Honour with research B.A. Degree

Program in Psychology

(Faculty of Arts/ Science/Commerce/Vocational)

CBCS Syllabus

FYBA (Psychology)

For Department of Psychology

NEP-2.0

Choice Based Credit System Syllabus

(2024 Pattern)

(As Per NEP 2020)

To be Implemented from Academic Year 2024-2025

Preamble

AES's Tuljaram Chaturchand College has decided to change the syllabus of various faculties from June, 2023 by taking into consideration the guidelines and provisions given in the National Education Policy (NEP), 2020. The NEP envisions making education more holistic and effective and to lay emphasis on the integration of general (academic) education, vocational education and experiential learning. The NEP introduces holistic and multidisciplinary education that would help to develop intellectual, scientific, social, physical, emotional, ethical and moral capacities of the students. The NEP 2020 envisages flexible curricular structures and learning based outcomes for the development of the students. The credit structure and the courses framework provided in the NEP are nationally accepted and internationally comparable.

The rapid changes in science and technology and new approaches in different areas of Psychology and related subjects, Board of Studies in Psychology and Yoga of Tuljaram Chaturchand College, Baramati - Pune has prepared the syllabus of FYBA Psychology Semester - I under the Choice Based Credit System (CBCS) by following the guidelines of NEP 2020, NCRF, NHEQF, Prof. R.D. Kulkarni's Report, GR of Gov. of Maharashtra dated 20th April, 16th May 2023 and 13th March, 2024 and Circular of SPPU, Pune dated 31st May 2023 and 2nd May 2024.

The revised FYBA syllabus is proposed with utmost care and consideration to maintain the continuity in the flow of information of syllabus at SYBA and TYBA levels. Considering the prerequisites of the current trends in the field of Psychology some of the modules have been upgraded and modified. The syllabus has been built with the intention of enhancing the student's skills in theoretical understanding as well as generates awareness of recent developments in the field of Psychology in India and the application of the theories. This course aims at enriching the minds of students and it has aims to develop a multidimensional understanding of the topics. It attempts to approach new areas of learning, develop competencies in the students thereby opening various avenues for self-discovery, academic understanding and employment. Students would be encouraged to develop an understanding of real-life issues and participate in the programs and practices in the social context. Use of ICT and mass media and web-based sources is highly recommended to make the teaching-learning process interactive and interesting.

Programme Specific Outcomes (PSOs)

PSO1 Students will learn the basic concepts of the field of psychology with an emphasis on application of psychology in everyday life.

PSO2. The students will be able to develop an understanding of the concept of individual differences with the goal to promote self-reflection and understanding of self and others.

PSO3.Students develop an understanding of the individual in relation to the social world, it also introduces students to the realm of social influence as to how individuals think feel and behave in social situations.

PSO4.Students develops a sound knowledge about the psychometric tools and assessment.

PSO5.To facilitate learner to pursue career in professional areas of psychology.

PSO6.To equip the learner with an understanding of the concept and process of human Development across the lifespan.

PSO7.To develops an awareness of the concepts related to organizational behavior and also helps the students to develop connectivity between the concepts and practices of organizations.

PSO8.To develops an awareness of psychological tools, techniques and tests.

PSO9.To learns the theoretical aspects of psychology as well as the skills, techniques and their applications.

PSO10.The students will be able to communicate efficiently psychological reports and information to concerned parties.

Anekant Education Society's

Tuljaram Chaturchand College of Arts, Science and Commerce, Baramati

(Autonomous)

Board of Studies (BOS) in Psychology& Yoga

From 2022-23 To 2024-25

Sr.No	Name	Designation
1	Dr. Vijaykumar B. Shinde	Chairman
2	Dr.Shirish k.Shitole	Member (Expert From other university)
3	Dr.Rajendra R.Waman	Member (Expert from SPPU,Pune)
4	Dr.Bhupender Singh	Member (Expert From other university)
5	Mr.Sandip Shinde	Member (Representative from Industry)
6	Mrs.Smita B. Shah	Member (Meritorious Alumni)
7	Dr.Ramchandra D.Jagtap	Member
8	Dr.Jyotiram N.Awate	Member
9	Dr.Ganesh M. Dhame	Member
10	Mr.Datta V. Londhe	Member
11	Ms. Gunashree Raskar	Student Representative (Post Graduation)
12	Ms. Shriley Divekar	Student Representative (Post Graduation)
13	Mr. Prashant Taur	Student Representative (Under Graduate)
14	Ms Aishwarya Kadam	Student Representative (Under Graduate)

