KANNUR UNIVERSITY

BOARD OF STUDIES, PSYCHOLOGY (Cd)

SYLLABUS FOR PSYCHOLOGY

FOUR-YEAR UNDER-GRADUATE PROGRAMME (KU-FYUGP)

CHOICE BASED CREDIT AND SEMESTER SYSTEM

(2024 ADMISSION ONWARDS)

Contents

Sl.No   **Title**

Kannur University FYUGP - Regulations and Curriculum Framework - 2024

Introduction

Kannur University - Four-Year Undergraduate Programme: Backdrop and Context

The implementation of the Four-Year Undergraduate Programme (FYUGP) has been driven by the pressing need to address contemporary challenges ensuring responsive changes to the evolving needs of students, industry, and society at large. Recognizing the curriculum as the cornerstone of any education system, it requires regular refinement to align with evolving socio-economic factors. Higher education must provide students with practical and technical skills relevant to their fields of interest, necessitating the development of a job-oriented curriculum. Despite significant increases in access and expansion of higher education over the years, concerns persist regarding the quality and relevance of educational outcomes, particularly in terms of employability skills. As the world becomes increasingly interconnected, our education system must evolve to instil 21st-century skills, enabling students not only to survive but to thrive in this dynamic environment. Moreover, there is a growing need for higher education institutions to embrace social responsibility and contribute to the development of a knowledge society capable of driving sustainable development through innovation. With the central objective of fostering a robust knowledge society to support a knowledge economy, the Government of Kerala has initiated steps to reform higher education. Accordingly, three commissions were established to suggest reforms in higher education policy, legal and regulatory mechanisms, and evaluation and examination systems. It is within this context that a comprehensive reform of the undergraduate curriculum has been proposed, leading to the restructuring of the Four-Year Undergraduate Programme (FYUGP).

Kannur University Four-Year Undergraduate Programme (KU-FYUGP) – Regulations and Curriculum Framework

Apart from ensuring quality education, the proposed KU-FYUGP is intended to make curriculum and courses more student-centric and industry-centric. The transformative initiative introduces holistic and multidisciplinary undergraduate education that would help develop all capacities of human beings - intellectual, aesthetic, social, physical, emotional, ethical, and moral - in an integrated manner; soft skills, such as complex problem solving, critical thinking, creative thinking, communication skills; and rigorous specialization in a chosen field (s) of learning. It proposes the adoption of flexible curricular structures to enable creative combinations of disciplinary areas for study in multidisciplinary contexts that would also allow flexibility in course options that would be on offer to students, in addition to rigorous specialization in a subject or subjects. It provides self-paced learning and options for multiple entry, exit and re-entry points. The curriculum and syllabus of the restructured KU-FYUGP emphasises an outcome-based approach, centred around the needs and capabilities of students. This approach, rooted in Outcome Based Education (OBE), focuses on defining what students should be able to do, setting predetermined achievement outcomes. It surpasses traditional structured tasks, requiring students to actively engage in learning processes and demonstrate their skills through more challenging tasks and higher-order thinking. In this instructional model, learning takes precedence in education, with teaching serving as a facilitator and nurturer. Teaching encompasses not only imparting knowledge but also involves constructing curriculum, syllabi, learning materials, and assessment methods. The curriculum framework aims to stimulate constructive dialogue about the design of undergraduate degree programs and the learning approaches of students.

The core educational principle of the framework advocates for students to predominantly learn through research and critical inquiry rather than passively receiving established knowledge. It recognizes knowledge not merely as the articulation of understanding but also as the capacity to generate new knowledge. To enhance students' ability to create new knowledge, the curriculum offers flexibility to design courses that integrate knowledge from various disciplines. Moreover, the restructured KU-FYUGP empowers teachers by enabling them to be autonomous and creative in designing courses and syllabi. Teachers who teach are also involved in course design and syllabi development, ensuring alignment with collectively developed curricula. This approach promotes teacher autonomy and creativity in the educational process.

Graduate Attributes

Kannur University is fundamentally dedicated to nurturing well-rounded individuals with a comprehensive set of graduate attributes. Graduates from Kannur University emerge equipped with a multidisciplinary approach, allowing them to integrate knowledge across various domains for a holistic understanding of complex issues. With a strong emphasis on critical thinking and effective problem-solving skills, Kannur University's graduates demonstrate intellectual curiosity and the ability to tackle challenges creatively. Proficient in communication and social interaction, they engage adeptly in diverse settings, fostering collaboration and effective interpersonal connections. Moreover, the graduates embody effective citizenship and leadership, showcasing a sense of responsibility, community engagement, and leadership qualities. With a global perspective, ethical grounding, and a commitment to environmental sustainability, our students are well-prepared for active participation in an interconnected world. Embracing self-directed and lifelong learning, they continually adapt to evolving challenges, embodying the university's commitment to producing resilient, knowledgeable, and socially responsible individuals.

Program Outcomes (POs):

Program Outcomes (POs) serve as a foundational framework defining the skills, knowledge, and attributes that students at Kannur University are expected to acquire upon completion of a specific academic program. Tailored to the unique goals of each program, POs articulate the overarching learning objectives that guide curriculum design and assessment. These outcomes encompass a diverse range of competencies, including critical thinking, problem-solving, effective communication, and discipline-specific expertise. POs play a crucial role in shaping educational experiences, ensuring alignment with academic standards and industry expectations. By articulating clear and measurable expectations, POs contribute to the continuous improvement of academic programs and provide a roadmap for students to develop into well-rounded, competent professionals within their chosen fields.

PO1: Critical Thinking and Problem-Solving-Apply critical thinking skills to analyse information and develop effective problem-solving strategies for tackling complex challenges.

PO2: Effective Communication and Social Interaction-Proficiently express ideas and engage in collaborative practices, fostering effective interpersonal connections.

PO3: Holistic Understanding-Demonstrate a multidisciplinary approach by integrating knowledge across various domains for a comprehensive understanding of complex issues.

PO4: Citizenship and Leadership-Exhibit a sense of responsibility, actively contribute to the community, and showcase leadership qualities to shape a just and inclusive society.

PO5: Global Perspective-Develop a broad awareness of global issues and an understanding of diverse perspectives, preparing for active participation in a globalized world.

PO6: Ethics, Integrity and Environmental Sustainability-Uphold high ethical standards in academic and professional endeavours, demonstrating integrity and ethical decision-making. Also acquire an understanding of environmental issues and sustainable practices, promoting responsibility towards ecological well-being.

PO7: Lifelong Learning and Adaptability-Cultivate a commitment to continuous self-directed learning, adapting to evolving challenges, and acquiring knowledge throughout life.

PREFACE

The field of psychology delves into understanding the intricate workings of the human mind and behaviour, making significant contributions to individual and societal well-being. In today's world, many global issues have profound psychological components, making the application of psychological principles crucial for effective solutions.

The four-year undergraduate program in Psychology at Kannur University is meticulously crafted to provide students with a clear understanding of its objectives and outcomes. KU-FYUGP promotes a flexible, learner-centric education system that personalizes learning pathways to cater to individual interests and aptitudes. The syllabus offers elective courses, multidisciplinary courses, value-added courses, skill enhancement courses, and opportunities for specialization in B.Sc. Psychology Honors and B.Sc. Psychology Honors with Research in the fourth year. This design allows students to customize their academic journey according to their unique interests within the expansive field of psychology. Additionally, the syllabus is structured to provide an exit option after three years, ensuring flexibility for students.

The syllabus development process has been a collaborative endeavour, drawing insights from subject experts, board of studies members, ad hoc committee, faculty from affiliated institutions, and research scholars. I extend my heartfelt appreciation to all who have contributed their valuable support to this endeavour.

Chairperson
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Programme Specific Outcome of FYUGP Psychology

1. **PSO1:** Analyse the fundamental nature and core concepts underlying individual differences, cognitive processes, and social behaviour.

2. **PSO2**: Evaluate the psychological process behind human behaviour in social, community, clinical, educational, sports and organizational settings through self- development practices, experiments, psychometric testing, field exposures.

3. **PSO3**: Communicate psychological concepts, theories, and research findings clearly and effectively through written and oral presentations.

4. **PSO4**: Apply psychological theories and concepts to analyse and solve real world problems in diverse contexts.

5. **PSO5**: Integrate knowledge from different disciplines and subfields of psychology to develop holistic perspectives on human behaviour and mental processes.

6. **PSO6**: Demonstrate ethical behaviour, self-awareness, and a commitment to lifelong learning and professional growth in the field of psychology.

7. **PSO7**: Engage in scientific inquiry and employ critical thinking skills to explore and comprehend the complexities of human behaviour

Mapping of PSOs to POs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
PSO1	✔	✔	✔				
PSO2	✔	✔					
PSO3		✔					✔
PSO4	✔			✔	✔		
PSO5			✔				✔
PSO6						✔	✔
PSO7	✔						✔

FYUGP PSYCHOLOGY

Category	Course Code	Course Name	Credit	Hours Per Week			Marks		
				L	P	T	CE	ESA	Total
SEMESTER 1									
DSC (Major & Minor)	KU1DSCPSY100	FOUNDATIONS OF PSYCHOLOGY	4	3	2	-	35	65	100
DSC (Minor)	KU1DSCPSY101	SOCIAL BEHAVIOUR	4	4	-	1	30	70	100
MDC	KU1MDCPSY100	STRESS MANAGEMENT	3	3	-	-	25	50	75
SEMESTER 2									
DSC (Major & Minor)	KU2DSCPSY102	COGNITION AND HUMAN BEHAVIOUR	4	3	2	-	35	65	100
DSC (Minor)	KU2DSCPSY103	SOFTSKILLS FOR PERSONAL DEVELOPMENT	4	4	-	1	30	70	100
MDC	KU2MDCPSY101	PSYCHOLOGY OF LOVE AND FRIENDSHIP	3	3	-	-	25	50	75
SEMESTER 3									
DSC (Major)	KU3DSCPSY200	COGNITIVE PROCESS	4	3	2	-	35	65	100
DSC (Major)	KU3DSCPSY201	SOCIAL PSYCHOLOGY	4	4	-	-	30	70	100
DSC (Minor)	KU3DSCPSY202	CHILD DEVELOPMENT	4	4	-	1	30	70	100
DSC (Minor)	KU3DSCPSY203	INTRODUCTION TO PERSONALITY	4	4	-	1	30	70	100
VAC	KU3VACPSY200	SEX AND SEXUALITY	3	3	-	-	25	50	75
SEMESTER 4									
DSC	KU4DSCPSY204	PSYCHOLOGY OF GENDER AND SEXUALITY	4	4	-	1	30	70	100
DSC	KU4DSCPSY205	BIOPSYCHOLOGY	4	4	-	-	30	70	100
DSC	KU4DSCPSY206	LIFESPAN DEVELOPMENT	4	4	-	-	30	70	100
SEC	KU4SECPSY200	PSYCHOLOGICAL FIRST AID	3	3	-	-	25	50	75
VAC	KU4VACPSY201	PSYCHOLOGY OF DIVERSITY	3	3	-	-	25	50	75
VAC	KU4VACPSY202	SCIENCE OF WELLBEING	3	3	-	-	25	50	75
SEMESTER 5									
DSC	KU5DSCPSY300	APPROACHES TO PERSONALITY	4	3	2	-	35	65	100
DSC	KU5DSCPSY301	COUNSELLING AND GUIDANCE	4	4	-	-	30	70	100
DSC	KU5DSCPSY302	CLINICAL PSYCHOLOGY	4	4	-	-	30	70	100
DSE	KU5DSEPSY300	ORGANIZATIONAL BEHAVIOUR	4	4	-	1	30	70	100
DSE	KU5DSEPSY301	EDUCATIONAL PSYCHOLOGY	4	4	-	1	30	70	100
SEC	KU5SECPSY300	LIFE SKILL TRAINING	3	3	-	-	25	50	75
SEMESTER 6									
DSC	KU6DSCPSY303	RESEARCH METHODOLOGY	4	4	-	-	30	70	100
DSC	KU6DSCPSY304	DEVELOPMENTAL PSYCHOLOGY	4	4	-	-	30	70	100
DSC	KU6DSCPSY305	POSITIVE PSYCHOLOGY	4	3	2	-	35	65	100
DSE	KU6DSEPSY302	PSYCHOPATHOLOGY	4	-	-	-	30	70	100
DSE	KU6DSEPSY303	ORGANIZATIONAL DEVELOPMENT AND HUMAN RESOURCE MANAGEMENT	4	4	-	-	30	70	100
SEC	KU6SECPSY301	PSYCHOLOGY OF HEALTH AND LIFESTYLE	3	3	-	-	25	50	75
INT	KU6INTPSY300	SUMMER INTERNSHIP	2	-	-	-	15	35	50

SEMESTER 7								
DSC	KU7DSCPSY400	PSYCHOLOGY OF DIFFERENTLY ABLED AND REHABILITATION	4	4	-	1	30	70	100
DSC	KU7DSCPSY401	NEUROPSYCHOLOGY	4	3	2	-	35	65	100
DSC	KU7DSCPSY402	PSYCHOTHERAPY	4	4	-	-	30	70	100
DSC	KU7DSCPSY403	PSYCHOLOGICAL ASSESSMENT AND TESTING	4	4	-	-	30	70	100
DSC	KU7DSCPSY404	RESEARCH METHODOLOGY AND DATA ANALYSIS	4	4	-	-	30	70	100
SEMESTER 8								
DSC	KU8DSCPSY405	COUNSELLING IN SPECIAL SETTINGS	4	4	-	-	30	70	100
DSC	KU8DSCPSY406	DISASTER MANAGEMENT AND PSYCHOLOGICAL FIRSTAID	4	4	-	-	30	70	100
DSC	KU8DSCPSY407	CULTURAL AND COMMUNITY PSYCHOLOGY	4	4	-	-	30	70	100
DSC (Minor)	KU8DSCPSY408	SPORTS PSYCHOLOGY	4	4	-	-	30	70	100
DSC (Minor)	KU8DSCPSY409	SCHOOL COUNSELLING	4	4	-	-	30	70	100
DSC (Minor)	KU8DSCPSY410	PSYCHOLOGY OF AGING	4	4	-	-	30	70	100
DSE	KU8DSEPSY400	PSYCHOONCOLOGY	4	4	-	-	30	70	100
DSE	KU8DSEPSY401	CONSUMER PSYCHOLOGY	4	4	-	-	30	70	100
DSE	KU8DSEPSY402	FORENSIC PSYCHOLOGY	4	4	-	-	30	70	100
CIP	KU8CIPPSY400	INTERNSHIP PROJECT IN HONOURS PROGRAMME	8				60	140	200
RPH	KU8RPHPSY400	PROJECT IN HONOURS WITH RESEARCH PROGRAMME	12				90	210	300

KU1DSCPSY100: FOUNDATIONS OF PSYCHOLOGY

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
1	DSC	100-199	KU1DSCPSY100	4	75

*Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	2	-	35	65	100	1.5

Course Description: This course is designed to provide the student with a basic understanding of human behaviour. The students will be given exposure to concepts, terminology, principles and theories that comprise an introductory course in psychology.

Course Prerequisite: Nil

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Define the term psychology and demonstrate command of the basic terminology, concepts, and principles of the discipline.	R, U
2	Make students to understand the nature of human behaviour	U
3	Analyse and apply from both theoretical and professional perspectives.	A, An
4	Integrate knowledge from different modules to analyse and solve everyday problems using psychological principles.	An
5	Gain knowledge of scientific methodology–the variety of ways in which psychological data are gathered and evaluated / interpreted.	E

***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✔		✔	✔	✔	✔	
CO 2	✔	✔	✔		✔	✔	
CO 3	✔		✔	✔	✔	✔	
CO 4	✔		✔	✔	✔	✔	
CO 5	✔	✔	✔			✔	✔

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	UNIT	DESCRIPTION	HOURS
1		**UNDERSTANDING PSYCHOLOGICAL PROCESSES**	10
	1	Psychology in Everyday life	
		a) Understanding psychological processes	
	2	a) What is Psychology?	
		b) Goals of psychology: Description, Explanation, Prediction, Control	
		c) Nature and Scope of Psychology.	
		d) Areas of Psychology: Theoretical and professional	
	3	a) Early Perspectives: Origin of Psychology, Structuralism, Functionalism, Psychoanalysis, Gestalt Psychology, Behaviourism.	
		b) Modern Perspectives: Psychodynamic, Humanistic, Cognitive, Sociocultural, Biopsychological, Evolutionary	
	4	a) Scientific Method and basic nature of science: Accuracy, Objectivity, Skepticism, Open mindedness.	

		b) Methods of studying human behaviour: Observation, Correlation, Survey, Case study, Experimental.	
2		**SENSATION, ATTENTION, PERCEPTION**	**12**
	1	a) Meaning and concept of Sensation	
		b) sensory receptors	
		c) Transduction	
		d) Sensory Thresholds	
	2	a) Concept of attention	
		b) Factors affecting attention	
		c) Selective attention	
	3	a) Meaning and concept of Perception	
		b) Bottom up and Top-down processing	
		c) Gestalt Principles: Figure-ground relationship, Proximity, Similarity, Closure, Continuity	
		d) Perceptual set	
		e) Factors influencing perception: context effect, Emotion and motivation	

3		**LEARNING**	**13**
	1	Concept of Learning.	
	2	a) Behavioural and cognitive approaches: Classical conditioning: Basic experiment, Processes in classical conditioning: conditioned stimulus, unconditioned stimulus, conditioned response, unconditioned response, stimulus generalization, discrimination, higher order conditioning, extinction, spontaneous recovery. Pavlovian conditioning procedures-delayed, backward, trace conditioning.	
		b) Classical conditioning in everyday life.	
	3	a) Operant conditioning: Experiment, Basic processes in operant conditioning: reinforcement, punishment, positive and negative reinforcement and punishment, shaping and chaining, schedules of reinforcement-interval and ratio.	
		b) Applications	

	4	a) Observational Learning.	
		b) Thorndike and the law of effect.	
		c) Cognitive theories- Kohler- Insight learning, Social learning theory.	
4	**CONSCIOUSNESS AND ALTERED STATES**		**10**
	1	Nature of consciousness. Two modes of thoughts: Controlled and automatic processing.	
	2	Variations in levels of awareness. Consciousness and brain activity.	
	3	a) Circadian rhythm, Sleep, Theories of sleep: Adaptive theory, Restorative theory.	
		b) Stages of sleep.	
	4	a) Dreams: Basic facts. Psychodynamic view, Physiological view, Cognitive View.	
	5	a) Altered state of consciousness, Hypnosis: Reality and Myths. Hypnotic phenomena.	
		b) Theories of hypnosis: Hypnosis as role playing, Hypnosis as an altered state of consciousness.	
		c) Drug induced altered state- basic concepts	
5	**Teacher Specific Module**		**30**
	Directions		
	Self-development practices- Practical **1. Communication skill** Importance of effective communication skills in current scenario- Components of verbal communication and non-verbal communication- Overcoming barriers of oral, written, visual, formal and informal communications- Development of interpersonal communication skills. *Activities:* Students must choose one problem and solution and convey that to the entire class through using any effective method of communication. A fixed time must be given to all students. Various components used for communication and barriers must be analysed. **2. Positive communication** Advantages of expression of positive communication: gratitude, appreciation, forgiveness and assertiveness. Strategies and management of communication skills. Essentiality of sensible communication skills in psychology career. *Activities:* Each student can narrate any incidence that struck in their life using positive communication		

A practical report should be submitted by each student for internal evaluation.

Essential Readings:

1. Baron, & Misra. (2016). *Psychology* (5th ed.). Pearson Education India.

2. Weiten, W. (2021). *Psychology Themes and Variation* (8th ed). USA:Wadsworth

3. Ciccarelli, S. K., & White, J. N. (2020). *Psychology* (6th ed.). Prentice Hall.

4. Myers, G. D., & Dewall, N. C. (2017). *Psychology in Everyday Life*. (4th ed). Worth Publishers.

5. Abraham, A. (2011). *General psychology*. Tata McGraw Hill Education Private Limited

6. Galotti, K.M. (2020). Cognitive Psychology in and out of the laboratory (5th ed). SAGE

Reference Distribution:

Module	Unit	Reference No.
1	1	4
	2	3
	3	3
	4	1 and 5
2	1	3
	2	6
	3	1and 3
3	1	2
	2	2
	3	2
	4	2
4	1	1
	2	2
	3	3
	4	1

	5	2

Suggested Readings:

1. Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (2001). *Introduction to Psychology* (7th Edition), McGraw Hill Booh Company.

2. Plotnik, R. & Kouyoumdjian, H. (2014). *Introduction to Psychology* (10th Edition). An Cengage Learning.

3. Myers, D. G. (2009). *Psychology in modules (Spiral)*. Macmillan

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation Theory		**50**
End Semester Evaluation Practical		**15**
Continuous Evaluation Theory		**25**
Continuous Evaluation Practical		**10**
a)	Test Paper	10
b)	Report of the Self-development Practices - **Practical**	10
c)	Debate and Report Topic- What is not Psychology? Pseudo psychology and critical thinking: Mentalism, Oujija board, Astrology. Parapsychology: ESP, Telepathy, Clairvoyance, Near Death Experience	10
d)	Assignment- a topic is to be discussed with teacher and prepare the assignment report. Eg: Stroop effect test or any other psychological phenomena prescribed by the teacher	5
Total		**100**

KU1DSCPSY101: SOCIAL BEHAVIOR

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
1	DSC	100-199	KU1DSCPSY101	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	-	-	30	70	100	2 Hrs

Course Description: Social Psychology is the study of how individuals think, feel, and behave in social contexts. This course provides an in-depth exploration of the theories, research methods, and applications of social psychology. Students will delve into topics such as social cognition, social perception and attitudes. Through a combination of lectures, discussions, readings, and experiential exercises, students will develop a deep understanding of the fundamental principles underlying human social behaviour.