Course and Credit Distribution Structure for BA (Psychology)-2024-2025

Level / Difficulty	Sem	Subject DSC-1	Subject DSC-2	Subject DSC-3	GE/OE	SEC	IKS	AEC	VEC	CC	Total
4.5/100	I	4 (T)	4 (T)	4 (T)	2(T)	2 (T)	2(T) (Generic)	2(T)	2 (T)	--	22
	II	4 (T)	4 (T)	4 (T)	2(P)	2 (T)	--	2(T)	2 (T)	2 (T)	22

Exit option :Award of UG Certicate in Major with 44 credits and an additional 4credits core NSQF course/Internship ORC continue with Major and Minor
Continue option: Student will select one subject among the (subject1,subject2andsubject3)asmajorandotherasminorandthirdsubjectwill bed ropped.

Level/Difficulty	Sem	Credits Related to Major				Minor	--	GE/OE	SEC	IKS	AEC	VEC	CC	Total
		Major Core	Major Elective	VSC	FP/OJT/CEP/RP									
5.0/200	III	6 (T)	--	2 (T)	2(FP)	4 (T)	--	2(T)	--	2(T)	2(T)	--	2 (T)	22
	IV	6 (T)	--	2 (T)	2(CEP)	4 (T)	--	2(T)	2 (T)	--	2(T)	--	2 (T)	22

Exit option: Award of UG Diploma in Major and Minor with 88 credits and an additional 4credits core NSQF course/Internship OR Continue with Major and Minor

Level/Difficulty	Sem	Major Core	Major Elective	VSC	FP/OJT/CEP/RP	Minor	--	GE/OE	SEC	IKS	AEC	VEC	CC	Total
5.5/300	V	12 (T)	4 (T)	2 (T)	2(FP/CEP)	2(T)	--	--	--	--	--	--	--	22
	VI	12 (T)	4 (T)	2 (T)	4 (OJT)	--	--	--	--	--	--	--	--	22
Total3Years		**44**	**8**	**8**	**10**	**18**	**8**	**8**	**6**	**4**	**8**	**4**	**6**	**132**

Exit option: Award of **UG Degree in Major** with132credits OR Continue with Major and Minor

Level/Difficulty	Sem	Major Core	Major Elective	VSC	FP/OJT/CEP/RP	Minor	--	GE/OE	SEC	IKS	AEC	VEC	CC	Total
6.0/400	VII	10 (T)	4 (T)	--	4(RP)	4(RM)(T)	--	--	--	--	--	--	--	22
	VIII	10 (T)	4 (T)	--	6 (RP)	--	--	--	--	--	--	--	--	22
Total4Years		**64**	**16**	**8**	**22**	**22**	**8**	**8**	**6**	**4**	**8**	**4**	**6**	**176**

Four Year **UG Honours with Research Degree** in Major and Minor with 176 credits

Level/Difficulty	Sem	Major Core	Major Elective	VSC	FP/OJT/CEP/RP	Minor	--	GE/OE	SEC	IKS	AEC	VEC	CC	Total
6.0/400	VII	14 (T)	4 (T)	--	--	4(RM) (T)	--	--	--	--	--	--	--	22
	VIII	14 (T)	4 (T)	--	4 (OJT)	--	--	--	--	--	--	--	--	22
Total4Years		**72**	**16**	**8**	**14**	**22**	**8**	**8**	**6**	**4**	**8**	**4**	**6**	**176**

Four Year **UG Honours Degree** in Major and Minor with 176 credits

T = Theory **P** = Practical **DSC** = Discipline Specific Course **OE** = Open Elective   **SEC** = Skill Enhancement Course

IKS = Indian Knowledge System **AEC** = Ability Enhancement Course **VEC** = Value Education Course   **CC** = Co-curricular Course

VSC= Vocational Skill Course **OJT**= On Job Training   **CEP**= Community Engagement Project **FP**= Field Project **RP**= Research Project

F.Y.B.A. Psychology
NEP-2.0
Course Structure for F.Y.B.A. Psychology (2024 Pattern)