Course Prerequisite: Nil

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Identify the fundamental principles of social psychology, including the scientific nature of the discipline, the focus on individual behaviour, and the quest to understand the causes of social behaviour	U
2	Explain the various methods used by social psychologists to answer research questions, such as systematic observation, surveys, correlation studies, and experimental designs, while recognizing the ethical considerations involved in research.	R
3	Describe the cognitive processes involved in social cognition, including the use of heuristics, schemas, and automatic versus controlled processing, and their impact on social perception and understanding.	U

| 4 | Recognize the importance of nonverbal communication in social interactions, including the interpretation of facial expressions, body language, and paralanguage cues, as well as the role of attribution in understanding others' behaviour. | U |
| 5 | Evaluate the formation, strength, and influence of attitudes on behaviour, including how attitudes are developed, maintained, and changed through persuasion techniques, personal experiences, and social contexts. | E |

Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✔		✔		✔		✔
CO 2		✔	✔			✔	
CO 3		✔	✔	✔	✔		✔
CO 4	✔		✔	✔			
CO 5	✔	✔		✔			

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	UNIT	DESCRIPTION	HOURS
		The Science of the Social Side of Life	**12**
1	1	Social Psychology	1
		a) Social Psychology Is Scientific in Nature	1
		b) Social Psychology Focuses on the Behaviour of Individuals	1
		c) Social Psychology Seeks to Understand the Causes of Social Behaviour	2
		d) The Search for Basic Principles in a Changing	1

		Social World - Social Psychology: Advances at the Boundaries	
	2	How Social Psychologists Answer the Questions They Ask: Research as the Route to Increased Knowledge	1
		a) Systematic observation, survey method, correlation method, experimental method	3
		b) The Quest for Knowledge and the Rights of Individuals: Seeking an Appropriate Balance – Deception, informed content, debriefing	2
2		**Social Cognition: How We Think About the Social World**	**13**
	1	Heuristics	1
		a) Representativeness	1
		b) Availability	1
		c) Anchoring and Adjustment	1
		d) Status Quo Heuristic	1
	2	Schemas	1
		a) The Impact of Schemas on Social Cognition: Attention, Encoding, Retrieval	1
		b) Priming	1
		c) Schema Persistence	1
		d) Reasoning by Metaphor	1
	3	Automatic and Controlled Processing in Social Thought	1
		a) Automatic Processing and Automatic Social Behaviour	1
		b) Benefits of Automatic Processing: Beyond Mere Efficiency	1

3		**Social Perception: Seeking to Understand Others**	**13**
	1	Nonverbal Communication	1
		a) Basic Channels of Nonverbal Communication: Facial expression, body language, touching,	1
	2	b) Nonverbal Cues in Social Life: Paralanguage, facial feedback hypothesis	1
		c) Recognizing Deception	1
		d) Dark Personality and Person Perception	1

	3	Attribution: Understanding the Causes of Behaviour	1
		a) Theories of Attribution: How We Attempt to Make Sense of the Social World – Correspondent Inference, Kelley's covariation theory: How we answer "why" behaviour occurs	2
		b) Basic Sources of Error in Attribution- Fundamental Attribution Error, Actor–Observer Effect, Self-Serving Bias	2
		c) Applications of Attribution Theory: Interventions and Insights - attribution and depression, attribution and terrorism	1
		d) Impression Formation and Management: Combining Information About others – Impression formation and management	2

		Attitudes: Evaluating and Responding to the Social World	**16**
4	1	Attitude Formation: How Attitudes Develop	1
		a) Classical conditioning, Instrumental conditioning, Observational learning,	3
	2	When and Why Do Attitudes Influence Behaviour?	1
		a) Role of the Social Context in the Link Between Attitudes and Behaviour	1
		b) Strength of Attitudes	1
		c) Attitude Extremity: Role of Vested Interests	1
		d) Attitude Certainty: Importance of Clarity and Correctness	1
		e) Role of Personal Experience	1
	3	How Do Attitudes Guide Behaviour?	1
		a) Attitudes Arrived at Through Reasoned Thought	1
		b) Attitudes and Spontaneous Behavioural Reactions	1
	4	The Science of Persuasion: How Attitudes Are Changed	1
		a) Persuasion: Communicators, Messages, and Audiences	2

		Teacher Specific Module	**6**
5		*Directions :*	

	Activities to introduce social psychology to students/ field visits/ report writing/group discussions/ social psychological analysis/ reviewing advertisements/book review	6

Essential Readings:

1. Branscombe, N. R., & Baron, R. A. (2022). Social Psychology, Global Edition. Pearson Education Limited.

2. Hogg, M. A., & Vaughan, G. M. (2018). Social psychology (8th ed.). Pearson.

3. Kassin, S. M., Fein, S., & Markus, H. R. (2017). Social psychology (10th ed.). Cengage Learning.

Reference Distribution:

Module	Unit	Reference No.	Page Nos.
1	1	1	17
	2	1	36
2	1	1	54
	2	1	62
	3	1	67
3	1	1	89
	2	1	94
	3	1	102
4	1	1	167
	2	1	173
	3	1	179
	4	1	181

Suggested Readings:

1 Myers, D. G., & Twenge, J. M. (2022). *Social Psychology* (14th ed.). Mcgraw-Hill Education.

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		**70**
Continuous Evaluation		**30**
a)	Test Paper- 1	6
b)	Test Paper-2	6
c)	Assignment	6
d)	Field Report/Debate/ Discussion/Seminar	12
Total		**100**

KU1MDCPSY100: STRESS MANAGEMENT

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
1	MDC	100-199	KU1MDCPSY100	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	-	-	25	50	75	1.5

Course Description:

This course delves into the multifaceted concept of stress and equips learners with practical strategies for effective stress management. Through a blend of theoretical understanding and practical application, students will explore the physiological, psychological, and social dimensions of stress, gaining insights into its impact on various aspects of life. Throughout the course, participants will gain a comprehensive understanding of stress, its effects on both mental and physical health, and the importance of proactive stress management.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Understand the concept of stress and stress management	U
2	Identify adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life.	U
3	Analyse the impact of stress on different aspects of life	An
4	Evaluate the effectiveness of different stress management strategies for personal needs	E
5	List various relaxation techniques and healthy lifestyle habits	R

Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✔		✔		✔	✔	
CO 2				✔	✔	✔	
CO 3	✔			✔	✔		
CO 4		✔	✔				
CO 5			✔	✔		✔	

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	UNIT		HOURS
1		**Understanding Stress**	18
	1	**The concept of Stress**	
		a) **Define Stress** stressor, Eustress, Acute Stress, Chronic Stress.	
		b) Sources of Stress. Measurement of Stress.	
	2	**Stress And Changes in Physiology and Behaviour**	
		a) Changes in Physiology - Sympathetic activation, Hypothalamic-pituitary-adrenocortical (HPA) activation	
		b) Changes in Behaviour – Smoking, Alcohol, Eating, Exercise, Accidents. Stress, COVID, and Behaviour Change.	
	3	**Stress causes Illness**	
		a) How Does Stress Cause Illness? - The Direct/Indirect Pathways, and the Chronic/Acute Stress Model.	
		b) Physiological moderators of the stress–illness link - stress reactivity, stress recovery, allostatic load, and stress resistance.	
	4	**Theories of Stress**	
		a) Selye's View, Lazarus's View, Cannon's Fight-or-Flight Model	

		b)	The Transactional Model of Stress - The Role of Appraisal, Appraisal Influence the Stress Response, Events are Appraised as Stressful	

	Coping with Stress		
2	1	**Coping**	**7**
		a) What is coping? Coping style, resilience, Proactive coping, Approach Versus Avoidance, Problem-Focused versus Emotion-Focused Coping (Instrumentality–Emotionality).	
		b) Personal Resources That Influence Coping - Social Support, Personal Control, and Optimism. Personal Coping Strategies - Problem-Focused Coping, Emotion-Focused Coping. Coping and the Stress–Illness Link, Coping and Positive Outcomes.	
	2	**Social Support**	
		a) What Is Social Support? Does social support affect health? How Does Social Support Influence Health?	
	3	**Personality**	
		a) Type A¸ Conscientiousness¸ Hostility, The Big 5 Personality Types.	
	4	**Control**	
		a) What is control? Does control affect the stress response? Does control affect health? How Does Control Mediate the Stress–Illness Link?	

	Interventions for Managing Stress		
3	**1**	**Relaxation Training, Emotional Disclosure, and mindfulness**	**7**
	2	a) Relaxation Training, How Effective is Relaxation Training? Emotional Disclosure. How Effective is Emotional Disclosure? Mindfulness. How Effective is Mindfulness?	
		Coping interventions	
		a) Mindfulness meditation and acceptance/commitment therapy, Expressive writing, Self-affirmation, coping skill training, managing the stress of college, a stress management program, identifying stressors, monitoring stress, identifying stress antecedents, completing take home assignments.	

4	Living a Healthy Lifestyle		8
	1	Living a Healthy Lifestyle – Nutrition, Physical Exercise, Restoration	
	2	Use Effective Coping and Self-Regulation strategies Fostering Positive Relationships	
	3	Enhancing Happiness and Well-Being	
	4	Acquiring New Skills, Setting New Goals, Engaging in Positive Self-Talk and Self-Instruction, avoiding negative self-talk.	

5	Teacher Specific Module	5
	Relaxation techniques - Journal writing using mobile applications	
	Relaxation Techniques	
	Yoga	

Essential Readings:

1. Brannaon, L. E., Updegraff, J. A., & Feist, J. (2021). Health Psychology An Introduction to Behavior and Health (10th ed.). Cengage Learning.

2. Harrington, R. (2012). Stress, health, and well-being thriving in the 21st century (7th ed.). Wadsworth Cengage Learning.

3. Ogden, J. (2023). Health Psychology (7th ed.). McGraw Hill.

4. Taylor, S. E. (2018). Health Psychology (10th ed.). McGraw-Hill Education.

Reference Distribution:

Module	Unit	Reference No.	Page Nos.
1	1	3,1	286 to 288, 106 to 114
	2	3	293 to 297
	3	3	297 to 302
	4	1, 3	103 to 105, 289 to 293
2	1	3, 1, 4	303 to 305, 116, 141 to 144
	2	3	305 to 308

	3	3	308 & 309
	4	3	309 to 311
3	1	1	119 to 125
	2	4	147 to 150
4	1	4	454 to 459
	2	4	459 to 465
	3	4	465 to 470
	4	4	150 & 151

Suggested Readings:

1. Baron .L & Feist.J (2000) Health Psychology 4th edition, USA Brooks/Cole
2. Ogden.J (2000) Health Psychology 2nd edition Philadelphia, Open university press

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		**50**
Continuous Evaluation		**25**
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	5
d)	Field Report/Debate/ Discussion/Seminar	10
Total		**75**

KU2DSCPSY102: COGNITION AND HUMAN BEHAVIOUR

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
2	DSC	100-199	KU2DSCPSY102	4	75

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	2	-	35	65	100	1.5

Course Description: This course provides an overview of the cognitive processes involved in human thought and behaviour. Through a combination of theoretical frameworks, empirical research, and practical applications, students will explore the intricate workings of the mind.

Course Prerequisite: Nil

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Understand basic concepts, principles and terminology related to psychological processes and theories.	R
2	Explain psychological theories and concepts in own words.	U
3	Apply psychological principles to analyse and understand real life situations and behaviours.	A, An
4	Compare and contrast different psychological theories and approaches	An, E
5	Develop novel approaches or strategies based on psychological knowledge to address societal or individual issues.	A

Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✔		✔			✔	
CO 2	✔	✔	✔				
CO 3	✔	✔		✔	✔		
CO 4	✔	✔			✔		
CO 5		✔		✔	✔	✔	✔

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	UNIT	DESCRIPTION	HOURS
1		**MOTIVATION**	**10**
	1	Meaning and concept of Motivation, Biological Motives: Hunger, thirst, sleep, sex.	
	2	Social Motives: Achievement, Affiliation and Power motives.	
	3	Approaches to Motivation: Instinct Approaches, Drive-reduction Approaches, Arousal Approaches, Incentive Approaches, Humanistic Approaches, Self-determination theory.	

MODULE	UNIT	DESCRIPTION	HOURS
2		**EMOTION**	**10**
	1	Concept of emotion, Primary and Secondary emotions	
	2	Elements of emotion: Physiology of emotion, Behaviour of emotion, Subjective experience.	
	3	Theories: James- Lange, Cannon-Bard, Schater-singer, Cognitive appraisal theory, Facial feedback Hypothesis.	
	4	Biological basis of emotion	
	5	a) Emotion and Cognition: affect influences cognition, cognition influences affect. b) Culture and Emotion	

		c) Rasa Bhava theory of emotion: An Indigenous Perspective	

		MEMORY	
3	1	a) Memory: Definition and types-Sensory, Short term, Long term.	**10**
		b) Types of Long-term Memory- Declarative vs Procedural, Episodic vs Semantic.	
	2	Models of memory: Information processing model, levels of processing model, PDP model.	
	3	Memory Processes: Encoding, storage, retrieval.	
	4	a) Forgetting. Causes of forgetting. b) Theories of forgetting: Memory Trace decay theory, Inference theory, Motivated forgetting	

		OTHER COGNITIVE FUNCTIONS	
4	1	a) Definition of Intelligence, Evolution of intelligence testing, Intelligence testing today.	**15**
		b) Measuring intelligence: Earlier attempts, Binet-Simon scale, IQ, distribution of IQ.	
		c) Concept of intellectual deficiency and classification.	
		d) Heredity and environment as determinants of intelligence, Culture and Intelligence.	
	2	a) Definition of Creativity. Divergent Thinking and Convergent Thinking.	
		b) Approaches: Systems Approach and Confluence Approach.	
		c) Fostering Creativity.	
	3	a) Concept of Reasoning	
		b) Types of Reasoning: Deductive reasoning, Inductive reasoning, Everyday reasoning.	
		c) Approaches: The Componential Approach, The Heuristics Approach, The Mental Models Approach.	

		Teacher Specific Module	**30**
5		*Directions*	
		Self-Development Practices- Practical	30
		1.Listening skills	

Differentiate listening and hearing in psychology profession. Characteristics of a dynamic listener. The process of active listening, receiving, attending, interpreting, responding; Steps in active listening; barriers to effective listening, tips for effective listening; Recognizing and overcoming listening obstacles. Critical listening.

Activity: Instruct the students to actively listen to the audio played narrating a story or situation. Evaluate their level of listening capacity ability of the student.

2.Interviewing skill
Foundation of successful interviews. Appropriateness of various types of interviews. Managing interviews, obstacles in psychological interviews. Accurate interpretation of interviews. Goals and roles of psychological interviews in various settings.

Activity: Select a topic of interest under the supervision of the faculty and conduct the interview. Evaluation of the verbatim should be made assessing the interview skill of the students

A practical report should be submitted by each student for internal evaluation.

Essential Readings:

1. Baron, & Misra. (2016). *Psychology* (5th ed.). Pearson Education India.

2. Weiten,W.(2021).*Psychology Themes and Variation* (8th ed). USA:Wadsworth

3. Ciccarelli, S. K., & White, J. N. (2020). *Psychology* (6th ed.). Prentice Hall.

4. Galotti, K.M. (2020). Cognitive Psychology in and out of the laboratory (5th ed). SAGE

Reference Distribution:

Module	Unit	Reference No.
	1	1
1	2	1
	3	3
	1	1
	2	3
2	3	1
	4	1
	5	1
3	1	1 and 3

	2	2 and 3
	3	2 and 3
	4	2 and 3
4	1	1, 2 and 3
	2	1 and 2
	3	4

Suggested Readings:

1. Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (2001). *Introduction to Psychology* (7th Edition), McGraw Hill Booh Company.

2. Plotnik, R. & Kouyoumdjian, H.(2014). *Introduction to Psychology* (10th Edition). An Cengage Learning.

3. Myers, D. G. (2009). *Psychology in modules (Spiral)*. Macmillan.

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation Theory		**50**
End Semester Evaluation Practical		**15**
Continuous Evaluation Theory		**25**
Continuous Evaluation Practical		**10**
a)	Test Paper- 1 & 2 One MCQ and one extended type.	15
b)	Report on self-development practices - **Practical**	10
c)	Survey and report Each student shall individually or in group conduct a survey and submit report. Eg: "Understanding Psychology: From a common man perspective"	10
Total		**100**

KU2DSCPSY103: SOFTSKILLS FOR PERSONAL DEVELOPMENT

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
2	DSC	100-199	KU2DSCPSY103	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	-	-	30	70	100	2

Course Description: This course provides a holistic approach to personal and professional development, empowering participants with essential skills and strategies for success in diverse environments. Through interactive sessions, practical exercises, and reflective practices, participants emerge with enhanced self-awareness, communication proficiency, presentation expertise, and coping strategies for navigating challenges effectively.

Course Prerequisite: Nil

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Evaluate the importance of self-awareness and interpersonal skills in personal and professional development, demonstrating an understanding of soft skills versus hard skills.	E
2	Apply effective communication strategies, including nonverbal communication and active listening, to foster positive relationships and resolve conflicts in various contexts.	A
3	Design and deliver professional presentations, integrating audience analysis, research, visual aids, and effective delivery techniques to convey information persuasively.	C

4	Analyse coping mechanisms for managing difficult situations, demonstrating an understanding of constructive coping strategies and their application in stress management and problem-solving.		An
5	Synthesize principles from self-awareness, communication, presentation, and coping skills to develop a holistic approach to personal growth and adaptability in diverse personal and professional environments.		U

Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✔	✔	✔	✔	✔	✔	
CO 2	✔		✔	✔	✔		
CO 3	✔		✔	✔	✔		
CO 4	✔		✔	✔	✔		✔
CO 5	✔	✔	✔		✔	✔	✔

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	UNIT	DESCRIPTION	HOURS
1		**KNOWING SELF AND SOFTSKILLS**	14
	1	Soft-skills Vs Hard Skills	
		a) Skills to master-Academia Industry Connect- Softening of the hard skills- Interdisciplinary relevance- Global perspectives on soft skills- National Initiatives and priority: National Skill Development Corporation	
		b) Characteristics of soft skills	
		c) Misconceptions about soft skills, Dimensions of soft skill	

	2	Self-Concept	
		a) The Nature of the Self-Concept	
		b) Self-Discrepancies	
		c) Factors Shaping the Self-Concept	
	3	Self-Esteem	
		a) The Importance of Self-Esteem	
		b) The Development of Self-Esteem	
		c) Building Self-Esteem	
	4	Self-Regulation	
		a) Self-Efficacy	
		b) Self-Defeating Behaviour	
	5	The self-concept and personal growth	
		a) The self you had like to be, learning from criticism, accepting criticism, acting on criticism, Greater self-direction	

		IMPROVING COMMUNICATION SKILLS	
2	1	The Process of Interpersonal Communication	14
		a) Components and Features of the Communication Process	
		b) Understanding the Communication Cycle- communication and communication cycle	
	2	Nonverbal Communication -General Principles	
		a) Elements of Nonverbal Communication - Personal Space, Facial Expression, Eye Contact, Body Language, Touch, Paralanguage	
	3	Toward More Effective Communication	
		a) The Significance of Nonverbal Communication	
		b) Conversational Skills	
		c) Self-Disclosure	
		d) Effective Listening	
	4	Listening Skills	
		a) Steps in active listening	

	5	Developing an Assertive Communication Style	
		a) The Nature of Assertiveness	
		b) Steps in Assertiveness Training	

		DEVELOPING PRESENTATION SKILLS	
	1	Objectives of presentation	
	2	Audience Analysis	
	3	Preparing the presentation- researching and developing the topic	
	4	Structure of a presentation- Introduction, body, conclusion	
	5	Using Visual Aids - Types	12
3	6	Components of effective delivery	
		a) Body language- Posture, Use of hands, Eye contact, Gestures	
		b) Vocal Variety: Using the Voice Channel- Pronunciation and Articulation, Emphasis, Pace, Pitch, Volume, Pause	
	7	Delivering the presentation	
		a) Coping with stage fear	
		b) Rehearsing presentation delivery	
		c)Giving the presentation – Analysing your performance post presentation	

		COPING SKILLS FOR MANAGING DIFFICULT SITUATIONS	
	1	The Concept of Coping	
	2	Common Coping Patterns of Limited Value- Giving Up, Acting Aggressively, Indulging Yourself, Blaming Yourself, Using Defensive Coping	15
4	3	The Nature of Constructive Coping	
		a) Appraisal-Focused Constructive Coping- Ellis's Rational Thinking, Humour as a Stress Reducer, Positive Reinterpretation	
		b) Problem-Focused Constructive Coping- Using Systematic Problem Solving, Seeking Help, Improving Time Management	

	c) Emotion-Focused Constructive Coping- Enhancing Emotional Intelligence, Expressing Emotions, Managing Hostility and Forgiving Others, Exercising, Using Meditation and Relaxation, Spirituality	

5	**Teacher Specific Module**	**5**
	Directions	
	Application: Using Time More Effectively- The Causes of Wasted Time- The Problem of Procrastination- Time-Management Techniques	

Essential Readings:

1. Weiten, W., Dunn, D., & Hammer, E. (2018). Psychology applied to Modern life: Adjustment in the 21st Century (12th ed.). Wadsworth Cengage Learning.

2. Kirsh, S., Duffy, K. G., & Atwater, E. G. (2015). Psychology for Living: Adjustment, Growth, and Behavior Today (11th ed.). Pearson.

3. Ramesh, G., Ramesh, M. (2010). The Ace of soft skills- attitude, communication & etiquette for success. Dorling Kindersley Pvt. Ltd.

4. Chauhan, G.S., Sharma, S. (2016). Soft Skills: An integrated approach to maximize personality. New Delhi: Wiley India Pvt. Ltd.

Reference Distribution:

Module	Unit	Reference No.	Page Nos.	Remarks
1	1	4	72	
	1b ,c	3	3	
	2	1	159	
	3	1	167	
	4	1	179	
	5	2	72	
2	1	1	221	
	1b	3	143	
	2	1	227	
	3	1	236	
	4	3	182	

	5	1	244	
	1	3	164	
	2	3	167	
	3	4	100	
3	4	3	223	
	5	3	209	
	6a	3	191	
	6b	3	200	
	7	4	104	
	1	1	95	
4	2	1	96	
	3	1	103	

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		**70**
Continuous Evaluation		**30**
a)	Test Paper- 1	6
b)	Test Paper-2	6
c)	Assignment	6
d)	Field Report/Debate/ Discussion/Seminar	12
Total		**100**

KU2MDCPSY101: PSYCHOLOGY OF LOVE AND FRIENDSHIP

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
2	MDC	100-199	KU2MDCPSY101	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	-	-	25	50	75	1.5

Course Description: This course delves into the intricate dynamics of human relationships, focusing specifically on the psychological principles underlying love and friendship. Through a combination of theoretical frameworks, empirical research, case studies, and practical applications, students will explore the complexities of interpersonal connections and the factors that shape them.

Course Prerequisite: Nil

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Define and differentiate key concepts in relationship development, psychology of friendship, romantic love, and human sexuality.	U
2	Identify factors influencing relationship initiation, friendship formation, romantic love dynamics, and sexual orientation.	U
3	List and categorize various stages, theories, and models discussed in the syllabus related to relationship development, friendship, romantic love, and human sexuality.	U
4	Recognize and describe the significance of factors such as proximity, social support, attachment theory, and sexual identity in interpersonal relationships.	U

5	Explain patterns of behaviour and outcomes associated with different stages of relationship development, friendship dynamics, romantic relationship maintenance, and sexual expression.	R

Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✔	✔			✔		✔
CO 2	✔	✔	✔	✔	✔		✔
CO 3	✔	✔	✔				
CO 4	✔	✔	✔	✔		✔	✔
CO 5	✔	✔	✔	✔		✔	✔

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	UNIT	DESCRIPTION	HOURS
1		**Relationship Development**	10
	1	Relationship development:	
		a) Initial Encounter- Proximity	
		b) Familiarity	
		c) Physical attractiveness	
	2	What makes someone attractive?	
		a) Matching up on looks	
		b) Attractiveness and resource exchange	
	3	Getting Acquainted	
		a) Reciprocal liking	

	b) Similarity	
4	Established Relationship	
	a) Maintenance of ongoing relationships	
	b) Relationship satisfaction and commitment	

	Psychology of Friendship		
	1	Friendship	
		a) What Makes a Good Friend?	
		b) Gender and Sexual Orientation	
		c) Conflict in Friendships	
	2	Meeting People	
		a) Are first impressions most important?	
2		b) Factors that influence first impressions- social norms, physical attractiveness, reputations, similarity, propinquity, non-verbal signals, verbal signals	**10**
	3	Keeping Friends	
		a) When friends get together-social support and friendship	
		b) Self-disclosure -gender differences, cultural differences	
		c) Gender differences in friendship – platonic friendship, friends with benefits	
		d) Staying friends	
	4	When it's hard to make friends	
		a) Shyness	
		b) Loneliness	

	Psychology of Romantic Love		
3	1	Gender and Sexual Orientation	**10**
	2	Theories of Love	
		a) Triangular Theory of Love	

		b) Romantic Love as Attachment	
	3	The Course of Romantic Love	
		a) Why Relationships End	
		b) How Relationships End	
		c) Helping Relationships Last	
	4	The Internet and Close Relationships	
		a) Developing Close Relationships Online	
		b) Building Online Intimacy	
		c) Moving beyond Online Relationships	
		d) Application: Overcoming Loneliness	

		Psychology of human sexuality and it's expression	
	1	Becoming a Sexual Person- Sexual Orientation	
		a) Key Aspects of Sexual Identity	
		b) Physiological Influences	
		c) Psychosocial Influences	
		d) Gender Differences in Sexual Socialization	
4	2	Sexual Orientation	**10**
		a) Models of Sexual Orientation	
		b) Origins of Sexual Orientation	
		c) Attitudes toward Homosexuality	
		d) Disclosing One's Sexual Orientation-Adjustment	
	3	The Human Sexual Response	
		a) The Sexual Response Cycle	
		b) Gender Differences in Patterns of Orgasm	
	4	Sexual Expression	
	5	Patterns of sexual behaviour	

5	**Teacher Specific Module**	**5**
	Directions	
	Practical Issues in Sexual Activity-Contraception- Sexually Transmitted Diseases- Enhancing Sexual Relationships-Toxic relationships	5

Suggested Readings:

1. Weiten, W., Dunn, D., & Hammer, E. (2018). Psychology applied to Modern life: Adjustment in the 21st Century (12th ed.). Wadsworth Cengage Learning.

2. Kirsh, S., Duffy, K. G., & Atwater, E. G. (2015). Psychology for Living: Adjustment, Growth, and Behavior Today (11th ed.). Pearson.

Reference Distribution:

Module	Unit	Reference No.	Page Nos.	Remarks
1	1	1	251	
	2	1	253	
	3	1	256	
	4	1	257	
2	1	1	259	
	2	2	152	
	3	2	157	
	4	2	163	
3	1	1	261	
	2	1	262	
	3	1	265	
	4	1	268	
4	1	1	335	
	2	1	341	
	3	1	344	
	4	1	346	

	5	1	350	

Essential Readings:

1.   Branscombe, N. R., & Baron, R. A. (2017). Social Psychology (14th ed.). Pearson.

2.   Crisp, R. J., & Turner, R. N. (2020). Essential Social Psychology (4th ed.). SAGE Publications Ltd.

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		**50**
Continuous Evaluation		**25**
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	10
d)	Case study/Group Discussion/Book review/Survey	5
Total		**75**

KU3DSCPSY200: COGNITIVE PROCESS

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
3	DSC	200-299	KU3DSCPSY200	4	75

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	2	-	35	65	100	1.5

Course Description: This course in cognitive psychology provides a comprehensive overview of key topics central to understanding human cognition. It begins with an exploration of the field's foundations, tracing its origins and discussing current trends in research methodologies. Attention and perception are then examined in depth, including theories of attentional selection and the principles of perceptual organization. Language and thought processes are explored, delving into the structure of language, its relationship with cognition, and the phenomenon of bilingualism. Finally, the course covers decision-making and problem-solving, addressing cognitive biases, classical problem-solving techniques, and various forms of reasoning. Through this exploration, students gain a deep understanding of the intricate workings of the human mind and its underlying cognitive processes.

Course Prerequisite: Nil

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Recall fundamental concepts in cognitive psychology, such as attention, perception, language, and decision-making, along with identifying major theories and paradigms in the field.	R
2	Explain cognitive processes by distinguishing between selective and divided attention, describing mechanisms of bottom-up and top-down perception, and summarizing decision-making phases.	U
3	Apply cognitive psychology principles to real-world contexts by analysing how cognitive illusions influence decision-making,	A

	explaining the use of depth cues in perception, and assessing the effects of bilingualism on language processing.	
4	Evaluate various cognitive theories and models by comparing early and late selection theories of attention, assessing utility models of decision-making, and contrasting deductive and inductive reasoning.	E
5	Engage in higher-order thinking by proposing innovative solutions to cognitive challenges, evaluating cognitive theories based on empirical evidence, and assessing implications of language and thought hypotheses on cognition.	U,A

Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✔		✔		✔	✔	✔
CO 2		✔	✔		✔		
CO 3			✔	✔	✔		
CO 4	✔	✔	✔				✔
CO 5	✔	✔	✔		✔	✔	✔

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	UNIT	DESCRIPTION	HOURS
1		**Introduction to Cognitive Psychology**	10
	1	Cognitive Psychology: Definition, The First Cognitive Psychologists	
	2	The Cognitive Revolution, Current Trends in the study of cognition - cognitive sciences, cognitive neuropsychology;	
	3	Paradigms of cognitive psychology - Information processing approach, connectionist approach, evolutionary approach, ecological approach	

		Attention, Perception and Perceptual Errors	
2	1	Attention and its types - Selective attention, divided attention, Early Selection Theories of attention - Broadbent's filter model, Treisman's attenuation theory; and Late Selection Models - Deutch & Deutch's late selection theory	15
	2	Divided Attention theories - Capacity model by Kahneman; Inattentional blindness; Automaticity and the effect of practice - Stroop Task, Automatic Versus Attentional (Controlled) Processing	
	3	Perception - Bottom-up and top-down processes in perception, Perceptual organisations - The six Gestalt Laws, Disruptions of Perception: Visual Agnosias. Depth perception - Depth Cues, Proprioception, Kinesthesis and Haptic Information	
	4	Perceptual Errors: Visual Illusion, The Gibson View of Perception, using illusion to explore Haptic Information, Illusions in Reality, Helmholtz's Classical Theory,	

		Language and Thought	
3	1	Defining language, the universality of language, Studying language in cognitive psychology	10
	2	Perceiving and understanding words - phonemes, morphemes, understanding sentences - semantics, and syntax, Syntactical priming, Speech Error Understanding Text and Stories - How Inference Creates Coherence	
	3	Language and cognition - the modularity hypothesis, The Whorfian hypothesis, Bilingualism- Factors influence Second Language Acquisition, Bilingualism One system or two	

		Intelligence, Problem-Solving and Decision-Making	
4	1	Intelligence - Problem of definition- Cognitive theories of Intelligence- Information Processing speed, General Knowledge, Problem solving and reasoning. Traditional theories- Spearman, Thurstone, Cattel, Guilford. Recent theories of intelligence- Gardner, Sternberg	10
	2	Phases of decision-making	
	3	Cognitive illusions in decision-making, Utility models of decision-making.	
	4	Classical problems and general methods of solution, blocks to problem-solving, finding creative solutions	
	5	Reasoning: Deductive Reasoning, Conditional reasoning, Syllogistic Reasoning, Inductive Reasoning, Causal Inferences, Categorical Inferences	

	Teacher Specific Module **- Practical**	30
	Directions: A minimum of 5 experiments has to be completed from the following section. A brief description about the experimental psychology must be given and the same must be recorded. A record containing introduction, aim, method, result, discussion, conclusion and references (APA Format) should be maintained and submitted for the evaluation.	
5	**SENSATION AND PERCEPTION** a. Depth perception b. Colour blindness c. Muller Lyer Illusion **Attention** a. Span Attention b. Division of Attention **Intelligence** a. Multiple Intelligence Test b. Bhatia Performance Intelligence Test **Problem Solving** a. Pyramid Puzzle	

Essential Readings:

1.   Goldstein, B. E. (2008). *Cognitive Psychology: Connecting Mind, Research, and Everyday Experience* (2nd ed.). Belmont, CA: Thomson Wadsworth Publishing Company

2.   Galotti, K. M. (2020). *Cognitive psychology in and out of the laboratory* (5th ed). SAGE

3.   Levitin, D. J. (2002). *Foundations of cognitive psychology. Core Readings.* Cambridge, MA: MIT Press

4.   Sternberg, R. J. (1996). *Cognitive psychology* (6th ed) Harcourt Brace College Publishers

5. Solso, R. L., MacLin, O. H., & MacLin, M. K. (2008). *Cognitive Psychology.* Allyn & Bacon.

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation Theory		**50**
End Semester Evaluation Practical		**15**
Continuous Evaluation Theory		**25**
Continuous Evaluation Practical		**10**
a)	Test Paper- 1 & 2	15
b)	Report on Practical	10
c)	Assignment on Cognitive Processes	10
Total		**100**

KU3DSCPSY201: SOCIAL PSYCHOLOGY

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
3	DSC	200-299	KU3DSCPSY201	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	-	-	30	70	100	2

Course Description: This course provides a comprehensive exploration of the field of social psychology, focusing on the scientific study of how people's thoughts, feelings, and behaviours are influenced by the actual, imagined, or implied presence of others. Through examining key theories, concepts, and research, students will gain a deep understanding of how social factors shape individual and group behaviour.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Apply social psychological principles to real-world scenarios, demonstrating an understanding of their relevance in various contexts.	A
2	Understand key theories and principles of attribution, attraction, and social influence	U
3	Understand the basic principles of social cognition, including how schemas and heuristics influence social perception.	U
4	Apply knowledge of attitudes, beliefs and persuasion to critically assess the messages and design effective communication strategies.	A

| 5 | Evaluate interventions aimed at promoting prosocial behaviour and reducing aggression, considering individual, interpersonal, and societal factors | E |

Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✔			✔			
CO 2		✔			✔		
CO 3			✔				✔
CO 4			✔			✔	
CO 5	✔			✔			

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	UNIT	DESCRIPTION	HOURS
1		**INTRODUCTION TO SOCIAL PSYCHOLOGY**	12
	1	Definition and nature of social psychology,	
	2	Historical Development of social psychology	
	3	Methods of research in Social Psychology,	
	4	Groupthink and group dynamics, Leadership styles and theories	
	5	Interpersonal Attraction, love, friendship and social support, Factors of attraction, Attachment	

		SOCIAL COGNITION AND SOCIAL THINKING	
2	1	Forming Impressions of other people	**12**
	2	Social schemas and categories	
	3	Theories of attribution- (Kelley's, Heider,) Biases in attribution,	
	4	Stereotypes, Prejudices and Discrimination.	
	5	Social Interferences and Heuristics.	

		ATTITUDES, BELIEFS AND PERSUASION	
3	1	Formation of Attitudes	**10**
	2	Cognitive Dissonance and Attitude Change	
		a) Belief Perseverance	
	3	Persuasion: Communicators, Messages, and Audiences, Resistance to Persuasion,	
	4	Elaboration Likelihood Model and heuristic systematic Model	
	5	Social Influence- conformity (Asche's Studies), Compliance and Obedience (Milgram's Experiment)	

		HELPING AND HURTING OTHER PEOPLE	
4	1	Empathy and Altruism	**11**
		a) The Bystander Effect	
	2	Hoarding, Cooperation and Forgiveness	
		a) Five Steps to Helping	
	3	Factors influencing Pro-social behaviour	
	4	Theories of aggression	
	5	Societal influence	
	6	Media and aggression, Reducing Aggression.	

5	**Teacher Specific Module**	**30**
	Practical	

1. Analyze a cultural product like films, serials, advertisement and reels with regard social influence 2. Organize a Group Discussion regarding various social psychology topics in the classroom and prepare a report.	

Essential Readings:

1. Hogg, M. A., & Vaughan, G. M. (2017). *Social Psychology.*

2. Hogg, M. A., Hogg, M., & Vaughan, G. M. (2009). *Essentials of Social Psychology.* Pearson Education.

3. Baron, R. A., & Branscombe, N. R. (2013). *Social Psychology: Pearson New International Edition*. Pearson Higher Ed.

4. Baumeister, R. F., & Bushman, B. (2007). *Social psychology and human nature*. Wadsworth Publishing Company.

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		**70**
Continuous Evaluation		**30**
a)	Test Paper- 1	6
b)	Test Paper-2	6
c)	Group discussion	6
d)	Analysis of cultural product film/advertisements	12
Total		**100**

KU3DSCPSY202: CHILD DEVELOPMENT

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
3	DSC	200-299	KU3DSCPSY202	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	-	-	30	70	100	2

Course Description: Child Development is a comprehensive exploration of the physical, cognitive, emotional, and social development of children from infancy through adolescence. This course examines the various theories, methodologies, and research findings in the field of child development to provide students with a deep understanding of the factors that influence growth and behaviour in children.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Identify and describe key concepts and historical milestones in the study of child development, including early philosophical views, Darwin's theory, and the emergence of the discipline.	R
2	Explain foundational theories of child development, including the biological, psychodynamic, learning, cognitive developmental, and contextual perspectives, and illustrate how these theories apply to real-world scenarios.	U
3	Apply their knowledge of prenatal development stages and the influences of teratogens to evaluate potential risks and suggest strategies for healthy prenatal outcomes.	A

4	Analyse the various factors influencing physical growth, emotional behaviour, and temperament from infancy to childhood, and differentiate between gross and fine motor skills development.	An
5	Assess the impact of different parenting styles and practices, as well as socioeconomic factors, on child development, and compare the differing roles and interactions of mothers and fathers with their children.	E

Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✔		✔			✔	✔
CO 2			✔	✔	✔		✔
CO 3	✔			✔	✔	✔	
CO 4	✔	✔	✔	✔		✔	
CO 5	✔	✔	✔		✔		

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	UNIT	DESCRIPTION	HOURS
		INTRODUCTION TO CHILD DEVELOPMENT	
	1	Concept and meaning of development	
1	2	Historical foundations of the study of child development: early philosophers' views of children's development, social reform movement, Darwin's theory of evolution, the emergence of child development as a discipline.	12
	3	Foundational theories of child development: the biological perspective, the psychodynamic perspective, the learning perspective, the cognitive developmental perspective, the contextual perspective.	

2		**PRENATAL DEVELOPMENT AND BIRTH**	12
	1	The course of prenatal development	
	2	Influences on Prenatal Development: General risk factors, teratogens	
	3	Birth: the birth process, Approach to childbirth. Birth complications	
	4	Adjusting to parenthood	

3		**INFANCY AND CHILDHOOD**	12
	1	Newborn reflexes & states, gross and fine motor skills	
	2	Physical growth & development, Emotional behaviour in infancy to childhood, temperament: definition, different classification	

4		**FACTORS INFLUENCING CHILD DEVELOPMENT**	12
	1	Nature and functions of the family, parenting styles and practices, the child as an influence on parenting, socioeconomic influences on parenting. Differences in mother's and father's interactions with their children, Marital discord	

5	**Teacher Specific Module**	12
	Directions: At least one topic to be identified from each module and to conduct group discussions. Students may also be assigned with specific topic for carrying out observation and to submit report	
	Group Discussions	
	Observation report	
	Assessments	

Essential Readings:

1. Kail , R.V. (2012). Children and their Development (6th ed). Pearson Education, Inc

2. Siegler, R. S., DeLoache, J. S., & Eisenberg, N. (2011). How children develop (3rd ed). Worth publishers

3. Berk , L.E. (2014). Development through the lifespan (6th ed). Pearson Education,
    Inc

Reference Distribution:

Module	Unit	Reference No.
1	1	3
	2	2
	3	1
2	1	3
	2	2
	3	3
	4	2
3	1	3
	2	2
4	1	2

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		**70**
Continuous Evaluation		**30**
a)	Test Paper	6
b)	Group Discussion	6
c)	Observation report	12
d)	Seminar	6
Total		**100**

KU3DSCPSY203: INTRODUCTION TO PERSONALITY

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
3	DSC	200-299	KU3DSCPSY203	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	-	1	30	70	100	2

Course Description: This course delves into the multifaceted field of personality psychology, exploring various theoretical perspectives that seek to understand the complexities of human personality. Students will examine foundational theories and concepts from psychoanalytic, behavioural, cognitive, biological, evolutionary, humanistic, and existential perspectives. The course begins with an overview of personality psychology, providing insight into what constitutes personality and the diverse approaches used to study it.

Course Prerequisite: Nil

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Describe the fundamental concepts and theories in personality psychology.	R, U
2	Analyse the key perspectives in personality psychology, including psychoanalytic, neo-analytic, behavioural, cognitive, biological, trait, and humanistic/existential approaches.	An
3	Compare and contrast the theoretical frameworks and assumptions underlying each perspective	An
4	Evaluate the strengths and limitations of different perspectives in explaining personality development and behaviour.	E
5	Demonstrate comprehensive knowledge of the major perspectives in personality psychology, including psychoanalytic, behavioural,	U

	cognitive, biological, evolutionary, and humanistic/existential approaches	

Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1			✔		✔		✔
CO 2	✔	✔	✔		✔		✔
CO 3		✔	✔	✔		✔	✔
CO 4	✔	✔	✔	✔	✔		✔
CO 5			✔	✔	✔	✔	✔

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	UNIT	DESCRIPTION	HOURS
1		**Perspectives to Personality & Psychodynamic Perspective**	15
	1	What is personality?	
		Preview of the Perspectives – Psychoanalytic –Behaviourist-Cognitive-Biological-Trait-Humanistic/Existential (Brief)	
	2	Psychoanalytic Aspects of Personality	
		a) Basic Psychoanalytic Concepts- The Unconscious, The Structure of the Mind, Psychosexual Development, Defence Mechanisms	
		a) Carl G. Jung and Selfhood: view of Psyche, personal and collective unconsciousness, archetypes,	
		b) Alfred Adler— Individual Psychology, The Inferiority Complex and the Importance of Society.	

2	**Behavioural and Cognitive Perspective**		15
	1	The Classical Conditioning of Personality- experiment and major principles- Conditioning of Neurotic- Behaviour -Application of Conditioning Principles	
	2	The Origins of Behaviourist Approaches: Watson's Behaviourism - The Rejection of Introspection – Applying Conditioning Principles to Little Albert: Conditioned Fear and Systematic Desensitization	
	3	The Radical Behaviourism of B. F. Skinner - Operant Conditioning as an Alternative Description of Personality- major principles.	
	4	Albert Bandura's Social-Cognitive Learning Theory - The Self-System - Observational Learning - Self-Efficacy - Self-Regulation Processes	

3	**Biological and Evolutionary Perspectives**		10
	1	Genes and Personality – Behavioural Genomics	
	2	Role of Temperament, Gray's Reinforcement Sensitivity Theory - Sensation Seeking and Addiction- Proneness	
	3	Principles of evolutionary psychology -genes and inclusive fitness- sex difference- human nature-individual differences	

4	**Humanistic, Existential Perspectives**		
	1	Abraham Maslow's self-actualization	
	2	Carl Roger self-theory	
	3	Existential theory - Rollo May, Viktor Frankl	15

5	**Teacher Specific Module**		**5**
	Directions		
		Personality assessment and modern research trends in Personality psychology	5

Essential Readings:

1. Friedman, H. S., & Schustack, M. W. (2014). *Personality: Classic Theories and Modern Research*. Pearson.

2. Aleem, S. (2012). *Theories of personality*. Pearson

Reference Distribution:

Module	Unit	Reference No.	Remarks
1	1	1	
	2	1	
	3	1	
2	1	1	
	2	1	
	3	1	
	4	1	
3	1	1	
	2	1	
	3	2	
4	1	2	
	2	2	
	3	2	

Suggested Readings:

1. Feist, J., Feist, G. J., & Tomi-Ann Roberts. (2021). Theories of personality (10th ed.). Mcgraw-Hill Education.

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		**70**
Continuous Evaluation		**30**
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment: Complete a personality test and submit a report based on it.	10
d)	Using the knowledge gained from the course, students create a comprehensive	10

	personality profile for their chosen character from a movie or a novel. Description of the character's background, upbringing, and significant life events. Analysis of the character's personality traits, motivations, goals, and interpersonal relationships.	
Total		**100**

KU3VACPSY200: SEX AND SEXUALITY

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
3	VAC	200-299	KU3VACPSY200	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	-	-	25	50	75	1.5

Course Description: This course offers an in-depth exploration of human sexuality, encompassing sexual anatomy, physiology, psychology, ethics, and law. Students will learn about female and male sexual systems, the sexual response cycle, and reproductive health. Psychological aspects such as gender identity, sexual orientation, and sexual dysfunctions are examined alongside critical issues like sexually transmitted infections. Ethical considerations and legal regulations of sexual behaviour, including sexual violence, consent, and morality, are also addressed. Through this comprehensive approach, students will develop a well-rounded understanding of sexual intelligence, equipping them with the knowledge to navigate and address complex sexual health issues professionally and personally.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Describe the fundamental aspects of female and male sexual anatomy and physiology, including hormonal functions and the menstrual cycle.	R
2	Explain the Masters & Johnson Sexual Response Cycle and its stages, and discuss the physiological and psychological aspects of sexual response and arousal.	U

3	Apply knowledge of fetal development and maternal health to identify common psychological and physiological adjustments required during and after pregnancy.	A
4	Analyse gender dimensions, including differences, identity roles, stereotypes, and their impact on body image and eating disorders.	An
5	Evaluate the ethical principles and dilemmas involved in moral decision-making related to sexual behaviour, such as contraception, prostitution, and government regulation.	E

Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✔		✔		✔	✔	✔
CO 2	✔		✔		✔	✔	✔
CO 3	✔		✔	✔	✔		✔
CO 4	✔	✔			✔	✔	✔
CO 5		✔	✔	✔	✔	✔	✔

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	UNIT	DESCRIPTION	HOURS
1		**SEXUAL ANATOMY AND PHYSIOLOGY**	13
	1	Female sexual anatomy & physiology- the breasts, hormones, menstruation, menopause	
	2	Male sexual anatomy & physiology- hormones	
	3	Sexual response & arousal – the Masters & Johnson Sexual Response Cycle, orgasm	

	4	Conception, pregnancy & birth – foetal development, maternal health problems during pregnancy, childbirth, psychological & physiological adjustment after childbirth	
2		**THE PSYCHOLOGY OF HUMAN SEXUALITY**	13
	1	Gender dimensions -gender differences, gender identity roles and stereotypes, body image and eating disorders	
	2	Sexual orientation- theories of sexual orientation, the Kinsey Continuum, heterosexuality, homosexuality, bisexuality, asexuality, issues related to religion and morality	
	3	Sexual dysfunction- male & female sexual dysfunctions, causes of sexual dysfunction	
	4	Sexually transmitted infections -bacterial infections, viral infections, vaginal infections, HIV &AIDS, prevention	

		SEXUAL ETHICS, MORALITY & LAW	
3	1	Forcible sexual behaviours – sexual violence, rape, paedophilia, incest, relationship abuse, sexual harassment	13
	2	The basics for making decisions – ethical principles, ethical dilemma	
	3	Moral decision making and sexual behaviour – government control & regulation, sex between unmarried partners, contraception, prostitution, sexual responsibility to a partner	
	4	Laws regulating sexual behaviours -obscenity & pornography, rape, statutory rape, adultery, divorce	
4		**Teacher Specific Module**	6
		Directions: The teacher has to identify topic which are socially relevant and sensitive issues and to conduct group discussions and debate	
		Group Discussions	
		Debate	

Essential Readings:

1. Greenberg, J. S., Bruess, C. E., & Conklin, S. C. (2010). *Exploring the dimensions of human sexuality*. Jones & Bartlett Publishers.

2. Koeppen, B. M., & Stanton, B. A. (2023). Berne and Levy Physiology E-Book: Berne and Levy Physiology E-Book. Elsevier Health Sciences

3. Goerling, E., & Wolfe, E. (2022). Introduction to human sexuality.

4. Rahman, S., Bowman, N., & Jackson, D. (2022). Sexuality, the self, and society.

Reference Distribution:

Module	Unit	Reference No.
1	1	1
	2	1
	3	2
	4	3
2	1	1
	2	3
	3	3
	4	1
3	1	1
	2	4
	3	4
	4	1

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		**50**
Continuous Evaluation		**25**
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	5
d)	Case study/Group Discussion/Book review/Survey/Debate	10
Total		**75**

KU4DSCPSY204: PSYCHOLOGY OF GENDER AND SEXUALITY

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
4	DSC	200-299	KU4DSCPSY204	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	-	-	30	70	100	2

Course Description: This course will introduce students to the psychological and cultural history of gender, changing sex roles, socialization, sexuality, issues related to mental health, stereotyping, cognition. Also, this course helps to apply concepts and research findings on gender and sexuality to one's own everyday experiences and real-world situations and events.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
C01	Critically understand the concepts gender and sexuality	R, U
C02	Academically engage in the contemporary debates and discourse on sexuality	A, An
C03	Analyse the psychological underpinnings of gender and gender roles	An
C04	Critically understand how the marriage system as institution operates in relation to gender and sexuality.	U, E

***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓		✓	✓		
CO 2	✓		✓		✓		✓
CO 3	✓			✓	✓		
CO 4		✓			✓	✓	

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	UNIT	DESCRIPTION	HOURS
1		**THE IDEA OF GENDER AND SEXUALITY**	**13**
	1	Understanding the concept of sexuality and gender a. Gender Development b. Sexual Development	
	2	Gender Stereotypes, Gender Spectrum, Gender Fluidity and Gender Roles	
	3	Gender discrimination, Masculinity and Femineity	
	4	Power structure, Sexism	

		SEXUALITY AND THE CONTEMPORARY DEBATES	**13**
2	1	Development of sexuality	
	2	Sexual Orientation and Sexuality	

	3	Stereotypes on sexual orientations, Intersectionality	
	4	Interpersonal Relationships and sexuality, non-progressive attitudes on gender fluidity and sexuality, Legal debates	

	GENDER IN LIFE SITUATIONS		**12**
3	1	Gender at work place and Home	
	2	Gender and Physical Health	
	3	Gender and Psychological health	
	4	Gender and emotions	

	MARRIAGE, GENDER AND SEXUALITY		**12**
4	1	A brief social history of marriage	
	2	What roles do sex and gender play in committed relationships?	
	3	LGBTQIA++ spectrum and the idea of marriage and relationships, Queer affirmative psychological support	
	4	Cross sex friendships	

	Teacher Specific Module	**10**
5	*Directions*	
	1. Street drama on 'LGBTQ' 2. Assignment on 'Crimes against Sexual minorities in India' 3. Classroom discussion on stigma about Sexual minorities	

Essential Readings:

1.Bosson, Buckner, & Vandelle (2022). The Psychology of Sex and Gender. (2nd Edition). Sage.
2. Jones, K. B. (2015). Queer(y)ing Hannah Arendt, or what's Hannah Arendt got to do with intersectionality? New Political Science, 37(4), 458–475. https://doi.org/10.1080/07393148.2015.1089024
.