Sem	Course Type	Course Code	Course Title	Theory / Practical	Credits
I	DSC-I (General)	-101-GEN	-------	Theory	04
	DSC-II (General)	-101-GEN	-------	Theory	04
	DSC-III(General)	PSY-101-GEN	Foundation of Psychology	Theory	04
	Open Elective (OE)	PSY-102-OE	Personality Development	Theory	02
	Skill Enhancement Course (SEC)	PSY-103-SEC	Health Promotion Life Skills	Theory	02
	Ability Enhancement Course (AEC)	ENG-104-AEC	-----	Theory	02
	Value Education Course (VEC)	GEO-105-VEC/ SOC-104-VEC	------	Theory	02
	Generic Indian Knowledge System (GIKS)	GEN-106-IKS	------	Theory	02
				Total Credits	**22**
II	DSC-I (General)	-151-GEN	-----	Theory	04
	DSC-II (General)	-151-GEN	-----	Theory	04
	DSC-III (General)	PSY-151-GEN	Basics of Psychology	Theory	04
	Open Elective (OE)	PSY-152-OE	Understanding of Self	Theory	02
	Skill Enhancement Course (SEC)	PSY-153-SEC	Communications skills	Theory	02
	Ability Enhancement Course (AEC)	ENG-154-AEC	----	Theory	02
	Value Education Course (VEC)	GEO-155-VEC SOC-154-VEC	----	Theory	02
	CC	YOG/PES/CUL/NSS/NCC-156-CC	To be selected from the CC Basket	Theory	02
				Total Credits	**22**
				Grand Total Sem I + Sem II	**44**

CBSC Syllabus as per NEP 2020 Course Structure for F. Y. B.A. Psychology (2024Pattern)

Name of the Programme : **B.A. Psychology**

Program Code : **UAPSY**

Class : **F.Y.B.A.**

Semester : **I**

Course Type : **DSC-I (General Theory)**

Course Name : **Foundation of Psychology**

Course Code : **UAPSY- 101- GEN**

No. of Credits : **04**

No. of Teaching Hours : **60**

Course Objectives

1) Understand the basic psychological processes and their applications in day-to-day life.

2) Develop the ability to evaluate cognitive processes, learning and memory of an individual.

3) Understand the importance of motivation and emotion of the individual.

4) Understand the personality and intelligence of the individuals by developing their psychological processes and abstract potentials.

5) To aim to create the awareness of Conscious Level.

6) To understand the Types of Emotions and importance of Human life.

7) To know more about motivations and its cycle.

Course Outcomes

After Completion of this Course Students Will Gain.

CO1 Students will understand the Basics of Psychology.

CO2.Ability of Cognitive Functions will be improved.

CO3. Students will know more about his/her own emotions and motivations to deal with life Challenges.

CO4. Students will be Able to understand the level of Consciousness.

CO5.Will gain how biological Factors are affecting on Thought, Emotions and Behaviour.

CO6.Students Will Understand the Role of Psychologist in Day today life.

CO7.Will Learn How to Solve the Motivational Conflicts in day-to-day Life.

Topics & Learning Points

UNIT-I

1. Psychology: the Science **(15 Lectures)**

1.1 What is Psychology: Definition, Nature and Scope

1.2 History & Perspectives- Structuralism, Functionalism, Gestalt, Psychoanalysis, Behaviorism,

Humanistic, Cognitive, Bio-Psycho-Social & Indian Perspective.

1.3 Fields in Psychology: Clinical, Counseling, Industrial, and Educational.

Sub field-Criminal, Social, Women, Developmental, Sport, Forensic.

1.4 Methods in Psychology: Experimental, Observation, Survey, correlation

1.5 Application: Psychologist at work.

UNIT-II

2. Biological Bases of human behavior **(15 Lectures)**

2.1 Neuron: Structure and Function

2.2 Nervous system: CNS & PNS

2.3 Glandular System- Pituitary, Thyroid, parathyroid, Adrenal, Gonad

2.4 Neurotransmitters- Acetylcholine, Serotonin, Epinephrine, norepinephrine, GABA, Dopamine.

2.5 Application: Importance of Health

UNIT-III

Personality **(15 Lectures)**

3.1 Definition and nature of Personality

3.2 Freud's Psychoanalytical theory of personality

3.3 Trait and Types approaches (Allport's and Cattell's, Big Five)

3.4 Assessment of Personality –Behavioral, Projective and Self-Report

3.5 Application: Personality Development & Life Skills

UNIT-IV

4. Motivation and Emotion **(15 lectures)**

4.1). Motivation: Definition, Concept of Homeostasis & Maslow's Hierarchy of Motivation

4.2 Types of Motivation: Physiological, Psychological & Social

4.3 Emotion: Definition, types (Positive and Negative) and Importance

4.4 Motivational Conflicts: Intra-Conflicts & Inter-Conflicts

4.5 Application: Importance of Emotional Intelligence

References:

1. Baron, R.A. and Mishra, G. (2015). *Psychology. 5th Edition*; Indian Subcontinent Edition. Pearson India Education Services Pvt.ltd.