Reference Distribution:

Module	Unit	Reference No.
1	1	1
	2	1
	3	1
	4	2
2	1	1
	2	3.a b c
	3	4
	4	1,5
3	1	1,6
	2	1
	3	1
	4	1
4	1	1
	2	1
	3	1
	4	7

Suggested Readings:

1. Bosson, Buckner, & Vandelle (2022). The Psychology of Sex and Gender. (2nd Edition). Sage.
2. Blakemore, Berenbaum, & Liben (2009). Gender Development. Psychology Press
3. Beauvoir, S. de. (2015). The second sex. Vintage Classics.
4. Kakar, Sudhir. & Kakar, Katharina. (2007). The Indians: portrait of a people, Penguin Books India.

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		**70**
Continuous Evaluation		**30**
a)	Test Paper- 1	10
b)	Assignment	5
c)	Seminar	5
d)	Book/ Article Review	10
Total		**100**

KU4DSCPSY205: BIOPSYCHOLOGY

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
4	DSC	200-299	KU4DSCPSY205	4	60

*Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	-	1	30	70	100	2

Course Description: "Biopsychology" is a multidisciplinary course that explores the complex interplay between biology and psychology. Also known as psychobiology or behavioural neuroscience, biopsychology delves into the biological mechanisms underlying behaviour, cognition, emotion, and mental processes. The course typically covers a wide range of topics, including neuroanatomy, neurophysiology and psychopharmacology.

Course Prerequisite: Nil

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Understand the concept and scope of biopsychology and its foundations	R, U
2	Analyse various sensory systems and dysfunctions	An
3	Recognize biological processes behind hunger, thirst, sleep and sex	U, An
4	Understand the biological basis of behaviour	U
5	Apply the concepts of biological basis of behaviour in understanding human nature	A

Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓		✓		✓	✓	✓
CO 2	✓		✓		✓		✓
CO 3	✓				✓		
CO 4	✓				✓		✓
CO5		✓		✓	✓		✓

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	UNIT	DESCRIPTION	HOURS
1		**INTRODUCTION TO BIOPSYCHOLOGY**	12
	1	Disciplines of biopsychology: Physiological psychology, Psychopharmacology, Neuropsychology, Psychophysiology, Cognitive neuroscience, Comparative psychology	
	2	Anatomy of the nervous system: Neuron- Structure, functions and types, Neuroanatomical directions, Spinal Cord and Major structure and division of brain	
	3	Impulse transmission- action potential, resting potential and all or none law	
	4	Synapses- synaptic transmission, excitatory post synaptic potential and inhibitory post synaptic potential	
	5	Neurotransmitters- types and functions	
2		**SENSORY SYSTEM**	12
	1	The visual system- pathway, theories of colour vision and disorders.	

	2	Auditory, somatic, olfactory and gustatory system- pathway and disorders. Sensory motor system – Principles of sensory motor function, Posterior parietal association cortex, Secondary motor cortex, Primary motor system, Cerebellum and Basal Ganglia, Descending pathways, Sensory motor spinal circuits	

		INTERNAL REGULATION & MOVEMENT	
3	1	Temperature regulation: Homeostasis & allostasis, controlling body temperature, Brain mechanisms.	**13**
	2	Movement: Brain mechanisms of movement and related dysfunctions	
	3	Sleep: Circadian sleep cycles, stages of sleep, theories of sleep, effects of sleep deprivation, Brain areas involved in sleep, Drugs & sleep, sleep disorders.	
	4	Biological basis of learning and memory	
4		**BIOLOGICAL BASIS OF BEHAVIOR**	**13**
	1	Endocrine system: Functions of thyroid gland, adrenal gland, pituitary gland, pancreas, thymus and pineal gland, HPA axis	
	2	Biological basis of sexual behaviour: Sexual differentiation, Hormones, Variations, Regulation of male and female sexual behaviour, Deviant sexual behaviour and sexual disorders.	
	3	Biological basis of psychological disorders: psychoses, mood disorders and personality disorders	
	4	Brain Plasticity: Brain Damage and Neuroplasticity	

		Teacher Specific Module/Practical	
5		• Assignment/Projects: Create biological model of nervous system • Presentation based on the selected topics • Group discussions • Quiz • Practical Assessment suitable for biopsychology:	**20**

Essential Readings:

1. Carlson , N. R. (2007). *Foundations of Physiological Psychology* (7th ed.)Delhi: Pearson education.

2. Corr, P.J. (2006). *Understanding Biological Psychology*. Blackwell Publishing Ltd

3. Kalat, J. W.(2019). *Biological Psychology* (13th ed) . Pearson eduction, Inc

4. Pinel , J. P. J & Barnes, S. J. (2023). *Biopsychology* (11th ed.). U S A: Pearson education, inc

5. Wilson, J. F. (2002). *Biological Foundations of Human Behaviour*. Wadswoth
       Thomson learning. Inc

Reference Distribution:

Module	Unit	Reference No.	Remarks
1	1	4	
	2	4	
	3	1	
	4	4	
	5	2	
2	1	5	
	2	5	
3	1	3	
	2	5	
	3	5	
	4	3	
4	1	2	
	2	5	
	3	5	
	4	4	

Suggested Readings:

1. Fox, S.I. (2021). *Human Physiology* (16th Ed). McGraw Hill Companies.

2. Levinthal, C. F. (1990). *Introduction to Physiological Psychology (3rd Ed)*. Prentice Hall.

3. Premakumar, K. (1997). *The Message Connection: Anatomy and Physiology.* Lippincott williams & wilkins.

4. Sembulingam, K & Sembulingam, P. (2019). *Esesntials of Medical Physiology* (8th Ed). Jaypee Brothers Medical Publishers.

5. Silber, K. & Wagner, H. (2004). *Physiological Psychology*. BIOS Scientific Publishers.

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		**70**
Continuous Evaluation		**30**
a)	Test Paper- 1	6
b)	Test Paper-2	6
c)	Assignment- Write about glia cells- types and functions	6
d)	Discussion- Conduct a group discussion on hormones and behaviour	12
Total		**100**

KU4DSCPSY206: **LIFESPAN DEVELOPMENT**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
4	DSC	200-299	KU4DSCPSY206	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	-	1	30	70	100	2

Course Description: Developmental Psychology is a comprehensive exploration of human growth and development across the lifespan. This course delves into the psychological processes and milestones that individuals undergo from infancy through late adulthood.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	To Recognize key issues, perspectives, and periods in human development.	R,U
2	To Describe early developmental milestones and factors affecting infant growth.	U
3	Analyse the influence of social, environmental, and biological factors on development during childhood and adolescence.	A, An
4	Evaluate the effectiveness of different developmental theories and models.	U
5	To understand adulthood, death and grieving	U

Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓				✓		
CO 2	✓	✓					
CO 3	✓			✓	✓		✓
CO 4			✓		✓		✓
CO 5	✓			✓		✓	

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	UNIT	DESCRIPTION	HOURS
1		**INTRODUCTION**	12
	1	a) Definition of development	
		b) Characteristics of development	
		c) Nature of development	
	2	Developmental issues: Nature and nurture, goodness and badness of human nature, activity and passivity, continuity and discontinuity, universality and context specificity	
	3	a) Theories of development: Psychoanalytic, Cognitive, Behavioral and social theories	
		b) Ethological, Ecological and Eclectic approaches	
	4	a) Research methods: Method of data collection	
		b) Research designs	

2		**FORMING A NEW LIFE**	11
	1	a) Conception: Prenatal stages	
		b) Influences on Prenatal Development, Teratogens	
	2	a) Birth process	
		b) Birth complications	
		c) Postpartum Period	
	3	Characteristics of Infant	
		a) Physical growth and development, Reflexes and states	
		b) Motor development and Perceptual development	
	4	Cognitive development	
	5	Socio emotional development, Moral development	
	6	Development of attachment	

3		**CHILDHOOD & ADOLESCENCE**	10
	1	Early childhood: Bodily growth and change, Sleep patterns and problems, Motor development, Hazards of early childhood.	
	2	Middle childhood	
		a) Growth & Motor development, Health and safety	
		b) Child in school, learning problems	
	3	Adolescence: Puberty	
		a) Physical and mental health	
		b) Use and abuse of drugs.	
	4	Juvenile delinquency, depression and suicide	

4		**ADULTHOOD**	12
	1	Early adulthood	
		a) Transition to adulthood	
		b) Sexual activity in emerging adulthood,	

	c) Non-marital and marital lifestyles	
	d) Parenthood	
2	Middle adulthood	
	a) Physical changes: Women's health after menopause	
	b) Stress and causes of stress in middle adulthood	
	c) Changes in relationships at midlife.	
3	Late adulthood, Ageing- Physical and Mental Changes	
4	Death, Stages of Dying and Grieving	

5	**Teacher Specific Module**	**30**
	Practicum/Practical	
	• Group Discussions • Geriatric home visit and submit report • Parent interview	

Essential Readings:

1. Santrock, J.W.(2011). Life span development.(13th ed).McGraw-Hill Education
2. Sigelman, C.K. & Rider, E.A.(2012). Life-span Human Development (7th ed).Wadsworth,Inc
3. Papalia, D.E., Olds, S.W., &Feldman,R.D. (2004). Human Development(9TH ed).McGraw Hill.
4. Berk, L.E. (2014). Child Development(7th ed).Pearson Education Inc

Reference Distribution:

Module	Unit	Reference No.	Remarks
1	1	1	
	2	2	
	3	1	

	4	2	
2	1	3	
	2	1	
	3	1	
	4	4	
	5	4	
3	1	4	
	2	2	
	3	4	
	4	3	
4	1	3	
	2	3	
	3	1	
	4	1	

Suggested Readings:

1. Santrock, John W. (2007). Adolescence. 11th edition. Tata McGraw Hill Publishing Company.
2. Santrock, John W. (2007). Child Development. 11th edition. Tata McGraw Hill Publishing Company.
3. Misra, G., & Misra, G. (2009). Psychology in India. Volume 1, Basic psychological processes and human development (1st edition). Pearson.

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		**70**
Continuous Evaluation		**30**
a)	Test Paper- 1	6
b)	Test Paper-2	6

c)	Assignment	6
d)	Seminar	6
e)	Field Report/Discussion/ Debate	6
Total		**100**

KU4SECPSY200: PSYCHOLOGICAL FIRST AID

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
4	SEC	200-299	KU4SECPSY200	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	-	-	25	50	75	1.5

Course Description: Through this course, participants will learn about the development of PFA concepts, including the WHO's Look-Listen-Link model and the Johns Hopkins RAPID PFA model. The course will explore the psychological consequences of trauma, such as PTSD, depression, generalized anxiety, panic disorder, substance use, and psychophysiological stress syndromes, and how these can manifest following various types of disasters. Participants will gain hands-on experience in practicing PFA, starting with establishing rapport and reflective listening, moving through assessment and psychological triage, and mastering intervention tactics to stabilize and mitigate acute distress. The course will also cover strategies for facilitating access to continued care, ensuring a comprehensive approach to psychological support.

Course Prerequisite: Nil

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Define Psychological First Aid and understand its importance in crisis situations.	R
2	Apply the WHO Look-Listen-Link model and the Johns Hopkins RAPID PFA model in real-world scenarios.	A
3	Recognize and address the psychological consequences of trauma.	U
4	Establish rapport and utilize reflective listening to provide effective emotional support.	A

5	Implement intervention tactics to stabilize individuals and mitigate acute distress.	A

Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✔		✔		✔	✔	✔
CO 2	✔	✔		✔	✔	✔	
CO 3					✔		✔
CO 4				✔		✔	
CO 5				✔	✔		✔

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	UNIT	DESCRIPTION	HOURS
1		**INTRODUCTION TO PSYCHOLOGICAL FIRST AID**	8
	1	Definition And scope of Psychological First Aid (PFA)	
	2	Principles and goals of PFA	
	3	Differences between PFA, Counselling and Psychotherapy	
	4	Myths and misconceptions	

2		**UNDERSTANDING TRAUMA AND STRESS**	10
	1	Types of traumatic events – Natural Disasters, Accidents, Violence etc	
	2	Stress Responses- Psychological and physiological reactions to trauma- Risk factors and resilience	

		PROCESSES OF PFA AND APPLICATION	
3	1	Establishing Rapport and Reflective Listening-Empathy and Rapport	12
	2	Look-Observe for safety-Immediate needs and affected people	
	3	Listen- Types of listening	
	4	Link- Help the affected to access information, services available and social support	
	3	Demonstration of the RAPID Model: Role play and scenario-based practice	
	4	PFA in disaster situations-schools and community settings-PFA for frontline workers- Police, Health Profession etc	

		SKILLS FOR PROVIDING PFA	
4	1	Communication skills- Calming and Do's and Don'ts in communication.	10
	2	Strategies- Providing support to vulnerable population	
	3	Ethical and cultural considerations-Confidentiality, Informed consent-Boundaries and Limitations	
	4	Cultural competence in PFA delivery – Selfcare	

	Teacher Specific Module	
5	*Directions*	5
	Design activities to learn and practice Psychological First Aid Skills- Suggest students to audit the Psychological First Aid course offered by John Hopkins University in Coursera- Refer WHO Manual and NIMHANS manual for designing activities	

Essential Readings:

1. Everly,G.S., & Lating, J. M. (2017). The Johns Hopkins guide to psychological first aid. Johns Hopkins University Press.

2. Jacobs, G. A. (2016). Community-based psychological first aid: a practical guide to helping individuals and communities during difficult times. Butterworth-Heinemann

Is An Imprint Of Elsevier. https://www.elsevier.com/books/community-based-psychological-first-aid/jacobs/978-0-12-804292-2

3. World Health Organisation, War Trauma Foundation, & world vision international. (2011). Psychological first aid: Guide for field workers. World Health Organisation. https://www.who.int/publications/i/item/9789241548205

4. Brymer,M., Jacobs,A.,Layne, C.,Pynoos,R., et al. (2006). Psychological First Aid: Field Operations Guide. National Child Traumatic Stress Network

Reference Distribution:

Module	Unit	Reference No.	Remarks
1	1	1,3	
	2	1,3	
	3	1,3	
	4	1,3	
2	1	1,2,4	
	2	1,2,4	
3	1	1,3	
	2	1,3	
	3	1,3	
4	1	1	
	2	1	
	3	2,4	
	4	3	

Suggested Readings:

1. Snider, L., Mark Van Ommeren, Schafer, A., De, M., War Trauma Foundation, & World Vision International. (2011). Psychological first aid : guide for field workers. World Health Organization, Cop.

2. Snider, L., Schafer, A., Mark Van Ommeren, Khalid Saeed, (Of World Health Organization. Regional Office ForThe Eastern Mediterranean, World Health Organization, War Trauma Foundation, & World Vision International. (2013). Psychological first aid : facilitator's manual for orienting field workers. World Health Organization.

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		**50**
Continuous Evaluation		**25**
a)	Test Paper	5
b)	Auditing PFA course online	5
c)	Assignment	5
d)	PFA skill demonstration	5
e)	Role play/Group discussion	5
Total		**75**

KU4VACPSY201: PSYCHOLOGY OF DIVERSITY

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
4	VAC	200-299	KU4VACPSY201	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	-	-	25	50	75	1.5

Course Description: This course provides a comprehensive understanding of the psychological processes underlying diversity, social categorization, and bias. Through theoretical and practical approaches, students will learn to address and reduce social biases, fostering a more inclusive society.

Course Prerequisite: Nil

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Understand and explain how social categorization and stereotyping influence perceptions of diversity and interpersonal interactions.	U
2	Critically assess the development, structure, and consequences of stereotypes, prejudice, and discrimination within various social contexts.	An
3	Utilize theoretical frameworks to analyse how social identity and system justification shape individual and group behaviour and perceptions of social inequalities.	A
4	Develop and propose behavioural and cognitive interventions aimed at reducing social biases, enhancing intergroup relations, and promoting diversity and inclusion	A

| 5 | Evaluate the neural mechanisms underlying social biases and apply this knowledge to inform strategies for bias reduction and promoting more inclusive attitudes and behaviours. | E |

Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1			✔		✔	✔	
CO 2	✔	✔					✔
CO 3			✔	✔		✔	
CO 4			✔	✔		✔	✔
CO 5	✔	✔		✔	✔	✔	✔

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	UNIT	DESCRIPTION	HOURS
1		**PSYCHOLOGY OF DIVERSITY CHALLENGES AND BENEFITS**	8
	1	Introduction to the concept and definition	
		a) psychology of diversity	
		b) Perspectives on Diversity	
	2	The Diversity Divide: Benefits versus Challenges	

2		**CONCEPTS IN THE PSYCHOLOGY OF DIVERSITY**	
	1	Categorization and stereotyping: cognitive Processes that shape Perceived diversity	
		a) social categorization	

		b) the neuropsychology of Categorization	
	2	Understanding Diversity	12
	3	Social Biases: Stereotypes, Prejudice, and Discrimination	
	4	The Structure of Social Bias	

	PSYCHOLOGICAL PROCESSES		
	1	Social Cognition and Categorization Distinguishing "Us" from "Them"	
		a) We Are Social Animals	
		b) How We Think About People: Social Cognition	
		c) How We Think About Groups: Social Categorization and Group Membership	
3		d) What Can We Do? Reducing Bias and Embracing Diversity	
	2	Social Identity	
		a) Feeling Good about Us: Social Identity	
		b) Confusing "What Is" with "What Should Be": Social Roles and System Justification	10
		c) Slipping into the Darkness: Groups in Competition	
	3	Is Bias in the Brain?	

	RESPONDING TO SOCIAL INEQUALITY: BEHAVIORAL AND COGNITIVE INTERVENTIONS FOR REDUCING PREJUDICE		
	1	Coping with Perceived Discrimination	
	2	Behavioural interventions	
4		a) Personal Contact with Members of Negatively Stereotyped Groups	
		b) Self-Regulation of One's Own Prejudiced Behaviour	
		c) Integrating the Contact and Self-Regulation Approaches to Prejudice Reduction	10
	3	Cognitive interventions	

		a) Stereotype Inhibition and Substitution	
		b) Cross-Categorization	

5	**Teacher Specific Module**		**5**
	Directions		
		Group discussions/ Case studies/ Role plays	

Essential Readings:

1. Jones, J. M., Dovidio, J. F., & Vietze, D. L. (2014). The psychology of diversity: beyond prejudice and racism. Wiley-Blackwell.

2. Blaine, B. E., & McClure, K. J. (2020). Understanding the Psychology of Diversity. SAGE Publications.

3. Baron, R. A., & Branscombe, N. R. (2013). Social Psychology: Pearson New International Edition. Pearson Higher Ed.

Reference Distribution:

Module	Unit	Reference No.	Remarks
1	1	1	
	2	1	
2	1	1 ,2	
	2	1	
	3	1	
	4	1	
3	1	1	
	2	1	
	3	1	
4	1	1	
	2	2	
	3	2	

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		**50**
Continuous Evaluation		**25**
a)	Test Paper	10
b)	Assignment	5
c)	Book/ Article/Movie Review	5
d)	Group Discussion	5
Total		**75**

KU4VACPSY202: SCIENCE OF WELLBEING

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
4	VAC	200-299	KU4VACPSY202	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	-	-	25	50	75	1.5

Course Description: The course aims to equip students with practical tools and techniques derived from scientific research to enhance their personal well-being and happiness. Throughout the course, students will engage in hands-on activities, exercises, and real-life applications aimed at cultivating positive habits and behaviours.

Course Prerequisite: Nil

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Explore mindfulness techniques to promote present-moment awareness and mental well-being.	U
2	Apply evidence-based practices to cultivate a sense of purpose and overall life satisfaction.	A
3	Understand the physiological and psychological benefits of regular relaxation practices	U
4	Evaluate positive psychology techniques to enhance wellbeing	E
5	Analyse happiness and various contributing factors	An

*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✔	✔		✔			
CO 2			✔	✔	✔	✔	✔
CO 3	✔				✔	✔	✔
CO 4		✔	✔				
CO 5	✔		✔	✔			✔

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	UNIT	DESCRIPTION	HOURS
1		**POSITIVE PSYCHOLOGY AND WELLBEING**	10
	1	Positive Psychology	
	2	PERMA concept of wellbeing	
		a) Positive emotion- Engagement- Relationships-Meaning-Accomplishment	
	3	Varieties of wellbeing	
		a) Hedonic and eudaimonic - Subjective wellbeing- psychological- social	
		b) Quality of life- flourishing- Benefits of wellbeing	

MODULE	UNIT	DESCRIPTION	HOURS
2		**RELAXATION FOR WELLNESS**	
	1	Simple breathing practices	
	2	Meditation	

	3	Yoga techniques	
	4	Deep breathing	
	5	Guided imagery practices	10

		HAPPINESS	
3	1	Definition - Determinants of happiness	
	2	Happiness interventions	
	3	Practice Engaging in Positive Affective Experiences	10
		a) Keep a Positive Affective Experiences Diary	
		b) Build a Pleasurable Sensations Toolbox and Induce Positive Emotions	
		c) Spend Your Money Happily	
		d) Evaluate Your Positivity Ratio	

		MINDFULNESS, SAVOURING AND FLOW	
4	1	Why Does Present-Moment Focus Matter?	
	2	Mindfulness	
		a) Mind wandering	
		b) Mindfulness meditation-body scan, breathing space	
		c) How does the mindfulness work? The being mode and the doing mode	10
		d)Savouring	
		e) Flow	
	3	Practice Present-Moment Focus: Meditate on the Present Moment, Savor the Past, Present, and Future	
5		**Teacher Specific Module**	5
		Directions	
		Mindful breath awareness - Mindful Body Scan - Sensory Awareness- Mindful Eating- Gratitude Journaling - Gratitude letter	

Essential Readings:

1. Hart, R. (2021). *Positive psychology: The basics*. Routledge.

2. Carr, A. (2022). *Positive Psychology: The Science of Wellbeing and Human Strengths* (3rd ed.). Routledge.

3. Cheavens, J. S., & Feldman, D. B. (2022). *The science and application of positive psychology*. Cambridge University Press.

4. Alidina, S. (2012). Relaxation for Dummies. England: John Wiley

5. Pearson, M. (1998). Emotional healing & self-esteem. Australian council for educational research

6. Tompkins, M. A; Barkin, J. R; McKay. (2018). The relaxation and stress reduction workbook for teens. New Harbinger publication

7. Stephens, M. (2010). Teaching Yoga: Essential foundations and techniques. California: North Atlantic books publication

Reference Distribution:

Module	Unit	Reference No.
1	1	1
	2	2
	3	2
2	1	4
	2	5
	3	6
	4	7
	5	7
3	1	1
	2	3
	3	3
4	1	3

	2	2
	3	3

Suggested Readings:

1. Joseph (2015). *Positive Psychology in practice. Promoting human flourishing in work, health, education and everyday life*. New Jersy, John Wiley and Sons.

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		**50**
Continuous Evaluation		**25**
a)	Test Paper	10
b)	Positive Psychology in Practice- Introspection Report	10
c)	Assignment	5
Total		**75**

KU5DSCPSY300: APPROACHES TO PERSONALITY

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
5	DSC	300-399	KU5DSCPSY300	4	75

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	2	-	35	65	100	1.5

Course Description: This course delves into the multifaceted field of personality psychology, exploring various theoretical perspectives that seek to understand the complexities of human personality. Students will examine foundational theories and concepts from psychoanalytic, behavioural, cognitive, biological, evolutionary, humanistic, and existential perspectives. The course begins with an overview of personality psychology, providing insight into what constitutes personality and the diverse approaches used to study it.