2. Ciccarelli, S. K., White, J. N., & Mishra, G. (2018). *Psychology.5th Edition*; Indian Adaptation. Pearson India Education Services Pvt. Ltd.

3. Ciccarelli, S. K., & White, J. N. (2017). *Psychology. 4th edi.* New Jersey: Pearson education

4. Coon, Dennis & Mitterer, John O., (2010) *Introduction to psychology: Gateways to mind and behavior. (12th ed.) Belmont.* Wadsworth Publishing Company.

5. Feist, G.J, & Rosenberg, E.L. (2010). *Psychology: Making connections.* New York: McGraw Hill publications

6. Feldman, R.S. (2013). *Understanding Psychology.11th edi*. New York: McGraw Hill publications

7. Kalat, James W., (2015) *Biological psychology. (11th ed.)* Delhi. Cengage Learning India Private Limited.

8. Lahey, B. B. (2003). *Psychology: An introduction.* New Delhi: Tata McGraw-Hill.

9. Morgan, C. T., King, R. A., Weisz, J. R. and Schopler, J. (1986). *Introduction to psychology.* McGraw-Hill Book Co.

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11. Abhyankar, S., Oak, A., & Golvilkar, S., (2014). *Manasashashtra: Vartanache Shastra.* Dorling Kindersley (India) Pvt. Ltd.

12. Badgujar, Bachhav, & Shinde (2001). *Samanya manasashastra.* Nashik: Swayambhu Prakashan.

13. Inamdar, Gadekar & Patil (2006). *Adhunik manasashastra.* Pune: Diamond Publication.

14. Pandit, Kulkarni & Gore (1999). *Samanya manasashastra.* Nagpur: Pimpalapure Prakashan

15. मुंदडा आणि खलाणे (2013) *प्रगत सामान्य मानसशास्त्र,* अथर्व पब्लिकेशन, धुळे

Mapping of Programme out come with course outcome

Class: F.Y.B.A.   Subject: Psychology

Course: Foundation of Psychology   Course Code: UAPSY-101-GEN

Weight age: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Course Outcomes	Programme Outcomes (PO'S)									
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3								
CO2	3									
CO3	2			2						
CO4	3									3
CO5	2	2			3					
CO6	2	3	1			2		2		
CO7	3	3					3		2	2

Mapping and justification of Program Outcomes (PO) with Course Outcomes (CO)

PO1 Critical Thinking and creative thinking: CO2 Cognitive Functions, CO5 Biological Factors

Psychology helps students analyze and synthesize complex ideas (PO1) by improving cognitive functions and understanding biological factors affecting thoughts, emotions, and behavior (CO2, CO5).

PO2 Effective Communication: CO1 Basics of Psychology, CO6 Role of Psychologist

Understanding psychology basics (CO1) and the role of psychologists in daily life (CO6) enhances effective communication skills (PO2) by providing a deeper understanding of human behavior and thought processes.

PO3 Cultural Understanding: While cultural understanding is not explicitly covered in the course outcomes, psychology inherently involves studying human behavior across cultures, fostering cultural appreciation indirectly.

PO4 Creative Expression: Creative expression is not directly addressed in the course outcomes; however, a deep understanding of one's emotions and motivations (CO3) can contribute to creativity indirectly.

PO5 Research Skills: CO5 Biological Factors

Research skills (PO5) are reinforced by understanding how biological factors influence thoughts, emotions, and behavior (CO5), providing students with the ability to gather and interpret information effectively.

PO6 Ethical Awareness: Ethical awareness and integrity (PO6) are not explicitly addressed in the course outcomes, but the study of psychology inherently involves discussions on ethical considerations in research and practice.

PO7 Problem-solving Abilities: CO7 Motivational Conflicts

Understanding motivational conflicts (CO7) enables graduates to address complex challenges (PO7) by employing innovative and interdisciplinary approaches to problem-solving.

PO8 Collaboration and Teamwork: Collaboration and teamwork (PO8) are not directly addressed in the course outcomes, but psychology often involves group work and discussions, fostering collaborative skills indirectly.