Course Prerequisite: Nil

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Describe the fundamental concepts and theories in personality psychology.	R, U
2	Analyse the key perspectives in personality psychology, including psychoanalytic, neo-analytic, behavioural, cognitive, biological, trait, and humanistic/existential approaches.	An
3	Compare and contrast the theoretical frameworks and assumptions underlying each perspective	An
4	Evaluate the strengths and limitations of different perspectives in explaining personality development and behaviour.	E
5	Demonstrate comprehensive knowledge of the major perspectives in personality psychology, including psychoanalytic, behavioural,	U

	cognitive, biological, evolutionary, and humanistic/existential approaches	

Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1			✔		✔		✔
CO 2	✔	✔	✔		✔		✔
CO 3		✔	✔	✔		✔	✔
CO 4	✔	✔	✔	✔	✔		✔
CO 5			✔	✔	✔	✔	✔

COURSE CONTENTS

MODULE	UNIT	DESCRIPTION	HOURS
1		**Perspectives to Personality & Psychodynamic Perspective**	**15**
	1	What is personality? Definition. Basic aspects of personality.	
		Preview of the Perspectives – Psychoanalytic –Behaviourist-Cognitive-Biological-Trait-Humanistic/Existential (Brief)	
	2	Psychoanalytic Aspects of Personality	
		a) Basic Psychoanalytic Concepts- The Unconscious, The Structure of the Mind, Psychosexual Development, Defence Mechanisms	
		a) Carl G. Jung and Selfhood: view of Psyche, personal and collective unconsciousness, archetypes,	
		b) Alfred Adler— Individual Psychology, The Inferiority Complex and the Importance of Society.	
	3	Brief outline of the theories of Erik Erikson, Karen Horney, Erich Fromm, Harry Stack Sullivan, Melanie Klein	

		Behavioural and Cognitive Perspective	
2	1	The Classical Conditioning of Personality- experiment and major principles- Conditioning of Neurotic- Behaviour -Application of Conditioning Principles	**15**
	2	The Origins of Behaviourist Approaches: Watson's Behaviourism - The Rejection of Introspection – Applying Conditioning Principles to Little Albert: Conditioned Fear and Systematic Desensitization	
	3	The Radical Behaviourism of B. F. Skinner - Operant Conditioning as an Alternative Description of Personality- major principles.	
	4	Albert Bandura's Social-Cognitive Learning Theory - The Self-System - Observational Learning - Self-Efficacy - Self-Regulation Processes	
	5	Contributions of Albert Ellis	

		Biological and Evolutionary Perspectives	
3	1	Genes and Personality – Behavioural Genomics	**10**
	2	Role of Temperament, Gray's Reinforcement Sensitivity Theory - Sensation Seeking and Addiction- Proneness	
	3	Principles of evolutionary psychology -genes and inclusive fitness-sex difference- human nature-individual differences	

		Humanistic, Existential Perspectives	
4	1	Abraham Maslow's self-actualization	
	2	Carl Roger self-theory	
	3	Existential theory - Rollo May, Viktor Frankl	**15**

		Teacher Specific Module	
5		*Directions*	**30**
		Personality assessment and submission of report. Any 5 of the following.	
		Eysenck Personality Questionnaire (EPQ)	
		Big Five Inventory (BFI)	

16 Personality Factor Questionnaire (16PF) Myers-Briggs Type Indicator (MBTI) Rorschach Inkblot Test Thematic Apperception Test (TAT) Sentence Completion Test Rotter's Locus of Control Scale	

Essential Readings:

1. Friedman, H. S., & Schustack, M. W. (2014). *Personality: Classic Theories and Modern Research*. Pearson.
2. Aleem, S. (2012). *Theories of personality*. Pearson
3. Ellis, A.. Abrams, M., and Abrams, L. D. (2009). *Personality Theories. -Critical Perspectives*. New Delhi: Sage Publications.
4. Ewen, R. B., (2010). *An Introduction to Theories of Personality* (7th ed.). New York: Psychology press.
5. Hall. C.S.. Lindzey, C., & Campbell. J. B (2007). *Theories of Personality*. (4th ed.). New York.

Reference Distribution:

Module	Unit	Reference No.
	1	1
1	2	1
	3	1
	1	1
	2	1
2	3	1
	4	1
3	1	1

	2	1
	3	2
	1	2
4	2	2
	3	2

Suggested Readings:

1. Feist, J., Feist, G. J., & Tomi-Ann Roberts. (2021). Theories of personality (10th ed.). Mcgraw-Hill Education.

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation Theory		**50**
End Semester Evaluation Practical		**15**
Continuous Evaluation Theory		**25**
Continuous Evaluation Practical		**10**
a)	Test Paper	10
b)	Report of the Personality Testing- **Practical**	10
c)	Using the knowledge gained from the course, students create a comprehensive personality profile for their chosen character from a movie or a novel. Description of the character's background, upbringing, and significant life events. Analysis of the character's personality traits, motivations, goals, and interpersonal relationships.	10
d)	Assignment- a topic is to be discussed with teacher and prepare the assignment report.	5
Total		**100**

KU5DSCPSY301: COUNSELLING AND GUIDANCE

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
5	DSC	300-399	KU5DSCPSY301	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	-	1	30	70	100	2

Course Description: The Counselling Psychology course provides students with an in-depth exploration of theories, principles, and practical skills essential for the practice of counselling psychology. Through a combination of theoretical study, experiential learning, and supervised practice, students will develop competencies in conducting assessments, providing psychotherapy, and promoting mental health and well-being across diverse populations. Emphasis is placed on the integration of theory and practice, ethical considerations, multicultural competence, and professional development within the field of counselling psychology.

Course Prerequisite: Nil

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Critically evaluate the effectiveness of counselling interventions and the use of assessment tools in diagnosing and addressing client needs.	E
2	Explain the core conditions and strategies of effective helping relationships in counselling.	U
3	Demonstrate the ability to conduct initial interviews and employ appropriate counselling techniques in simulated client scenarios.	A
4	Analyse different counselling approaches and assess their suitability for various client issues and contexts.	An

5	Develop a comprehensive counselling plan that incorporates assessment, goal setting, intervention strategies, and follow-up procedures.	C

Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✔	✔			✔		✔
CO 2	✔	✔	✔			✔	✔
CO 3		✔	✔	✔	✔	✔	✔
CO 4							
CO 5		✔	✔	✔	✔	✔	✔

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	UNIT	DESCRIPTION	HOURS
1		**Introduction to counselling and Guidance**	**14**
	1	Counselling:	
		a) Counselling – Definition and scope of counselling, Goals of counselling, Distinction between Counselling and Psychotherapy, Types of Counselling-Individual/group- Based on Different setting Career counselling- premarital counselling, School counselling etc.	
		b) Counsellor and counselee characteristics. Characteristics of an effective counsellor, Generic models of counselling- Egan, Hill, Ivey and Ivey (brief)	
	2	Guidance:	

		a) Definition. History of Guidance Movement. Nature and Objectives of Guidance. Different types of Guidance: Educational Guidance,	
		b) Career guidance and counselling: the process of vocational/ career counselling, Distinction between vocational/ career counselling and vocational/ career guidance. Personal social Guidance	

		Different Approaches of Counselling	
2	1	Approaches to counselling: Psychoanalytic counselling--an over view.	**15**
	2	Person-centered counselling--an over view.	
	3	Behavioural counselling-an overview.	
	4	Cognitive counselling, Eclectic approach-an over view.	

		Counselling Skills	
3	1	Skills- Opening Techniques – Rapport -Greeting, topics, physical arrangements, attitudes, Non-verbal skills (SOLER)- Attending, Listening and Observing Skills	**15**
	2	Non-verbal Behaviours: Eye-contact, Facial expressions, Head Nods, Body Postures, Bodily Movements, Space, Tone of Voice, Grammatical Style, Silence, Minimal Verbal Behaviours, Minimal Encouragers, Approval-Reassurance, Non-verbal Behaviours to avoid. Listening and Observation Skills: Verbal Messages, Non-verbal Messages, Skills for Exploring Thoughts: Restatements, Open questions about Thoughts	
	3	Skills for Exploring Feelings, Reflection of feeling, How to reflect feelings, Identifying feeling words. Sources of reflections, Open questions about feelings, Paraphrasing and reflecting meaning, Paraphrasing and reflecting feeling Helping clients manage reluctance and resistance, Probing and Summarizing, recognizing patterns and themes, Understanding client's frames of reference, Structuring, Leading and Questioning techniques	

	4	Feedback, Skills for fostering awareness, Skills for facilitating Insight; Skills to implement action goals: Open questions for action, Giving information, Feedback about the client, Process advisement, direct guidance, integrating action skills, Termination skills	
	Counselling in Different Settings and professional issues		
	1	Applications of Counselling in various settings (briefly): Premarital counselling, HIV/AIDS counselling, counselling for terminally ill, Counselling for LGBTQ+	
	2	Group Counselling, and Online Counselling.	
4	3	Issues faced by beginning Counsellor/Therapist- Dealing with counsellor's anxiety, being yourself and self-Disclosure, Avoiding Perfectionism, being Honest of limitations	**15**
	4	Dealing with Demands from clients, sharing responsibility with client, Declining to give advice Learning to use techniques appropriately, maintaining your vitality as a person and as a professional.	

	Teacher Specific Module	**16**
	1. Understanding and managing client's emotion in therapy 2. Case report and mental status examination	
5	Practical 1. Counselling Demonstration and role plays: Students pair up to role-play as counsellor and client. The counsellor conducts an initial interview focusing on building rapport, gathering information, and establishing the purpose of counselling. Afterward, they switch roles and repeat the process. 2. Case study: Students are given detailed case studies with background information and presenting problems. They must analyse the case, identify key issues, and develop a structured intervention plan, including goals, strategies, and potential challenges. 3. Telephone and Online Counselling Practice: Students conduct mock counselling sessions via telephone or video conferencing platforms. They focus on adapting communication skills to a distance format, including managing non-verbal cues and ensuring confidentiality. Submission of reports for evaluation.	

Reference Distribution:

Module	Books
1	Capuzzi, D (2007). Counseling and Psychotherapy: Theories and Interventions. New Delhi: Corey, G (2011). Theory and Practice of Counseling and Psychotherapy (9th Edn) U K: Cengage Learning. Egan, G. (1990). The Skilled Helper: A systematic Approach to effective helping. Thomson Brroks/ Cole q `q` Publications Co. Jones, R. N. (2008). Basic Counselling Skills- A helpers Manual. New Delhi: Sage Publications Rao, N. S., & Shajpal, P.(2013). Counselling &Guidance.(3rd ed). Tata Mc Grow Hill Publishers Nystul, M.S. (2011). Introduction to Counselling-An art and Science Perspective (4th ed.).Pearson Education
2	Capuzzi, D (2007). Counseling and Psychotherapy: Theories and Interventions. New Delhi: Corey, G (2011). Theory and Practice of Counseling and Psychotherapy (9th Edn) U K: Cengage Learning. Egan, G. (1990). The Skilled Helper: A systematic Approach to effective helping. Thomson Brroks/ Cole q `q` Publications Co. Jones, R. N. (2008). Basic Counselling Skills- A helpers Manual. New Delhi: Sage Publications
4	Capuzzi, D (2007). Counseling and Psychotherapy: Theories and Interventions. New Delhi: Corey, G (2011). Theory and Practice of Counseling and Psychotherapy (9th Edn) U K: Cengage Learning. Egan, G. (1990). The Skilled Helper: A systematic Approach to effective helping. Thomson Brroks/ Cole q `q` Publications Co. Jones, R. N. (2008). Basic Counselling Skills- A helpers Manual. New Delhi: Sage Publications

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		**70**
Continuous Evaluation		**30**
a)	Test Paper- 1	5
b)	Test Paper-2	5

+

c)	Practical Report		15
d)	Counselling Skills Demonstration		5
	Total		**100**

KU5DSCPSY302: CLINICAL PSYCHOLOGY

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
5	DSC	300-399	KU5DSCPSY302	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	-	-	30	70	100	2

Course Description: This course serves as an introduction to the field of clinical psychology, exploring its basic nature and scopes, historical development, and contemporary applications. Students will gain an understanding of the core principles and practices involved in the assessment, diagnosis, and treatment of various psychological disorders. The course will cover a range of topics, including but not limited to: clinical practices, assessment and clinical interventions

Course Prerequisite: NIL

Course Outcomes:

Course Outcomes:		
CO No.	Expected Outcome	Learning Domains
1	Understand the concept of normality and abnormality	R, U
2	Diagnose various disorders with the use of DSM and ICD	A
3	Analyse and classify various behavioural symptoms observed	An
4	Analyse the interaction of biological, cognitive, and socio-cultural factors in abnormal behaviour	E, A

Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✔		✔				
CO 2				✔	✔	✔	
CO 3	✔	✔					✔
CO 4				✔	✔	✔	✔
CO 5	✔			✔	✔	✔	

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	UNIT	DESCRIPTION	HOURS
1		**Introduction to Psychopathology**	15
	1	What is psychological abnormality?	
		Definition of psychopathology, 4d's of abnormality, culture and abnormality	
	2	Historical view	
		a) Demonology, gods, and magic, Hippocrates early medical concept, early philosophical conception of consciousness, later Greek and Roman thought, early views of mental disorder in China	
		b) Views of abnormality in Middle Ages, establishment of early asylum, humanitarian reform	
		c) 19th century views of causes and treatment, changing attitude, the emergence of contemporary views of abnormal behaviour	
		d) Evolution of psychological research tradition	
	3	Current classification - DSM 5 TR, ICD 10 & 11	
		a) Perspective in understanding causes of abnormal behaviour	

	4	b) Biological perspective, Psychological perspective, Social perspective, Cultural perspective	
2		**Neurodevelopmental and Schizophrenia Spectrum Disorders**	15
	1	a) Intellectual Developmental Disorders, Communication disorders, Attention Deficit/Hyperactivity Disorder (ADHD) - Prevalence, -Symptoms and Diagnostic criteria	
		b) Specific Learning Disorders, Motor Disorders	
		c) Autism Spectrum Disorder - Prevalence, -Symptoms and Diagnostic criteria	
	2	Schizotypal (Personality) Disorder, Delusional Disorder, Brief Psychotic Disorder, Schizophreniform Disorder, and Schizophrenia, and schizoaffective disorder	
3		**Bipolar, Depressive, Personality, Eating, and Elimination Disorders**	15
	1	Bipolar 1 & 2 disorder, Cyclothymic disorders	
	2	Depressive Disorders – Disruptive Mood Dysregulation Disorder, Major Depressive Disorder, Persistent Depressive Disorder, Premenstrual Dysphoric Disorder	
	3	Personality Disorder – Sub types, Prevalence, Symptoms and Diagnostic criteria	
	4	Eating and Elimination Disorders - Prevalence, Symptoms and Diagnostic criteria	
4		**Substance Use, Sleep, and anxiety disorders**	15
	1	Substance related and addictive disorders - Prevalence, Symptoms and Diagnostic criteria	
	2	Sleep-wake disorders - Prevalence, Symptoms and Diagnostic criteria	
	3	Primary Anxiety Disorders Sub types- Panic Disorder, Agoraphobia, Specific Phobia, Social Anxiety Disorder, - Prevalence, Symptoms and Diagnostic criteria	
	4	Obsessive compulsive disorder (OCD), Post Traumatic Stress Disorder (PTSD), Dissociative disorder, Somatic symptom and related disorders Prevalence, Symptoms and Diagnostic criteria	
	5	Selective Mutism, generalized Anxiety Disorder, Separation Anxiety 3 Disorder - Prevalence, Symptoms and Diagnostic criteria	
5		**Teacher Specific Module**	15
		• Case based discussions of selected disorder	

• Visit/Observation posting at mental health centre • Evaluation of assessment using rating scales • Introduce detailed case history intake form including MSE	

Essential Readings:

1. Comer, R.J., (2015). *Abnormal Psychology* (7th ed.). New York: Worth Publishers

2. Butcher, J.N., Hooley, J.M., & Mineka, S. (2017). Abnormal Psychology (17th ed.).USA: Pearson Education.

3. Barlow, D. H & Durnad, V, M (2012). *Abnormal psychology- an integrative approach* (7th ed.) .cengage learning

4. American Psychiatric Association. (2022). DSM-5TR classification. American Psychiatric   Association.

5. World Health Organization. (2015). The ICD-10 *Classification of Mental and Behavioural Disorders. World Health Organization.*

Reference Distribution:

Module	Unit	Reference No.	Page Nos.	Remarks
1	1	1	2 - 5	
	2	2	31 - 53	
	3	4&5		
	4	2	90 - 125	
2	1	2/4	35 – 100	
	2	2/4	102 - 138	
3	1	2/4	140 - 162	
	2	2/4	178	
	3	2/ 4		
	4	2/4		
4	4	2		

	1	2/4		
	2	2/4		
	3	2/4		
	4	2/4		
	5	2/4		

Suggested Readings:

1. Carr,A. (2001).Abnormal Psychology. Psychology Press
2. Brown,T,A. Casebook in Abnormal Psychology (5th ed).wadsworth
3. Oltmanns,T,E., Martin,M,T.,Neal,J,M.,Davison,G,C. (2012). Case Studies in Abnormal Psychology. (9th ed). Wiley5

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		**70**
Continuous Evaluation		**30**
a)	Test Paper	10
b)	Assignment	5
c)	Seminar	5
d)	Book/ Article /movie Review	5
e)	Field Report	5
Total		**100**

KU5DSEPSY300: ORGANIZATIONAL BEHAVIOUR

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
5	DSE	300-399	KU5DSEPSY300	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	0	1	30	70	100	2

Course Description: This course designed to focuses on how individuals and groups interacts within an organisation and how these interactions affect an organisation's performance towards its goals and the impact of various factors on behaviour within an organisation.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Understand the key concepts and theories in organizational behaviour	R & U
2	Analyse the impact of individual differences on behaviour in organization	An
3	Apply effective organizational design strategies	A
4	Evaluate effective organizational behaviour strategies for improvement	E
5	Develop effective strategies for improving organizational behaviour and performance	C

Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create ©

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✔			✔			
CO 2		✔			✔		
CO 3			✔				✔
CO 4			✔			✔	
CO 5	✔			✔			

Contents for Classroom Transaction:

COURSE CONTENTS

MODULE	UNIT	DESCRIPTION	HOURS
1		**INTRODUCTION TO ORGANIZATIONAL BEHAVIOUR (OB)**	**15**
	1	Organizational Behaviour- Definition, Historical foundations of OB, key elements of OB, Basic approaches of OB, need for studying OB, Significant problems in OB	
	2	Theoretical foundation for organizational behavior- Cognitive, Behaviouristic, Social cognitive Framework, Models of OB	
	3	Organizational Structure, Centralization, Formalization, Hierarchical levels, Departmentalization.	
	4	Mechanistic and Organic structures, Organizational Change- Workforce Demographics, Technology, Globalization, Organizational growth, Market conditions, Poor performance, Resistance to change.	

MODULE	UNIT	DESCRIPTION	HOURS
2		**INDIVIDUAL AND CULTURAL DIFFERENCES**	**15**
	1	Individual difference: values and personality, Employee abilities and skills- Mental abilities and physical abilities.	

	2	Personality- Definition, Influences on Personality development- Physiological, cultural, family and social group, role and situational determinants.	
	3	Personality and work behavior- Self Esteem, Locus of Control, Introversion-Extroversion, Authoritarianism and Dogmatism and Dependability. Personality and Organization	
	4	Organizational Culture-definition, Levels of Organizational Culture, Cultural characteristics, Dimensions of Culture.	
	5	Visual elements of Organizational Culture, Culture within organizations, forms of organization.	

	MOTIVATION		
	1	Motivation: Definition, concepts, Classifications of motive, Nature of Motivation, Motivation Process, Types of motivation	**15**
3	2	Theories of motivation- Maslow's Hierarchy of needs, Theory X and Theory Y, McClelland Achievement Motivation Theory, Herzberg's Motivation- hygiene theory	
	3	Alderfer's ERG Theory, Goal Setting Theory, Self-Efficacy Theory, Social exchange and Equity theory, Expectancy theory of motivation.	

	ORGANIZATION PROCESSES		
	1	Work attitude, Factors contributing to job satisfaction and organizational commitment, Work Behaviours- Job performance, Organizational citizenship behaviours, Absenteeism, Turnover	
	2	Stress, Stress process, Workplace stressors, Outcomes of Stress, approaches to managing stress- Individual and organizational approaches	**10**
4	3	Communication, The Communication process, Barriers to effective communication, Types of communication, Communication Channels, Directions of Communication within organizations, External communications, Cross-cultural communications.	
	4	Conflict- definition, Types of Conflict, causes of conflict, Outcomes of conflict, Ways to manage conflict, Conflict Handling Styles, Negotiations, The five phases of Negotiation, Negotiation strategies, Common mistakes in Negotiations, Third Party Negotiations	

5	**Teacher Specific Module**	5
	Directions	
	1. Personality Assessments: Administer and interpret personality tests to explore individual differences and their impact on work behaviour. 2. Role-Playing Exercises: Engage in role-playing to practice conflict resolution, negotiation, and communication skills. 3. Job Satisfaction Survey: Design and administer surveys to measure job satisfaction and organizational commitment among employees. 4. Stress Management Techniques: Learn and practice stress management techniques such as mindfulness, relaxation exercises, and time management. 5. Group Projects: Collaborate on projects to address organizational challenges, applying OB theories and concepts to propose solutions.	

Essential Readings:

1. Luthens, F. (2011). Organizational Behaviour- An evidence based approach. (12th ed). USA: McGraw-Hill Irwin Co.

2. Bauer, T & Erdogan, B. (2015). Organizational Behaviour. NY: Flat World Knowledge, Inc.

3. Black, S., Gardner, D. G., Pierce, J. L., & Steers, R. (2019). Organizational Behavior. OpenStax.

Reference Distribution:

Module	Unit	Reference No.
1	1	1 & 2
	2	1 & 2
	3	1 & 2
	4	1 & 2
2	1	3
	2	3
	3	3
	4	3

	5	3
3	1	1,2,3
	2	1,2,3
	3	1,2,3
4	1	2
	2	2
	3	2
	4	2

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		**70**
Continuous Evaluation		**30**
a)	Test Paper- 1	6
b)	Test Paper-2	6
c)	Group project	12
d)	Assignment	6
Total		**100**

KU5DSEPSY301: EDUCATIONAL PSYCHOLOGY

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
5	DSE	300-399	KU5DSEPSY301	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	-	1	30	70	100	2

Course Description: The primary aim of this course is to introduce students to the field of Educational Psychology. It introduces the student to the psychological foundations of educational theory, research, and practice. It offers the students a holistic perspective, combining theoretical knowledge with practical insights to enhance their ability to
apply psychological principles in educational settingsIt seeks to prepare them for potential roles as educators or counsellors within educational institutions. To achieve this objective, the course encompasses theoretical and applied Educational Psychology.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Understand the psychological basis of learning and teaching	U
2	Evaluate different classroom pedagogies and the motivational aspect of teaching learning strategies	E
3	Gain a critical understanding of creativity, intelligence and aptitude	U, An
4	Understand the educational demands of certain exceptional situations and contexts	U, R

***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓		✓	✓		
CO 2	✓	✓		✓	✓		✓
CO 3	✓	✓		✓	✓		✓
CO 4	✓	✓		✓	✓	✓	

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	UNIT	DESCRIPTION	HOURS
1		**EDUCATIONAL PSYCHOLOGY: A FOUNDATION FOR TEACHING AND LEARNING**	10
	1	Exploring educational psychology: Historical background, Teaching as Arts and Science. Nature and scope of educational psychology.	
	2	Effective teaching, The teaching-learning process, Goals of teaching and objectives for learning, Contextual Understanding of Indian Schools	
	3	Theories of cognitive development - Piaget, Bruner, Vygotsky and Bronfenbrenner.	
		Theories of learning - Behavioural Theories of Learning	
		Information Processing and Cognitive Theories of Learning.	
		Student Centered and Constructivist Theories of Learning.	
	4	The intentional teacher - Taking social, moral and emotional development into account in intentional teaching, Inclusive teaching/classroom/education	

		MOTIVATION AND CLASSROOM PEDAGOGY	10
2	1	Concept of motivation, socio cultural context of motivation.	
	2	Achievement process -Extrinsic and Intrinsic Motivation, Attribution, Mastery Motivation and Mindset, Self-Efficacy, Goal Setting, Planning, and Self-Monitoring, Expectation, Values and Purpose.	
	3	Approaches to understand classroom motivation, Motivational techniques in classroom teaching	
	4	The goals of classroom management, Creating a positive learning environment, Teacher expectation and students' performance	

		THINKING AND CONSTRUCTIVISM	
3	1	Learning and thinking styles - Impulsive/ Reflective Styles and Deep/ Surface Styles	10
	2	Creative Thinking- Mindfulness, Critical Thinking in schools, Critical Thinking in Adolescent, Technology and Critical Thinking	
	3	Constructivism and Social Constructivism- Social Constructivist Approaches to Teaching	
	4	Teachers and Peers as Joint Contributors to Students' Learning- Scaffolding, Cognitive Apprenticeship, Tutoring, Cooperative Learning	

		EXCEPTIONAL LEARNERS	
4	1	Learners with Exceptionalities and Effective Learning Environments	10
	2	Teaching special children- Teaching children with Intellectual Disability,	
	3	Special education: The question of disability	
	4	Learning disability – Characteristics and Identification, Dyslexia, Dysgraphia, Dyscalculia, Causes and Interventional Strategies.	

5	**Teacher Specific Module**	
	Directions	
	Organize a visit to any special school and interact with the students then write a detailed report of the interaction process.	**20**
	Students must watch a movie which portray any kind of learning disabilities and make a review on it.	

Essential Readings:

1. Chauhan, S. S. (2010). Advanced Educational Psychology, Vikash Publishing.
2. Gage, N. L., & Berliner, D. C. (2009) Educational psychology (5th ed.). Boston, MA: Houghton Mifflin.
3. Mangal, S. K. (2002). ADVANCED EDUCATIONAL PSYCHOLOGY, Second Edition. PHI Learning Pvt. Ltd.
4. Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, Divya Prakashani, Samantarapur, Bhubaneswar
5. Robert E. Slavin (2015), Educational Psychology- Theory and Practice. Pearson Foundation, 12th Edition
6. Santrock, J. W. (2010). Educational Psychology. McGraw-Hill Education.
7. Singal, N., Lynch, P., & Johansson, S. T. (Eds.). (2018). Education and disability in the global south: New perspectives from Africa and Asia. Bloomsbury Publishing.
8. Woolfolk, A.E. (2004). Educational Psychology (9th Ed.), Allyn & Bacon, London / Boston
9. Kaufman, A. S. (2000). Intelligence tests and school psychology: Predicting the future by studying the past. Psychology in the Schools, 37(1), 7-16.
10. Cronbach, L. J. (1975). Five decades of public controversy over mental testing. American Psychologist, 30(1)
11. Robson, D., & Slater, S. (2019). The intelligence trap. Recorded Books, Incorporated.

Reference Distribution:

Module	Unit	Reference No.	Remarks
1	1	4 &3	
	2	6	
	3	4	
	4	4	
2	1	6	

	2	6	
	3	4	
	4	4	
3	1	6, 7,8&9	
	2	6	
	3	4	
	4	4	
4	1	4	
	2	4	
	3	5	
	4	6	

Suggested Readings:

Woolfolk, A.E. (2004). Educational Psychology (9th Ed.), Allyn& Bacon, London / Boston

1. **Assessment Rubrics:**

Evaluation Type		Marks
End Semester Evaluation		**70**
Continuous Evaluation		**30**
a)	Test Paper 1	5
b)	Test Paper 2	5
c)	Report of the school visit	10
d)	Movie Review	10

KU5SECPSY300: LIFE SKILL TRAINING

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
5	SEC	300-399	KU5SECPSY300	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	-	-	25	50	75	1.5

Course Description: This course highlights a broad range of abilities to empower students with the skills and attitudes necessary for personal growth, effective communication and successful navigation of life.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Understand different life skills required to succeed in life.	U
2	Elucidate different skills needed to establish and maintain healthy relationships	An & A
3	Develop skills to manage stress and to critically and creatively evaluate things to solve problems and decision-making in an effective way	E
4	Develop strategies to set foundational elements that make the art of problem solving and communication more structured and efficient	A
5	Create abilities for adaptive and positive behaviour, that enables individuals to deal effectively with the demands and challenges of everyday life.	C

Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✔			✔			
CO 2		✔			✔		
CO 3			✔				✔
CO 4			✔			✔	
CO 5	✔			✔			

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	UNIT	DESCRIPTION	HOURS
1		**MODULE 1 LIFE SKILLS FOR STUDENTS**	9
	1	Definition of skills and ability	
	2	Life skills- Concept, benefits, Categorization of Life Skills by World Health Organization (WHO). How to develop Life Skills	
	3	Self-awareness, discovering self, self-esteem and its importance, overcoming low self-esteem.	
	4	Developing positive self-esteem. Self-development and happiness.	
2		**MODULE 2 SOCIAL SKILLS**	10
	1	Empathy: Nature and types of empathy, Methods of Empathizing, Enhancing empathy, Applications of Empathy.	

	2	Interpersonal relationship: Nature of interpersonal relations, types of relationships, role of feedback in interpersonal communication.	
	3	Strategies for maintaining good interpersonal relations.	
	4	Effective communication: Types of communication, Communication styles, body language- traits and attitudes, Determinants of communication.	

	MODULE 3 THINKING SKILLS		
3	1	Critical thinking skills: Concept, nature and stages of critical thinking, Personal strategies for critical thinking, Barriers to critical thinking.	**11**
	2	Creative thinking skills: Nature and definition of creativity, Factors affecting creativity, Stages of creativity, Personality of a creative person, Ideas to enhancing creative thinking in everyday life.	
	3	Problem solving skills: Approaches to problem solving, Steps and styles of problem solving, Factors affecting Problem solving	
	4	Decision making skills: Phases of decision making, improving decision making skills.	

	MODULE 4 EMOTIONAL SKILLS		
4	1	Coping with Stress: Nature, Relation between demands and coping, General Adaptation Syndrome, Types and causes of stressors.	**10**
	2	Correlates of stress, Management of stress, Time management and stress reduction.	
	3	Coping with emotions: Nature of emotion, Functions of emotional expression, Coping with negative emotions	
	4	Emotional development, Gender and emotions Regulation of emotion and emotional competence, Skills for anger management.	

5	**Teacher Specific Module** *Directions*	**5**

	Activities to train Life skills – Role plays, Group discussions, Modelling, Presentation skills, Critical thinking and problem-solving skills, decision making, time management	

Essential Readings:

1. Wadkar, A. (2016) Life skills for success. 2nd ed. New Delhi, Sage publications

2. Doe, J. (2020). *Life skill for success*. Random House

3. UNESCO. (2020, June 15). Life Skills Education for Youth. UNESCO. https://www.unesco.org/

4. Cottrell, S. (2017). Critical thinking skills: Effective Analysis, Argument and Reflection. Bloomsbury Publishing.

5. Bordens, K.S., & Horowitz, I. A. (2008). Social Psychology. Freeload Press.

6. Adair, J. E. (2007). Decision making and Problem solving Strategies. Kogan Page Publishers.

7. Lehrer, P. M., Woolfolk, R. L., & Sime, W.E. (2007). Principles and practice of stress Management. Guilford Press.

8. Galotti, K.M. (2020). Cognitive Psychology in and out of the laboratory (5th ed). SAGE

Reference Distribution:

Module	Unit	Reference No.
1	1	2 & 3
	2	2 & 3
	3	1
	4	1
2	1	1
	2	1
	3	1
	4	1 & 5
3	1	4
	2	1

	3	1 & 6
	4	8
	1	1 & 7
	2	1& 7
4	3	1 & 7
	4	1 & 7

Suggested Readings:

1. Sherfield, R.M., Montgomery, R.J., and Moody, P.G. (2009) Developing Soft skills- 4th ed. New Delhi, Pearson Education

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		**50**
Continuous Evaluation		**25**
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment- a theme is to be discussed and identified to prepare an assignment.	5
d)	Assessment of an activity/ Role play/ Group discussion based on the topic mention in the course	10
Total		**75**

KU6DSCPSY303: RESEARCH METHODOLOGY

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
6	DSC	300-399	KU6DSCPSY303	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	-	-	30	70	100	2

Course Description: This course provides an introduction to the fundamental concepts and practices of research methodology. It is designed for students in developing a solid foundation in research techniques and methodologies. The course covers essential aspects of research, including the formulation of research questions, literature review, research design, data collection, data analysis, and interpretation of results.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Understand the process involved in research	E
2	Define and explain the scientific method as it applies to psychological research.	U
3	Understand various sampling methods.	U
4	Explore various data collection techniques	A

Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1			✔				✔
CO 2			✔	✔			✔

CO 3			✓				✓
CO 4			✓				✓

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	UNIT	DESCRIPTION	HOURS
1		**Research Methodology**	**10**
	1	Research Methodology- An Introduction-characteristics of scientific research- objectives of research	
	2	Variables: Definition- Types of variables	
	3	Types of research- descriptive v/s analytical, applied v/s fundamental, quantitative v/s qualitative, conceptual v/s empirical	
	4	Steps in Research: Identification of research problem, Review of literature, identifying research gaps, formulating hypothesis, Formulating research design, Sampling and data collection, Data analysis and interpretation of results.	
2		**Research problem, hypothesis and review of literature**	**10**
	1	Research Problem: Meaning and characteristics of research problem, ways to observe a research problem	
	2	Hypothesis: Meaning and characteristics of hypothesis- types of hypotheses- functions of hypothesis	
	3	Review of literature: Purpose of Review- sources of review	
	4	Formulating hypothesis and portraying review of literature	

		Sampling Data Collection	
3	1	Sampling: Definition- Need for sampling- Fundamentals of sampling- Factors influencing decision to sample	**13**
	2	Types of sampling: Probability sampling: simple random sampling, stratified random sampling and cluster sampling	
	3	Non-Probability sampling: Quota, Accidental, Judgemental or purposive, and snowball	
	4	Mixed sampling: Systematic sampling	

		Data Collection	
4	1	Types of Data- primary data and secondary data	**12**
	2	Sources of primary data: Interview, observation, questionnaire, Rating Scale, Experiment, Case study and Focused group discussion	
	3	Sources of secondary data- Benefits of secondary data	
	4	Data interpretation and drawing conclusions- Scientific writing and reporting APA style.	

	Teacher Specific Module	
5	*Directions*	**30**
	Developing a research proposal:	
	To provide students with hands-on experience in applying the concepts of research methodology by developing a comprehensive research proposal on a topic of their choice.	
	Choose a research topic of interest. It should be relevant to your field of study and have potential for further exploration. The proposal should include up to data collection method.	

Essential Readings:

1. Coolican, H. (2006). Introduction to Research Mehodology in Psychology.   London:Hodder Arnold

2. Kothari, C.R (2008). Research Methodology. New Delhi: New age International

3. McBurney, D.H. (2007). Research methods; New Delhi, India: Thomson Wadsworth

4. Ramadass, P., &Aruni, W. A. (2009): Research and writing across the disciplines;   Chennai, India: MJP Publishers.

5. Singh, A. K. (2017). Tests, measurements and Research Methods in behavioral sciences.   New Delhi: Bharathibhawan

6. https://www.questionpro.com/blog/research-process-steps/

7. https://www.simplypsychology.org/ethics.html

Reference Distribution:

Module	Unit	Reference No.
1	1	2
	2	5
	3	2
	4	6
	5	7
2	1	2
	2	5
	3	1
	4	3
3	1	5
	2	5
	3	5
	4	5
4	1	2
	2	5
	3	1

	4	4

Suggested Readings:

1. Carter, D. C. Quantitative psychological research, the complete student's companion (3rd ed). Psychology press
2. Heppner. P. P., Wampold. B. E., & Kivlighan. D. M. Jr. Counselling research. Cengage learning.
3. Howitt, D., & Cramer, D. (2008). Introduction to research methods in psychology (2nd ed.). Pearson education
4. Lyons, E., & Coyle. A. Analysing qualitative data in psychology. Sage publications
5. Mcleod, J. (2011). qualitative research in counselling psychology (2nd ed). Sage publications.

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		**70**
Continuous Evaluation		**30**
a)	Test Paper- 1	6
b)	Test Paper-2	6
c)	**Presentation:** Review a research based on your interest and present the research using PPT.	6
d)	**Field report:** Collect data by using different data collection method based on your research proposal.	12
Total		**100**

KU6DSCPSY304: DEVELOPMENTAL PSYCHOLOGY

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
6	DSC	300-399	KU6DSCPSY304	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	-	-	30	70	100	2

Course Description:

This course will explore in depth how various aspects of development takes place in human beings in areas like personal, social, cognitive, language and moral development. The course will help students explore different theories related to development in these areas.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Understand how people develop as individuals and social beings.	U
2	Differentiate between various types of attachment and their implications for personal development.	An
3	Describe the process of acquiring phonological, semantic, grammatical, and pragmatic skills.	U
4	Understand how morality and idea of gender is formed.	
5	Understand and evaluate the strengths and limitations of major theories in moral and gender development.	U, E

Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✔			✔			
CO 2		✔			✔		
CO 3			✔				✔
CO 4			✔			✔	
CO 5	✔			✔			

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	UNIT	DESCRIPTION	HOURS
1		**Introduction to Developmental Psychology**	15
	1	Definition and Scope of Developmental Psychology	
	2	Key concepts associated with Development: Growth, Maturation, Learning and development.	
	3	Life span perspective and Developmental tasks	
	4	Research methods in Developmental psychology	

2		**Physical and Cognitive Development**	15
	1	Physical growth patterns - Physical Peak and Decline	

	2	Piaget's Constructivist Approach	
	3	Vygotsky's socio-cultural perspective	
	4	Developmental Information processing	

	MODULE 3 Language development		**10**
3	1	Milestones in language acquisition- Bilingualism	
	2	Theories of language: Behaviourist and nativist perspective.	
	3	Interactionist perspective	
	4	Phonological, semantic, grammatical development, Pragmatic development	

	MODULE 4 Moral and Gender development		**20**
4	1	Morality as adoption of societal norms: a) Psychoanalytic theory b) social learning theory	
	2	4.2. Morality as social understanding a) Piaget's theory b) Kohlberg's theory of moral development c) Moral reasoning and behaviour.	
	3	Gender roles and sexuality	
		Sexuality over life span- Infant, Childhood, Adolescent, Adult sexuality	
		Gender identity and gender typing.	

	Teacher Specific Module	**30**
5	*Directions*	

Design a moral education program based on Piaget's or Kohlberg's theories.
Critically evaluate research findings on the role of temperament in development.
Develop a case study to illustrate the role of genetics in personal and social development.

Essential Readings:

1. Berk, L.E. (2014). Child Development(7th ed).Pearson Education, Inc

2. Papalia, D.E., Olds, S.W., &Feldman,R.D.(2004).HumanDevelopment(9TH ed).McGraw

3. Sigelman, C.K. & Rider, E.A.(2012). Life-span Human Development (7th ed).Wadsworth,Inc

4. Santrock, J.W (2021). Lifespan Development 9 (17th Ed.) . New York: McGraw Hill Companies, Inc

Reference Distribution:

Module	Unit	Reference No.	Remarks
1	1	1	
	2	3	
	3	1	
	4	1	
2	1	3	
	2	1	
	3	2	
3	1	3	
	2	1	
	3	3	
	4	1	

4	1	1	
	2	1	
	3	1	
	4	1	

Suggested Readings:

1. Santrock, John W. (2007). Adolescence. 11th edition. Tata McGraw Hill Publishing Company.
2. Santrock, John W. (2007). Child Development. 11th edition. Tata McGraw Hill Publishing Company.

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		**70**
Continuous Evaluation		**30**
a)	Test Paper 1,2	10
c)	Assignment	5
d)	Seminar	5
e)	Case study	10
Total		**100**

KU6DSCPSY305: POSITIVE PSYCHOLOGY

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
6	DSC	300-399	KU6DSCPSY305	4	75

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	2	0	35	65	100	1.5

Course Description: This course explores the science of positive psychology, focusing on the development of strengths, positive emotions, and meaningful living. Students will learn evidence-based strategies to cultivate resilience, optimism and wellbeing in personal and professional contexts.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Explain the core principles and theories of positive psychology	R, U
2	Demonstrate an understanding of the relationship between positive emotions, life satisfaction, and overall well-being.	U, A
3	Apply positive psychology principles to personal experiences and challenges.	A
4	Implement strategies for developing and utilizing character strengths in daily life	A, An
5	Identify opportunities to apply positive psychology principles in personal and professional settings.	E, c

*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✔			✔			
CO 2		✔			✔		
CO 3			✔				✔
CO 4			✔			✔	
CO 5	✔			✔			

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	UNIT	DESCRIPTION	HOURS
1		**PSYCHOLOGY FROM A POSITIVE PERSPECTIVE**	10
	1	What is positive psychology: Assumptions, Goals, Definition, Concept and History	
	2	Life above zero	
	3	PERMA model	
	4	a) Western roots of positive psychology	
		b) Eastern roots of positive psychology	

2		**SCIENCE OF HAPPINESS AND WELLBEING**	10
	1	Evolution of positive emotions: Positive vs negative affectivity	
	2	Theories of positive emotions; Broaden and Build theory	
	3	Happiness and Subjective Well-Being; definitions of happiness, subjective well-being and its determinants, Complete mental health, Increasing happiness in your life.	

	4	Resilience: Concept, Sources of resilience, growth through trauma	
5		Flow. Hope and optimism. Emotional Intelligence. Giftedness creativity and wisdom. Positive self	

3 CHARACTER STRENGTHS AND VIRTUES		
1	Distinguishing Virtues, Character Strengths, and Situational Themes	
2	Strengths of Wisdom and Knowledge, Strengths of Courage	10
3	Strengths of Humanity, Strengths of Justice	
4	Strengths of Temperance, Strengths of Transcendence	

4 POSITIVE PSYCHOLOGY IN ACTION		
1	Self-intervention- Gratitude exercises, Mindfulness practices- yoga and meditation, Goal-setting exercises, Positive affirmations,	15
2	Assessments -Strength-based assessments, Well-being questionnaires, Values assessments, Gratitude assessment. Therapeutic Techniques:	
3	Flourish: Strengths-Based Approach to Building Student Resilience	
4	Applying positive psychology in different areas- Personal growth, Education, Workplace, Community Development	

Teacher Specific Module   30Hrs
Directions
1. Practical- a. The Annalakshmi Resilience Scale   b. The WHO-5 Well-being Index 2. Have students maintain a PERMA journal for a week, recording daily experiences that contribute to each element (Positive Emotion, Engagement, Relationships, Meaning, Achievement). Discuss findings in class. 3. Conduct a mood-tracking exercise, where students track their emotions over a week and categorize them as positive or negative. Analyse patterns and discuss how to increase positive affectivity. 4. Administer the Ryff Scale of Psychological Well-Being and discuss the results.

5. Administer the VIA Character Strengths Survey and discuss how students can use their top strengths in various life situations.
6. Role-play positive CBT techniques in pairs, practicing both the therapist and client roles. Discuss the effectiveness and challenges encountered.
7. Choose a specific field (e.g., education, healthcare, business) and develop a proposal on how positive psychology can be integrated to enhance well-being in that area.

Essential Readings:

1. Baumgardner, S.R.& Crothers M.K. (2010). Positive psychology. Upper Saddle River, N.J.: Prentice Hall.
2. Snyder, C.R., &Lopez,S.J. (2019). Positive psychology: The scientific and practical explorations of human strengths (4th ed.). Thousand Oaks, CA: Sage
3. Carr, A. (2022). Positive Psychology: The science of happiness and human strength (3rd ed.). UK: Routledge.
4. Seligman, M. E. P. & Peterson, C. (2004). Character Strengths and Virtues: A Handbook and Classification. New York: Oxford University Press
5. Proctor.C. (2017). Positive psychology in practice. Switzerland: Springer

Suggested Readings:

1. Haidt, J. (2005). The Happiness Hypothesis: Finding Modern Truth in Ancient Wisdom. NewYork, NY: Basic Books.
2. Lopez. S.J. (2011).The Encyclopedia of Positive Psychology. John Wiley & Sons, Volume 1 & 2
3. Schueller, S.M, & Parks, A.C. (2014). The Wiley Blackwell handbook of Positive Psychological Interventions. UK: John Wiley and son's ltd.
4. Ted. (2008, July 21). *The new era of positive psychology | Martin Seligman* [Video]. YouTube. https://youtu.be/9FBxfd7DL3E?si=2a00LVoGSuKG7M8y
5. Park, N., Peterson, C., Szvarca, D., Vander Molen, R. J., Kim, E. S., & Collon, K. (2014). Positive Psychology and Physical Health: Research and Applications. American journal of lifestyle medicine, 10(3), 200–206. https://doi.org/10.1177/1559827614550277
6. Seligman, M.E.P. (2002). Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment. New York: Free Press/Simon and Schuster
7. Peterson, C. (2006). A Primer in Positive Psychology. New York: Oxford University Press.
8. Schueller, S.M, & Parks, A.C. (2014). The Wiley Blackwell handbook of Positive Psychological Interventions. UK: John Wiley and son's ltd.

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation Theory		**50**
End Semester Evaluation Practical		**15**
Continuous Evaluation Theory		**25**
Continuous Evaluation Practical		**10**
a)	Test Paper	10
b)	Report of the **Practical/Testing**	10
c)	Assignment- a topic is to be discussed with teacher and prepare the assignment report.	5
d)	Proposal for positive psychology intervention	10
Total		**100**

KU6DSEPSY302: PSYCHOPATHOLOGY

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
6	DSE	300-399	KU6DSEPSY302	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	-	-	30	70	100	2

Course Description: The course provides students with idea about historical background of psychopathology, how mental disorders are classified, also helps to understand symptoms of various psychological disorders, its risk factors thereby they can develop a constructive attitude.

Course Prerequisite: NIL

Contents for Classroom Transaction:

MODULE	UNIT	DESCRIPTION	HOURS
1		**Concepts and method**	10
	1	Fundamental concepts of descriptive psychopathology	
		Eliciting the symptoms of mental illness	
	2	a) Classification of psychiatric disorders: symptom, syndrome and disease organic syndromes, functional syndromes b) Developmental psychopathology: role of culture, family and society	
2		**Domains of Psychopathology**	15
	1	a) Disorders of perception	
		b) Disorders of thought and speech	

	2	Disorders of memory	
3		**Domains of Psychopathology**	15
	1	a) Disorders of experience of self	
		b) Disorders of consciousness	
	2	Motor disorders	
	3	Personality disorder	
4		**Clinical Assessment**	15
	1	The interview	
		a) Characteristics, essentials and technique, rapport, communication, the patient's frame of reference and the clinician's frame of reference	
	2	Varieties of interviews	
		The intake-admission interview, the case history interview, the mental status examination interview, the crisis interview, the diagnostic interview	
		Clinical Case History Method, Personal History, Premorbid Personality, Mental State Examination (MSE)	
	3	Diagnostic Formulation and Diagnosis, Differential Diagnosis	
5		**Teacher Specific Module**	25
		Directions	
		1. First module discusses on the normality versus abnormality model	
		2. Under second module students can arrange a discussion on models of psychopathology development	
		3. In module three conduct a debate on computer interview and computer-based assessment; are clinicians necessary and also conduct psychological assessment	
		4. Under fourth module – observe clinical assessment session, MSE, and submit report, Psychiatric Rating Scales	
		Practical	

1. Case Studies Analysis: Review and analyse clinical case studies to understand the application of assessment and intervention techniques.

2. Role-Playing Interviews: Practice conducting different types of clinical interviews through role-playing exercises.

3. Psychological Testing: Administer and interpret psychopathology related psychological tests to gain hands-on experience in clinical assessment. MSE Assessment and Report writing, MMSE

4. Prepare and submit report of the detailed case history evaluation.

Essential Readings:

1. Fish, F. J., Casey, P., Casey, P. R., & Kelly, B. (2024). Fish's clinical psychopathology: signs and symptoms in psychiatry. Cambridge University Press.