PO9 Adaptability and Lifelong Learning: While adaptability and lifelong learning (PO9) are not explicitly mentioned in the course outcomes, psychology encourages critical thinking and continuous learning, contributing to adaptability indirectly.

PO10 Social Responsibility: Social responsibility (PO10) is not directly addressed in the course outcomes, but psychology can equip students with empathy and understanding, motivating them to engage with social issues.

CBSC Syllabus as per NEP 2020 Course Structure for F. Y. B.A. Psychology (2024Pattern)

Name of the Programme	: B.A. Psychology
Program Code	: UAPSY
Class	: F.Y.B.A.
Semester	: I
Course Type	: Open Elective (Theory)
Course Name	: Personality Development
Course Code	: UAPSY -102 -OE
No. of Credits	: 02
No. of Teaching Hours	: 30

Course Objectives

1. Describe the concept of personality.

2. Identify and classify various personality traits.

3. Correlate real life behavioural patterns with theoretical assumptions.

4. Apply psychological skills in daily life situations.

5. Identify and classify behavioural assessment techniques.

6. Evaluate personality of individuals.

7. Apply psychological skills to develop own personality.

Course Outcomes

By the end of the course, students will be able to

CO1. Students will be understanding concept of personality.

CO2.Students will know importance of personality traits in their life.

CO3.Students will correlate real behavioural patterns with theoretical assumptions.

CO4. Students will develop psychological skills in daily life situations.

CO5.Students would know behavioural assessment oneself and others.

CO6.Students will introspect oneself.

CO7.Students will know SWOT Analysis

Topics & Learning Points

UNIT-1: PERSONALITY   **(10 Lectures)**
1.1 Concept and Role of Personality: Definitions
1.2 Factors affecting personality
1.3 Personality Assessment

UNIT -2: TRAITS   **(10 Lectures)**
2.1 Personality Traits
2.2 The 7 habits of highly effective people
2.3 SWOT Analysis

UNIT -3: FIVE PILLARS OF PERSONALITY DEVELOPMENT   **(10 Lectures)**
3.1 Introspection
3.2 Self- Assessment
3.3 Self-Appraisals
3.4 Self-Development
3.5 Self-Introduction

References:-

1.Baron, R.A.and Mishra, G.(2015).Psychology.5 th Edition; Indian Subcontinent
Edition. Pearson India Education Services Pvt.Ltd.
2. Ciccarelli, S.K., White,J.N., & Mishra, G.(2018).Psychology.5 th Edition; Indian
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11.Covey Stephen (2004). The 7 habits of highly effective people. Franklin Covey Co.
12.Hurlock Elizabeth (1988). Personality Development, McGraw Hill.
13.Natu, S.A, (2021). Personality Development, Revised Edition, Nirali Prakashan, Pune.

Mapping of Program Outcomes with Course Outcomes

Class: FYBA (Semester- I) **Subject:** Psychology
Course: Personality Development **Course Code:** UAPSY-102-OE

*Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Course Outcomes	Programme Outcomes (POs)									
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO7	PO8	PO9	PO10
CO 1	3			3						
CO 2					3			3		
CO 3	3			3						
CO 4						3				3
CO 5		3							3	
CO 6	3		3							
CO 7						3	3			

Justification for the Mapping

PO1. Critical and Creative Thinking
CO1, CO3, CO6 This correlation requires critical analysis and creative application of theories.

PO2. Communication Skill
CO5 Assessing behavior involves effective communication to understand oneself and others.

PO3. Multicultural Competence
CO6 Introspection can lead to a better understanding of one's own cultural biases and perspectives.

PO4. Research Skills
CO1, CO3 Researching behavioral patterns and comparing them to theoretical assumptions develops research skills.

PO5. Environmental awareness
CO2 Understanding how personality interacts with the environment can raise awareness of social and cultural influences.

PO6. Problem-solving Abilities
CO4, CO7 Applying psychological skills in daily life requires problem-solving abilities.

PO7. Collaboration and Teamwork
CO7 It can be used collaboratively to analyze situations and make informed decisions.

PO8. Value inculcation
CO2 Learning about personality can help students understand the value of individual differences and diversity.

PO9. Digital and technological skills
CO5 Utilizing digital tools for assessment requires technological skills.

PO10. Community Engagement and Service
CO4 Using psychological skills can benefit the community and promote engagement.