2. Oyebode, F. (2008). Sims' symptoms in the mind: an introduction to descriptive psychopathology. Elsevier Health Sciences.

3. Sadock, B. J. (2015). Kaplan & Sadock's synopsis of psychiatry: behavioral sciences/clinical psychiatry (Vol. 2015, pp. 648-655). Philadelphia, PA: Wolters Kluwer.

Suggested Readings:

1. Hunsley, J., Lee, C. M (2010). *Introduction to Clinical Psychology – An Evidence Based Approach*. John Wiley&Sons,Inc

2. Trull,T.J., Prinstein, M.J. (2013).*Clinical Psychology*(8th ed). Wadsworth Cengage Learning

3. Butcher, J. N., Hooley, J.M., Mineka, S.(2017). *Abnormal Psychology* (17th ed). Pearson

4. Pomerantz, A.M. (2011). *clinical psychology: science, practice and culture* (2nd ed). SAGE publication.Inc

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		**70**
Continuous Evaluation		**30**
a)	Test Paper	8
b)	Survey	6
c)	Case History	10
d)	Book/ Article /movie Review	6
Total		**100**

KU6DSEPSY303: ORGANIZATIONAL DEVELOPMENT AND HUMAN RESOURCE MANAGEMENT

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
6	DSE	300-399	KU6DSEPSY303	4	75

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	-	-	30	70	100	2

Course Description: The subject of human resources development is introduced in this course. The course's goal is to introduce students to a variety of issues related to human resources development. Organizational development and transformation, career development, and training and development are the main subjects. This course may also cover a wide range of secondary themes, such as diversity, employee counseling, performance management and coaching, employee orientation and socialization, assessment of human resources development interventions, and learning concepts. HRM focuses specifically on people practices, OD takes a more holistic approach, looking at individuals, teams, and organizational systems.

Organizational development (OD) is a model to understand how HR can make changes in an organization. Both HRM and OD have their roots in the business strategy – the mission, values, and vision of the organization. The primary goal of OD is to develop, improve, and reinforce strategies, structures, and processes that strengthen employee capacity to achieve greater effectiveness and efficiency. HR Management and Operations functions support employers in achieving those goals.

Course Prerequisite: NIL Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Provide students with an understanding of the ideas, problems, and methods of human resource management from both a theoretical and practical standpoint.	**R, C & U**

2	Theoretical models and processes of Organizational Development (OD) and organizational change will be taught to students.	R, A, E & C
3	Students will be able to identify the HRD requirements in organizations.	U, An & E
4	Emphasizes raising awareness of potential mental health problems in the workplace, their effects on employment, and it also emphasizes HR's role on how to deal with mental health problems.	U, A
5	Students will be able to evaluate the success of HRD initiatives in their own companies using straightforward criteria.	E, C & A

Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✔			✔			
CO 2		✔			✔		
CO 3			✔				✔
CO 4			✔			✔	
CO 5	✔			✔			

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	UNIT	DESCRIPTION	HOURS
		Introduction to Human Resource Management	12

1	1	HRM: Definitions, Nature, Objectives and Scope. Functions and importance of HRM. Models of HRM.	3

	2	HRM and Personnel Management (PM), HRM as a profession, Qualities of an HR Manager. Line versus staff Authority of HRM. The Future Role of HRM.	2
	3	Job Analysis, Features of Job analysis, Goals of Job analysis, Job Analysis Process. Techniques of Data collection in Job Analysis. Job Description and Job Specification. Job Design: Job simplification and Job Rotation. Job Enlargement versus Job Enrichment.	4
	4	Human Resource Planning (HRP): Definition, Characteristics of Human Resource Planning, Significance of Human Resource Planning. Factors affecting HRP. HRP Process & Barriers to HRP	3

		HRM: Procurement, Development, Motivation & Integration	**17**
	1	Recruitment: Definition, Steps in Recruitment Process, Sources of Recruitment. Selection: Definition & Steps in Selection. Induction and Placement (Concepts only). Training: Definition, objectives, Need, Methods of Training.	4
2	2	Employee Compensation: Definition, Components of Compensation, Types of Allowances. Factors affecting wage & salary. Fringe Benefits. Pay Systems, Performance Appraisal: Definition, need, process of PA, Methods of PA. Promotion, Transfer & Separation.	4
	3	Employee Relations: Definition & Objectives. Employee Discipline: Definition, Characteristics, objectives & Types of Discipline. Employee Grievances: Definition, source & procedure of Grievances.	4
	4	Employee and Labour Issues: Trade Union: Definition, Union Structure and Problems in Union. Collective Bargaining: Definition, characteristics, Types of Bargaining, Advantages of Bargaining. Industrial Disputes: Definition, characteristics, causes and prevention.	5

		Organizational Development and Change	**17**

3	1	Organizational Development- Definition, Goals of OD, Importance of Organizational Development, Nature and Scope of OD. Characteristics of Organizational Development, Values, Assumptions and beliefs in OD.	5
	2	Organizational development practitioner, Client-consultant relationship. Ethics issues in OD	3

	3	Organizational Change: Definition, Forces of Change, First order and second order change in OD, Resistance to Change, Theories of Planned Change.	5
	4	OD interventions: Human Process Interventions, HR Management Interventions, Technostructural Interventions and Strategic Change Interventions.	4

	Psychology at Work		**19**
4	1	Psychological Assessment & Testing: Definition and Purpose of psychological assessment in an organizational setting. Methods of Assessment: Questionnaire, Interview, Observation, Rating Scales. Ethical principles by APA	5
		a) Stress: Definition, Types, Theories of Stress, Measurements of stress and coping strategies.	2
	2	Common mental health issues in the workplace – depression; anxiety; Bipolar affective disorder; Schizophrenia; Post-Traumatic Stress Disorder, Eating Disorders, Personality disorders; Addiction/Substance abuse.	3
		a) Impact of mental illness on the organization - Burnout, absenteeism, employee turnover, reduced productivity.	2
		b) Role of the HR department in dealing with a person with mental health issues	1
	3	Mental Health Interventions in Organizational setting: Screening- Mental Status Examination (MSE). Process of referral to mental health professionals.	2
		a) Stress and burnout related interventions; Managing emergencies at the workplace- Crisis interventions. CBT, JPMR, Yoga, Meditation, Art-based interventions, Gestalt therapy- empty chair technique.	4

	Teacher Specific Module	10
	Directions	
5	***Field Visits/Report Writing/Group Discussion*** ***Activity 1:*** *Visit any organization of your choice and compare the textbook descriptions of Human Resource Person.* ***Activity 2:*** *Visit any organization of your choice and understand the process of recruitment, selection and onboarding.*	10

	Activity 3: *Visit any organization of your choice and gain the holistic view of organizational development and learn the OD interventions aimed at organizational change.* ***Activity 4:*** *Visit any organization of your choice and understand the importance of mental health and stress management in the workplace.*	

Essential Readings:

1. Aiken, R.L. & Groth- Marnat, G. (2009). Psychological testing and assessment. USA: Pearson Education.

2. Alderfer, C. P. (2011). The Practice of Organizational Diagnosis: theory and methods. New York: Oxford University Press.

3. Anderson, V., Fontinha, R., & Robson, F. (2020). Research methods in Human Resource Management. (4th ed.). New York: Kogan Page Limited.

4. Cummings, T. G & Worley, C. G. (2015). Organizational Development and Change. (10th ed.). West Publishing Company, St Paul.

5. Dhabuwala, P.A & Pitroda, J.R. (2021). Recruitment, Selection and Training of Human Resources. *Gnedenko Forum. 16(60). 1-120.*

6. Durai, P. (2012). Human Resource Management. India: Dorling Kindersley Pvt Ltd.

7. Jha. N. (2018). Introduction to Human Resource Management. https://www.drnishikantjha.com

Suggested Readings:

1. Cheung-Judge, M.Y., & Holbeche, L. (2015). Organizational Development: A practitioner's guide for OD and HR. Kogan Page Publishers.

2. Dessler, G., & Varrkey, B. (2017). Human Resource Management. (15th ed.).
Pearson Publishers.

3. Mukherjee. (2015). Organizational Change and Development. Pearson Publishers.

4. Priyadarshini, R.G. (2015). Organizational Change and Development. Cengage Learning.

Reference Distribution:

Module	Unit	Reference No.	Page Nos.	Remarks
1		6 & 7		
2		5 & 6		
3		4		--
4		1, 2 & 3		--

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		**70**
Continuous Evaluation		**30**
a)	Test Paper- 1	6
b)	Test Paper-2	6
c)	Assignment	4
d)	Seminar (Students in group shall conduct a seminar using audio visual aid)	6

g)	Field Report (Each student shall individually submit the report)	8
Total		**100**

KU6SECPSY301: PSYCHOLOGY OF HEALTH AND LIFESTYLE

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
6	SEC	300-399	KU6SECPSY301	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	-	-	25	50	75	1.5

Course Description: The course aims to his course aims to provide students with a comprehensive understanding of health psychology, exploring the interplay between psychological factors and health outcomes.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Explain the concept of lifestyle, identify various lifestyle diseases, and understand the impact of lifestyle behaviours on health.	U
2	Analyse the role of diet and physical activity in maintaining health, understanding the consequences of poor diet and low physical activity, and identifying models of eating behaviour.	An
3	Apply primary, secondary, and tertiary prevention strategies, and utilize cognitive-behavioural approaches to promote health behaviour changes in adults.	A
4	Understand the nature, sources, and assessment of stress, and the impact of individual differences on stress responses, including gender, ethnicity, and age.	U
5	Design and evaluate interventions aimed at improving diet and physical activity, addressing health consequences of low physical	E,C

activity, and proposing effective strategies to foster long-term health improvements.	

Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✔		✔		✔		✔
CO 2	✔				✔	✔	
CO 3	✔			✔	✔	✔	✔
CO 4	✔						
CO 5		✔	✔	✔	✔	✔	✔

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	UNIT	DESCRIPTION	HOURS
1		**HEALTH AND LIFE STYLE**	12
	1	Definition of lifestyle	
	2	Lifestyle diseases	
	3	Lifestyle behaviours	
	4	Models of diseases	
	5	Modern lifestyles	
	6	Lifestyles in daily life.	

MODULE	UNIT	DESCRIPTION	HOURS
2		**EATING AND PHYSICAL ACTIVITY**	10
	1	Obesity and overweight	
	2	Recommendations for healthy diet	
	3	Consequences of poor diet	

	4	Models of eating behavior	
	5	Health consequences of low physical activity	
	6	Interventions to improve diet and physical activity	

	PROMOTION OF HEALTH BEHAVIOUR		
3	1	Health behaviors and health habits	
	2	Primary, secondary, and tertiary prevention	
	3	Health promotion in adults	
	4	Changing health habits	12
	5	Cognitive behavioral approaches to health behavioral change	

	STRESSFUL LIFE EVENTS		
4	1	Stress: definition, nature, and its sources	
	2	Stress and critical life events	
	3	Assessment of stressful life events	11
	4	Stressful life events in the light of individual differences; Gender, ethnicity, and age	
	5	Coping and its theories	

	Teacher Specific Module	
5	*Directions*	**30**
	Case study/Experiments/Lifestyle management/Developing specific training programmes to enhance health and wellness	

Essential Readings:

1. Nasir, S. J. A. (2016). Promoting Healthy Behaviour: A Practical guide. Occupational Medicine, 66(2), 176. https://doi.org/10.1093/occmed/kqv178

2. Hamilton, K., Henderson, J., Burton, E. J., & Hagger, M. S. (2019). Discussing lifestyle behaviors: perspectives and experiences of general practitioners.

   Health Psychology and Behavioral Medicine, 7(1), 290–307.

   https://doi.org/10.1080/21642850.2019.1648216

3. Farhud, D. D. (2015, November 1). Impact of lifestyle on health. PubMed Central

(PMC).   https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4703222/#:~:tex   t=Lifestyle%20is%20a%20way%20used, in%20special%20time%20and%20place.

4. Boyer, B. A. (2008). Theoretical models of health psychology and the model for integrating medicine and psychology.

5. APA PsycNet. (n.d.). https://psycnet.apa.org/record/2008-00221-001

6. Thirlaway, K., & Upton, D. (2009). The Psychology of Lifestyle. New York: Routledge.

7. Mozaffarian D, Hao T, Rimm EB, Willett W, Hu FB. (2011). Changes in diet and life style and long-term weight gain in women & men. N Eng Med J, 364: 2392–2404.

    [PMC free article] [PubMed] [Google Scholar]

8. collaborating for health (2011). The benefits of physical activity for health and wellbeing. Available at: www.c3health.org/wwp-content/uploads/2009/09/C3-

    review-of-physical-activity-and-health-v-1-20110603.pdf. Accessed: 1 Oct 2014.

9. Dunn AL, Anderson RE, Jakicic JM. (1998). Lifestyle physical activity interventions: history, short- and long-term effects and recommendations. Am J Preven Med, 15

    (4): 398– 412. [PubMed] [Google Scholar]

10. Marks, D.F., Murray, M., Evans, B., & Estacio, E.V. (2011). Health Psychology(3rd ed.).

    New Delhi: Sage

11. Taylor, S.E. (2012). Health Psychology (7th ed.). Delhi: Tata- McGraw Hill Publishers

12. Thirlaway, K., & Upton, D. (2009). The Psychology of Lifestyle. New York:

    Routledge.

13. Baron, R. A. (2014). *Psychology* (4th edition). Pearson India Education services PVT

14. Conner, M. (2015). Health behaviors. In Elsevier eBooks (pp. 582–587). https://doi.org/10.1016/b978-0-08-097086-8.14154-6

15. HRCS Online. (2019, October 30). 3.1 Primary prevention interventions to modify behaviours or promote well-being - HRCS Online. https://hrcsonline.net/research-activities/3-prevention-of-disease-and-conditions/3-1-primary-prevention-interventions-to-modify-behaviours-or-promote-well-being/

16. Studocu. (n.d.). Chapter 3 - Lecture notes - Chapter 3: Health Behaviours: For the psychologist, health promotion - Studocu. https://www.studocu.com/en-

17. Schwarzer, R., & Łuszczyńska, A. (2003). Stressful life events. Handbook of Psychology, 25–49. https://doi.org/10.1002/0471264385.wei0902

18. Sincero, S. M. (n.d.). Theories of Coping - Trait and State-Oriented Models. https://explorable.com/theories-of-coping

19. Ciccarelli, S.K and White, J.N(2018). *Psychology* (5th edition). Pearson Education Services Pvt. Ltd

Reference Distribution:

Module	Unit	Reference No.
1	1	1
	2	2
	3	3
	4	4
	5	5
	6	6
2	1	7
	2	8
	3	9
	4	10
	5	11
	6	12
	7	13
3	1	14
	2	15
	3	16
	4	11
	5	13
4	1	11
	2	11
	3	17
	4	18
	5	19

Suggested Readings:

1. Brannon, L., & Feist, J. (2007). Introduction to health psychology. New Delhi, India: Thomson, Wadsworth.
2. Dimatteo, M. R., & Martin, L. R. (2002). Health psychology. New Delhi, India: Allyn& Bacon.

3. Weinman, J., Johnston, M., & Molloy, G. (2006). Health psychology. London: Sage Publications

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		**25**
Continuous Evaluation		**50**
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	10
d)	Seminar	5
Total		**75**

KU6INTPSY300: SUMMER INTERNSHIP

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
6	INT	300-399	KU6INTPSY300	2	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
	30		15	35	50	

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	To acquaint the students with real world settings and problems faced by people in these settings	U
2	To equip them with skills required to manage these problems	A
3	To learn how psychology is applied in various settings	A

Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Course Description:

In the Sixth semester, each student is expected to have practical exposure in specialized areas. The student has to do the internship for 2 weeks in any of the following setting under the supervision of a psychologist. There the student has to study under the supervision of a guide to understand and develop skill in the application of psychological principles in the setting. At the end of Internship program, the student has to prepare and submit a detailed report. The report should contain a briefing description about the functioning of the institution, objectives, vision/mission and the experience during internship to develop their understanding and skills in the tenure. The internship can be done through day visits, postings or residential mode, as per the strategy of the institution.

1. Rehabilitation Centres

2. Educational Setting

3. Counselling Centres

4. Organizational/Industrial setting

5. Clinical Setting

Continuous Evaluation (CE)

15 Marks will be allotted by the Psychologist based on Skill, commitment, temperamental qualities etc

End Semester Evaluation

The ESE of the internship is based on the presentation of report and based on the viva voce conducted by a committee constituted by the Department Council. Of the total 35 marks, 20 marks for the internship report and remaining 15 marks should be given on the basis of the performance in the viva.

KU7DSCPSY400: PSYCHOLOGY OF DIFFERENTLY ABLED AND REHABILITATION

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
7	DSC	400-499	KU7DSCPSY400	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	-	-	30	70	100	2

Course Description:

This course introduces the concepts related to educating students with special needs. Student diversity in regular schools and the need to provide individualized support to those who need it would be addressed. Further, assessment, Programme planning, Programme implementation, and evaluation of plan effectiveness pertaining to students with various dishabille and diversities would also form this course. This course helps students to gain hands-on experience in dealing with student diversity in the Indian context. Further, it will provide the students with the skills needed to successfully handhold and enhance the opportunities and outcomes of students with disabilities.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Explain student diversity in contemporary schools and the nature of various disabilities that students in regular schools can have.	R, A
2	Analyse the merits of the underpinning concepts, theories, and evidence-based interventions, which support students with special needs in regular schools.	A
3	Assess, plan, implement, evaluate, and revise individualised interventions to help diverse students and students with different disabilities get included in society.	A
4	To work towards converting schools into inclusive schools.	E, C
5	Facilitate converting regular schools into inclusive schools.	E, C

Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✔		✔		✔	✔	✔
CO 2	✔	✔			✔		
CO 3	✔	✔	✔	✔			✔
CO 4			✔	✔		✔	✔
CO 5	✔		✔	✔	✔	✔	✔

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	UNIT	DESCRIPTION	HOURS
1		**Introduction to Special Needs**	12
	1	**Introduction to Special Needs**	
		a) The concept of Disability and Rehabilitation, Foundation of History of special needs, Underlying principles of special needs of education	
		b) Components of Special Education, Legal/Typological and Approaches to special needs education- Inclusive education, Team approaches in special needs education	
	2	Disability acts and policies in Indian context, Disability and Public Policy in cultural perspective, differently abled legislation in India.	
		Disability Movement, Disability Rights and Disability Studies, Family Care and Work, Gender and Disability. Rehabilitation Council of India and Mental health Acts in India	
2		**Diversity in Disability**	13
	1	Disability Identity and Disability Culture, Models of disability: Biomedical model, Functional and Environmental model, Sociopolitical model, The power of models, and Implications	

	2	Students with special educational needs: Intellectual Disability, Autism Spectrum Disorder, Learning Disability, Speech, Language and Hearing Disability, Disability associated with chronic mental illness, and Disability related to Physical conditions.	
	3	Assessment and functioning of disability: Assessment of impairment, Assessment of functioning, Assessment of insight, Assessment of side effects, and Disability assessment and certification (Government of India Guidelines)	
	4	Assessment of recovery, empowerment, strength, quality of life and perception of care	
3		**Personal Impact of illness and Disability**	13
	1	Psychological adaptation of chronic illness and disability, Objective awareness and Stigma, Psychosocial issues of women with physical disabilities	
	2	Family issues in Illness and Disability: Family Decision making, Mothers with physical disabilities and well-being, Parenting a child with chronic medical condition.	
		Psychiatric and Psychological Issues in survivors of major disasters	
	3	Principles relating to disability and psychological adjustment	
4		**Intervention and Therapeutic Skills**	12
	1	Construct of hope in Rehabilitation, Deciding on life changes: The role of Motivational Interviewing (MI) and MI intervention method.	
		Cognitive remediation	
	2	Intervention model specific to Learning Disabilities, Autism Spectrum Disorder, Intellectual Disability	
		Disability management related to War, Death, and Bereavement, Geriatric rehabilitation in the perspective of successful aging intervention, Users of Assistive Technology: Human components.	
5		**Teacher Specific Module** • Disability assessment procedure based on the Indian context, Individualized Disability Evaluation and Assessment (IDEA) • Discussion with Clinical Psychologist and allied health professional involved in disability certification • Case Study Analysis: Review and discuss real-life cases of individuals with disabilities, focusing on their rehabilitation journeys and the principles underlying special needs education.	5

- Discussion/Debate on Disability Rights: Organize a debate on the effectiveness of current disability legislation in India, encouraging students to explore various perspectives and propose improvements.
- Stigma Awareness Campaign: Develop a campaign to raise awareness about the stigma associated with disabilities and promote inclusive attitudes.
- Visit disability rehabilitation centre and learn intervention methods
- Psychological Assessments of Autism, Intellectual Disability, Learning Disability, Chronic mental illness

Essential Readings:

1. Cecil, R. Reynolds and Elaine, F, (2007). Encyclopedia of Special education: a reference for the education of children, adolescents, and adults with disabilities and other exceptional individuals. 3rd Ed, Vol.1.Publisher: John Wiley &Sons.

2. Michael, F. (2009). *Foundations of special Education*: An Introduction. Ed: q, A John Wiley & Sons, Ltd., Publication.

3. Karmakar, S. A. N. G. E. E. T. A., & Saxena, V. A. N. D. A. N. A. (2015). Critical Analysis of Education Policies and Acts Related to People with Disability in India. Journal of Indian Education, 41(1), 5-18. Addlakha, R. (Ed.). (2020). Disability studies in India: Global discourses, local realities. Taylor & Francis.

4. Karna, G. N. (2010). Disability studies in India: The Kerala experience. International Journal of Therapy and Rehabilitation, 17(9), 456-457.

5. Bedi, S. (2019). The differently abled: Exploring the rights and legislation in India. Inclusion, Equity and Access for Individuals with Disabilities: Insights from Educators across World, 19-40.

6. Addlakha, R. (Ed.). (2020). Disability studies in India: Global discourses, local realities. Taylor & Francis

7. Marini, I., CRC, C., leming, A. R., & Bishop, M. (Eds.). (2023). The Psychological and Social Impact of Chronic Illness and Disability. Springer Publishing

8. Orto, D.A., & Power, P.W. (Eds). (2007). The Psychological and Social mpact of Chronic Illness and Disability. Springer Publishing.

9. American Psychiatric Association, D. S. M. T. F., & American Psychiatric Association.   (2013). Diagnostic and statistical manual of mental disorders: DSM-5 (Vol. 5, No. 5). Washington, DC: American psychiatric association. https://pressbooks.pub/uwgedpsych/chapter/students-with-special-educational-needs/

10. King, R., Lloyd, C., Meehan, T., Deane, F., & Kavanagh, D. (Eds.). (2012). Manual of psychosocial rehabilitation. John Wiley & Sons. http://www.ccdisabilities.nic.in/actsguideline/guidelines-evaluation-various-disabilities-and-procedure-certification

11. King, R., Lloyd, C., Meehan, T., Deane, F., & Kavanagh, D. (Eds.). (2012). Manual of psychosocial rehabilitation. John Wiley & Sons.(Chapter 4 & 5)

12. Orto, D.A., & Power, P.W. (Eds). (2007). The Psychological and Social mpact of Chronic Illness and Disability. Springer Publishing. (Chapter 8, 9 & 10)

13. Orto, D.A., & Power, P.W. (Eds). (2007). The Psychological and Social mpact of Chronic Illness and Disability. Springer Publishing. (Chapter 16, 17 & 18)
14. Orto, D.A., & Power, P.W. (Eds). (2007). The Psychological and Social mpact of Chronic Illness and Disability. Springer Publishing. (Chapter 13)
15. Orto, D.A., & Power, P.W. (Eds). (2007). The Psychological and Social mpact of Chronic Illness and Disability. Springer Publishing. (Chapter 15)

16. King, R., Lloyd, C., Meehan, T., Deane, F., & Kavanagh, D. (Eds.). (2012). Manual of psychosocial rehabilitation. John Wiley & Sons. (Chapter 6)
17. King, R., Lloyd, C., Meehan, T., Deane, F., & Kavanagh, D. (Eds.). (2012). Manual of psychosocial rehabilitation. John Wiley & Sons. (Chapter 9)
18. Roger P. and George, A. G. (2008), Teaching Students with Learning Disabilities: A Step-by-Step Guide for Educators, Corwin Press, A SAGE Company, Pvt. Ltd. 2455 Teller Road. Thousands Oaks, California 91320.
19. Roger, G.G. (2007), Understanding, Developing, and Writing Effective IEPs, Corwin Press A SAGE Publications Company 2455 Teller Road Thousand Oaks, California 91320 www.corwinpress.com.
20. Sicilie, K. and Chental, (2006), Adolescents on the autism spectrum: a parent's guide to the cognitive, social, physical, and transition needs of teenagers with autism spectrum diosorders.Perigee Trade; The Berkley Publishing Group
21. Orto, D.A., & Power, P.W. (Eds). (2007). The Psychological and Social mpact of Chronic Illness and Disability. Springer Publishing. (Chapter 26 & 30)

Core Suggested Readings (Books, Journals, E-sources Websites/ weblinks)

- Hammell, K. W. (2006). Perspectives on disability and rehabilitation: Contesting assumptions, challenging practice. Elsevier Health Sciences.
- Dunn, D. S. (Ed.). (2019). Understanding the experience of disability: Perspectives from social and rehabilitation psychology. Oxford University Press.
- Dunn, D. (2014). The social psychology of disability. Oxford University Press.
- Liberman, R. P. (2009). Recovery from disability: Manual of psychiatric rehabilitation. American Psychiatric Pub.
- Gandy, G. L., Martin, E. D., & Hardy, R. E. (1999). Counseling in the rehabilitation process: Community services for mental and physical disabilities. Charles C Thomas Publisher.