CBSC Syllabus as per NEP 2020 Course Structure for F. Y. B.A. Psychology (2024Pattern)

Name of the Programme : B.A. Psychology

Program Code : UAPSY

Class : F.Y.B.A.

Semester : I

Course Type : Skill Enhancement Course (SEC Theory)

Course Name : Health Promotion Life Skills

Course Code : UAPSY -103- SEC

No. of Credits : 2

No. of Teaching Hours : 30

A) Course Objectives:

1. To understand the importance of Health

2. To understand the types of Infections

3. To aim healthy relationship

4. To understand the peer pressure and its impact

5. To maintain Hygienic Behavior within students

6. To understand the effects of addictions

7. To understand the self-management

B) Course Outcome:

 After the completion of this course students will be able to:

CO1.Students will understand the Benefits of Health

CO2.Students will Aware about various infections

CO3.Students will maintain well personal Hygiene

CO4.Students will gain the knowledge of self-management

CO5.Students will learn to maintain healthy relationship

CO6.Students will avoid the addiction

CO7.Students will Avoid Bullying

Topics & Learning Points

Unit-I

Hygienic behaviour   **(10 Lectures)**

1. Types of infectious diseases

2. Signs and symptoms of infectious diseases

3. How to prevent infectious diseases: hygienic habits

Unit-II

Relationships   **(10 Lectures)**

1. Interpersonal relationship

2. Peer pressure- saying no to drugs, tobacco

3. Bullying and its effect

Unit-III

Competency Mapping   **(10 Lectures)**

1. Competency mapping: Introduction

2. Methods of competency mapping

3: Competencies dealing with self-management

References:

1.Sanghi Seema (2016). The Handbook of Competency Mapping: Understanding, Designing and Implementing Competency Models in Organizations. Sage

2. The worlds Health Organization information series on school health

Skills-based health education including life skills: An important component of a

Child-Friendly/Health-Promoting School

3. Handbook of Activities on life skills,(2018) American India Foundation

4. डॉ.मोमीन एस.आय.(२००५) आरोग्य संवर्धन,प्रगती प्रकाशन

5.संजय राहणे (२०००) आरोग्य संवर्धन, पी.वी. बुक्स

Mapping of Program Outcomes with Course Outcomes

Class: FYBA (Semester- I) **Subject:** Psychology
Course: Health Promotion Life Skills **Course Code:** UAPSY -103 - SEC
*Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Course Outcomes	Programme Outcomes (POs)									
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO7	PO8	PO9	PO10
CO 1	3	3								
CO 2										
CO 3		3								
CO 4										
CO 5		3								
CO 6		2								
CO 7		3								

Justification for the Mapping

PO1. Critical and Creative Thinking
CO1 Critical thinking is necessary to understand and analyze the benefits of health, such as physical, mental, and emotional well-being.

PO2. Communication Skill
CO2, CO3, 5, 6 7, Being aware of infections, maintaining personal hygiene, avoiding addiction, bullying, and maintaining healthy relationships all require effective communication skills.
Effective communication is essential for conveying information about infections, discussing personal hygiene practices, addressing addiction, bullying, and maintaining healthy relationships.

PO3. Multicultural Competence
CO5, 7 Multicultural competences are necessary to navigate and respect cultural differences in relationships and to prevent bullying based on cultural or other differences.

PO4. Research Skills
CO2, CO4 Research skills are essential for understanding the nature of infections, as well as acquiring knowledge about self-management strategies for health.

PO5. Environmental awareness
CO5 Psychological testing can include assessments related to environmental factors impacting personality, thereby raising awareness of environmental influences.

PO6. Problem-solving Abilities
CO2 3, 4, 5, 7 Addressing infections, maintaining personal hygiene, self-management, healthy relationships, avoiding addiction and bullying all require problem-solving abilities. Problem-solving is essential to identify and address health-related issues and challenges effectively.

PO7. Collaboration and Teamwork

CO5, 1, 6, CO7 Collaboration and teamwork are necessary for building and maintaining healthy relationships and for working effectively within communities to address health issues.

PO8. Value inculcation

CO6 Values play a crucial role in promoting and maintaining health, as well as in preventing harmful behaviors like addiction and bullying.

PO9. Digital and technological skills

CO1, CO4 Digital and technological skills are important for accessing and utilizing resources related to health and self-management effectively.

PO10. Community Engagement and Service

CO1, 5, 7, Understanding the benefits of health, maintaining healthy relationships, and avoiding bullying are all relevant to community engagement and service.