1. **Reference Distribution:**

Module	Unit	Reference No.	Remarks
1	1	1	
	2	2	
	3	3,4,5	
	4	6	
2	1	7,8	
	2	9	
	3	10	
	4	11	
3	1	12	
	2	13	
	3	14	

	4	15	
4	1	16	
	2	17	
	3	18,19,20	
	4	21	

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		**70**
Continuous Evaluation		**30**
a)	Test Paper- 1/Open Book Exam/Take home assessment	6
b)	Test Paper-2/ Open Book Exam/Take home assessment	6
c)	Assignment/Visit Rehabilitation Cente	12
d)	Seminar	6
Total		**100**

KU7DSCPSY401: NEUROPSYCHOLOGY

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
7	DSC	400-499	KU7DSCPSY401	4	75

*Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	2	0	35	65	100	1.5

Course Description: Neuropsychology is a specialized field within psychology that focuses on understanding the relationship between brain function and behaviour. This course provides students with a comprehensive exploration of the biological basis of cognition, emotion, and behaviour by examining the effects of brain damage, neurological disorders, and brain imaging techniques. Through theoretical learning and practical applications, students gain insight into how disruptions in brain functioning can impact various aspects of human experience.

Course Prerequisite: Nil

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	To understand the structure and functions of nervous system	R, U
2	To equip the students with the brain structure and functions	U
3	To analyse the neural basis of behaviour	U, An
4	To understand about various brain techniques and disorders.	E

***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1					✓		✓
CO 2					✓		✓
CO 3	✓	✓	✓	✓	✓	✓	✓
CO 4					✓		✓

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	UNIT	DESCRIPTION	HOURS
1		**ORGANIZATION OF NERVOUS SYSTEM**	**10**
	1	Brief history- Development of Neuropsychology	
	2	Central Nervous system organization	
	3	Structure and Electrical activity of brain, Communication between Neurons	
	4	Influence of drugs and hormones on behaviour	
	5	Non-neural material- meninges, blood brain barrier and cerebrospinal fluid	
2		**CORTICAL ORGANIZATION AND FUNCTION**	**15**
	1	Organization of sensory and motor system, Principles of Neocortical function, and Cerebral Asymmetry	
	2	Cortical function- Occipital lobe, Parietal Lobe and Temporal Lobe, and Frontal lobe	
	3	Higher Functions – Learning & Memory, Language, Emotion and Social Brain	

3		**BRAIN DISORDERS**	**10**
	1	Neurological disorders- Neurological examination, Cerebro vascular disorders, Traumatic brain injuries, Epilepy, Tumours, Headaches and Infections, and Disorders of motor Neurons, Sleep Disorders	
	2	Neuropsychology and psychiatric disorders- Schizophrenia, Mood disorders and Personality disorders	
4		**ASSESSMENTS AND REHABILITATION**	**10**
	1	Neuropsychological assessments- Rationale, Neuropsychological Tests and Brain Activity. Luria Nebraska Battery, NIMHANS Battery of Neuropsychological Assessment	
	2	Cognitive Rehabilitation	

5	**Teacher Specific Module- Practical**	**30**
	• Neuropsychological Assessment – LNNB, NIMHANS Battery • Review of Neuropsychological test report and it's interpretation • Case Studies: Provide students with case studies of individuals with neurological disorders or brain injuries. Ask them to analyse the case, identify the brain regions affected, and predict the cognitive, emotional, and behavioural consequences based on their understanding of neuropsychological principles. • Administer and interpret common neuropsychological tests, such as the Mini-Mental State Examination (MMSE) or the Wisconsin Card Sorting Test. Discuss their relevance and applications. (Addenbrook Cognitive Examination, BGT, LNNB, WAIS, WMS etc)	

Essential Readings:`1

1. Kandel, E.R., Schwartz, J.H., Jessell, T.M., Siegelbaum, S.A., & Hudspeth, A.J. (2012). *Principles of neural science* (5th Ed). McGraw-Hill.

2. Kolb,B., & Whishaw, I.Q (2021) *Fundamentals of Human Neuropsychology* (8th ed). Worth Publishers.

3. Wilson, J. F. (2002). *Biological Foundations of Human Behaviour*. Wadswoth Thomson learning. Inc

4. Zillmer,E.A.,Spiers,M.V., & Culbertson, W. C (2007). *Principles of Neuropsychology* (2nd Ed). Wadsworth/Thomson Learning

Reference Distribution:

Module	Unit	Reference No.	Remarks
1	1	2	
	2	2	
	3	2	
	4	2	
	5	4	
2	1	2	
	2	4	
	3	2	
3	1	2	
	2	3/2	
4	1	2	
	2	2	

Suggested Readings:

1. Beaumont, J. G., Kenealy P. M., & Rogers, M. J. C., (1999). *The blackwell dictionary of neuropsychology*. Wiley- Blackwell

2. Fox, S.I. (2021). *Human Physiology* (16th Ed). McGraw Hill Companies.

3. Heilman, K. M., & Valenstein, E (2011). *Clinical Neuropsychology* (5th Ed). OUP USA

4. Khosla, M., *Physiological Psychology: An Introduction.* Sage publications.

Assessment Rubrics:

Evaluation Type	Marks
End Semester Evaluation Theory	**50**

Continuous Evaluation Theory		**25**
End Semester Evaluation Practical		**15**
Continuous Evaluation Practical		**10**
a)	Test Paper	10
b)	Practical Report	10
c)	Neurological Disorder Projects: Assign students to research specific neurological disorders (e.g., traumatic brain injury, Alzheimer's disease, stroke) and create presentations or reports summarizing the neuroanatomical, cognitive, and behavioural aspects of each disorder. Encourage students to explore current research trends, treatment options, and challenges in diagnosis and management.	15
Total		**100**

KU7DSCPSY402: PSYCHOTHERAPY

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
7	DSC	400-499	KU7DSCPSY402	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	-	-	30	70	100	2

Course Description:

This course is intended to provide a basic introduction to the professional issues, theories and techniques in counselling and psychotherapy. Theories that will be covered include psychodynamic, humanistic, cognitive, and behavioural approaches.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Understand the concept of Psychotherapy	U
2	Explain the different types of therapies	E
3	Describe the various phases of Psychotherapy	E
4	Know the different modalities of Psychotherapy	A
5	Discuss the client and therapist factors in Psychotherapy	An

Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✔			✔			
CO 2					✔		
CO 3			✔				✔
CO 4			✔			✔	
CO 5	✔			✔			

MODULE	UNIT	DESCRIPTION	HOURS
		Introduction to Psychotherapy	
	1	**Introduction to Psychotherapy**	
		a) Definition, historical overview, and theoretical foundations, stages of psychotherapy	
		b) Different schools of psychotherapy: Psychodynamic, Cognitive-Behavioural, Humanistic, Existential, and others.	
		c) Basic assumptions- Major techniques	
	2	**Assessment and Case formulation**	
1		a) Introduction to clinical assessment tools and techniques	12
		b) Ethical considerations in psychotherapy	
		c) Definition, rationale, 5P'S of case formulation	
	3	**Psycho-education and Supportive Psychological Intervention**	
		a) Definition- Essential components of psycho-education, Models and approaches; Information model, skill training model, supportive model, comprehensive model. Peer to peer approach	
		b) Supportive Psychological Intervention - Introduction, Theoretical Frame work, Principles, Indications for Supportive Psychotherapy, Strategies and Tactics for Supportive Psychotherapy,	

2	**Behavioral interventions**		13
	1	Principles and assumptions of Behaviour Therapy, Assessment in behaviour therapy,	
	2	contingency management-use of reinforcement and punishment, differential reinforcement techniques, modelling and behaviour rehearsal procedures - Underlying principle, Rationale, Indications and Contraindications, Procedure and Applications.	
	3	Jacobson's Progressive Muscular Relaxation	
	4	Systematic Desensitization, Aversive Techniques, Response Elimination and Extinction procedures, Self-control procedures, Assertiveness Training. Underlying principle, Rationale, Indications and Contraindications, Procedure and Applications	

3	**Cognitive therapies**		12
	1	Basic assumptions; core beliefs, identifying emotions, evaluating automatic thoughts, cognitive assessment and formulation,	
	2	Structure and format of cognitive therapy sessions	
		a) techniques; responding to automatic Thoughts, identifying and modifying intermediate beliefs, techniques- imagery,	
		Termination and relapse prevention	
	3	Orientation to Rational emotive therapies: – REBT-	

4	**oriental therapies and recent developments in psychotherapy**		13
	1	Eastern Psychotherapies - Abidhamma Therapy – Yoga Psychotherapy – procedures and techniques – Applications	
	2	Recent Developments and modern approaches to Psychotherapy: Mindfulness based therapies, dialectical behaviour Therapy (DBT), a) Acceptance and Commitment Therapy, emotion Focussed therapy, Multimodal therapy, narrative therapy & Solution focused therapy, Trauma-Informed Therapy,	

5	**Teacher Specific Module**	**5**
	Directions	
	Psycho-education for Anxiety Disorders, Psycho-education for Mood Disorders, Psycho- education for Substance use disorders, Psycho-education for Psychotic Disorder Role-playing exercises to practice basic counselling skills like active listening, empathy, and paraphrasing. Observing and participating in group therapy sessions, family therapy simulations, and role-plays with diverse populations. Developing a research project related to psychotherapy outcomes or conducting case studies with ethical considerations.	5

Essential Readings:

1. Corey, G. (2017). Theory and Practice of Counseling and Psychotherapy (10th ed.).Boston, USA: Cengage Learning.

2. Sharf R. S (2000) – Theories of Psychotherapy & Counselling Concepts & Cases

3. Beck, J. S. (2005). Cognitive therapy for challenging problems: What to do when the basics don't work. New York: Guilford.

4. Prasant S & Rishi S (2017) Psycho-education an Effective Tool as Treatment Modality in Mental Health International Journal of Indian Psychology 4(1):123-130 DOI:10.25215/0401.153

5. Singh S S & Arora M (2020) Clinical Practice Guidelines for Psychoeducation in Psychiatric Disorders General Principles of Psychoeducation. Indian J Psychiatry. (Suppl 2): S319–S323. doi: 10.4103/psychiatry.IndianJPsychiatry_780_19

6. Wolberg, L. R. (2016) Supportive Therapy. Jason Aronson, Inc.

7. Eells, T.D (2022). Hand book of psychotherapy case formulation. 3rd edition. Guillford press, New York

8. Garfield, S. L. and Bergin, A. E. (1986) Handbook of Psychotherapy and Behaviour change (III Edn) John Wiley & Sons New York.

9. Rimm, D. C. and Masters, J. C. (1979) Behaviour Therapy, Academic Press, New York.

10. Sundel, M & Sundel, S. S (2018) Behaviour Change in the Human Services. (6th Edn) Sage Publications.

11. Beck, J. S. (2011). Cognitive behavior therapy: Basics and beyond (2nd ed.). The Guilford Press.

Reference Distribution:

Module	Unit	Reference No.	Page Nos.	Remarks
1	1	1,2		
	2	1,2,3,11		
	3	8,9,10		
2	1	4,7,8,9,10		
	2	4,7,8,9,10		
	3	9		
	4	4,7,8,9,10		
3	1	11		
	2	11		
	3	11		
4	1	1,3,6		
	2	6,7		

Suggested Reading

1. Brems, C (2001) – Basic Skills in Psychotherapy & Counselling

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		**70**
Continuous Evaluation		**30**
a)	Test Paper- 1	6
b)	Test Paper-2	6
c)	Assignment	12
d)	Seminar	6
Total		**100**

KU7DSCPSY403: PSYCHOLOGICAL ASSESSMENT AND TESTING

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
7	DSC	400-499	KU7DSCPSY403	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	-	-	30	70	100	2

Course Description:

This course explores psychological testing, covering assessment instruments like various psychological tests including intelligence, personality aptitude and other areas. Students delve into psychometric tests, examining stages, reliability, validity, and ethics, with practical activities including item analysis, and computerized test application.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Understand the basic concepts and definitions of psychometry and psychological testing.	U
2	Identify and describe the characteristics and classifications of psychological tests.	R, U
3	Understand the assessment principles and ethics in psychological counselling.	U, E
4	Apply knowledge of various psychological assessments in practical scenarios.	A, C

Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓			✓			
CO 2		✓		✓			
CO 3			✓			✓	
CO 4	✓			✓			

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	UNIT	DESCRIPTION	HOURS
1		**INTRODUCTION TO PSYCHOMETRY AND TESTING**	10
	1	Concept and Definition of Psychometry & Psychological Testing	
		Psychological test: Definition of Testing, Uses of psychological test, Issues in psychological testing, Types of psychological tests.	
	2	Measurement: Concept, Levels of measurement and Application	
	3	Psychometric properties of test	
		Reliability- Types of Reliability: Test-retest, Alternate forms, Split-half, Coefficient alpha, KR-20, Inter-scorer reliabilities	
		Validity- Types of Validity: Content, Criterion-related, Construct, Face validities	
		Types of Norms: Age, Grade, Percentile, Standardized norms	
	4	Test Construction – Process of Test construction, Testing the items- item difficulty, item discrimination, reprise.	
2		**TECHNOLOGY AND ETHICS IN PSYCHOLOGICAL TESTING**	10

	1	Factors influencing Psychological Testing, Errors in Psychological Testing	
	2	Computers and Psychological Testing, Gamification in assessment.	
	3	Ethical guidelines in Psychological Testing: Responsibilities of test user and test publisher	

		SPECIFIC PSYCHOLOGICAL ASSESSMENTS	**10**
3	1	Assessment of Personality: MMPI, 16PF, EPQR, TAT	
	2	Assessment of Aptitude: DBDA	
	3	Assessment of Interest: CIS	
	4	Assessments of Milestone Functioning: DST, VSMS, EMS-SB	

		ADVANCED PSYCHOLOGICAL ASSESSMENTS	
4	1	Assessment of Intelligence: WAIS, BKT, MISIC, Bhatias, EIS-SANS, MIS-ASPS	**10**
	2	Assessment of Adjustment: Bell's Adjustment Inventory, School Adjustment, AICS-SS	
	3	Assessment of General Health: General Health Questionnaire, PGI Health Questionnaire	
	4	Assessments of Family Functioning: Marital Satisfaction Scale, Marital Conflict Scale, Family Environment Scale, Parenting Style Scale	

	Teacher Specific Module	
	Directions	
5	Measure any psychological construct using computerized test (eg. PEBL, Psychopy etc.) and submit report.	**20**
	Test Construction	
	The student group have to develop a test in Psychology and standardize with the help of a supervising teacher. The selection of the variable can be according to the areas of interest of the teacher and the students.	

Essential Readings:

1. Anastasi, A., & Urbina, S. (2016). *Psychological Testing* (7th ed.). Boston: Pearson.
2. Gregory, R. J. (2017). *Psychological Testing: History, Principles and Applications*. Boston: Pearson.

3. Kaplan, R.M., & Saccuzzo, D.P. (2018). *Psychological Testing: Principles, Applications and Issues* (9th ed.). Boston: Cengage Learning

4. Singh, A. K. (2010). *Tests, Measurements and Research Methods in Behavioral Sciences*. New Delhi: Bharathi Bhawan.

Reference Distribution:

Module	Unit	Reference No.	Remarks
1	1	1,2 & 4	
	2	2	
	3	1,2 & 4	
	4	2	
2	1	4	
	2	2&3	
	3	4	
3	1	2	
	2	3	
	3	1	
	4	2	
4	`1	2,4	
	2	4	
	3	1	
	4	2	

Suggested Readings:

1. Kothari, C. R. & Garg, G. (2018). *Research Methodology: Methods and techniques* (4 th ed.). New Age International Publishers.

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		**70**
Continuous Evaluation		**30**
a)	Test Paper- 1	10
c)	Assignment / Seminar	5
d)	Computerized test	5
e)	Test construction	10
Total		**100**

KU7DSCSPSY404: RESEARCH METHODOLOGY AND DATA ANALYSIS

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
7	DSC	400-499	KU7DSCSPSY404	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	-	-	30	70	100	2

Course Description: This comprehensive course delves into both quantitative and qualitative research methodologies, focusing on advanced techniques for data analysis. The course is structured to provide a deep understanding of parametric and non-parametric tests, correlation and regression analysis, qualitative data analysis methodologies, research report writing, and the ethical considerations in conducting research. Practical applications using SPSS and real-world data sets are emphasized to ensure proficiency in statistical analysis and qualitative data interpretation.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Understand different Quantitative Analysis Methods in Psychological Research	R,U
2	Understand different Qualitative Analysis Methods in Psychological Research	R,U
3	Identify the different measurement and hypotheses testing in research	A, An
4	Analyse writing a research report	C
5	Evaluate the Ethics to be followed in psychological research	E

*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✔	✔	✔	✔			✔
CO 2	✔			✔	✔		✔
CO 3				✔			✔
CO 4	✔		✔				✔
CO 5		✔				✔	✔

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	UNIT		HOURS
1		**Quantitative and qualitative methods**	15 hrs
		Quantitative research, Qualitative research, Basic laboratory experiments, Advanced experimental designs, correlational research, Longitudinal studies, Qualitative research, qualitative data collection	
2		**QUANTITATIVE DATA ANALYSIS**	
		Parametric Tests: Assumptions of parametric tests	
		Correlation coefficient	
		Karl Pearson's coefficient of correlation	
		Regression	
		a) regression and multiple regression	
		b) Conducting a regression analysis in SPSS	

	4	t test and analysis of variance	
		a) Assumptions of t test	
		b) ANOVA - One way ANOVA, Two-way ANOVA	

		NON-PARAMETRIC OR DISTRIBUTION FREE TESTS OF HYPOTHESIS	
3	1	Non-Parametric Tests	15 hrs
		a) Assumptions	
	2	Non-Parametric Measures of Relationship	
		a) Spearman's r	
	3	Comparing variance	
		a) Chi- square test	
	4	Non-parametric tests of difference	
		a) Wilcoxon signed rank test	
		b) Mann- Whitney U test	
		c) Friedman test.	

		QUALITATIVE ANALYSIS OF DATA	
4	**1**	Grounded Theory	15 hrs
		a) Purpose and Primary features, process	
	2	Interpretative Phenomenological Analysis	
		Purpose and Primary features, process	
	3	Content analysis	
		Purpose and Primary features, process	
	4	Thematic Analysis	
		Purpose and Primary features, process	
	5	Discourse analysis	
		Purpose and Primary features, process	
	6	Conversation analysis	
		Purpose and Primary features, process	

5	**WRITING A RESEARCH REPORT**		10hrs
	1	General guidelines	
	2	Avoiding Sexism and Ethnic Bias in Writing	
	3	The Parts of a Paper- documenting and publication	
	4	Oral Presentations and Poster Presentations.	
	ETHICS IN RESEARCH		5
	1	Institutional ethics committee	
	2	Confidentiality, Debriefing	
	3	Preparing informed consent and safeguarding the data	
	4	Ethics in Scientific Writing.	

Essential Readings:

1. Coolican, H. Research methods and statistics in psychology (5th ed). Hodder education.

2. Kothari, K. R. (2004). Research methodology methods and techniques (2nd ed.). New age international publishers.

3. Heppner. P. P., Wampold. B. E., & Kivlighan. D. M. Jr. Counselling research. Cengage learning.

4. Howitt, D., & Cramer, D. (2020). Research methods in psychology (sixth ed.). Pearson education.

5. McBurney, D.H . (2006). Research Methods (5th ed.)Thomson Wadsworth

Reference Distribution:

Module	Unit	Reference No.
1	1	1
	2	1
	3	4
	4	4

2	1	1
	2	3
	3	3
	4	1
3	1	3
	2	3
	3	3
	4	1
4	1	2
	2	5
	3	5
	4	5
5	1	2
	2	2
	3	2
	4	2

Suggested Readings:

1. Singh, A. K. (2019). Tests, measurements and research methods in behavioural sciences (6th ed.). Bharati Bhawan
2. Gravetter,F.J & Farzano,L.B (2012) Research methods for the behavioural sciences, Cengauge.

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		**70**
Continuous Evaluation		**30**
a)	Test Paper- 1	6
b)	Test Paper-2	6

c)	Assignment	12
d)	Seminar	6
Total		**100**

KU8DSCPSY405: COUNSELLING IN SPECIAL SETTINGS

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
8	DSC	400-499	KU8DSCPSY405	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	-	1	30	70	100	2

Course Description:

This course delves into the application of counselling principles and techniques within specialized environments that cater to individuals with unique needs. Students will explore the theoretical frameworks, assessment tools, and intervention strategies tailored for counselling in settings including schools, workplaces, family, healthcare facilities, and community agencies.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Understand and development the professional identity of counselling in various settings and evaluate the current and future trends	U,A,E
2	Evaluate and apply information regarding the history, issues and techniques applied during counseling in various settings.	U, An,A, C
3	Define and contextualize clinical mental health counselling and understand the growth and development process of clinical mental health counsellors.	R, U,A, An
4	Analyse the applications of counselling principles in different setting and understand, evaluate the needs and issues in different settings.	An, U A
5	Provide comprehensive overview and general understanding of counselling program and develop skills to conduct peer counselling	An, A

Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓		✓	✓		✓	
CO 2	✓	✓		✓	✓		✓
CO 3	✓		✓	✓	✓		
CO 4	✓	✓	✓	✓	✓	✓	
CO 5	✓			✓	✓	✓	

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U NI T	DESCRIPTION	HOURS
1		**INTRODUCTION TO COUNSELLING IN SPECIAL SETTINGS**	**15**
		a) Definition and scope	
		b) Importance of counselling in special environments	
		c) Ethical and legal Considerations for counselling in special settings	
	2	**COUNSELLING IN EDUCATIONAL SETTINGS**	
		The school Counselling profession- development of school counseling, A professional Identity, role of counselors in schools, Academic career and personal guidance, working with learning disabled, Collaboration with teachers and parents.	
		b) The school counsellor and program leadership – varying roles of school counsellors, Preparation of school counsellors.	
		c)School counselling today and tomorrow	
		d) College Counseling-The Beginning of Student-Life Services and College Counseling, Bullying	
		e) The Theoretical Bases and Professional Preparation for Working with College Students	
		f) Counseling and student-life services with first-year, Graduate students, and nontraditional students	
	3	**CLINICAL AND MENTAL HEALTH COUNSELLING**	
		a) Hospital and Rehabilitation Setting- Medical and Psychiatric Hospitals	
		b) The clinical Mental health counsellor in process-Growing, Changing Accepting	

2		**COUPLE AND FAMILY COUNSELLING**	**15**
	1	a) The changing forms of family counselling, the beginnings of couple and family counselling, premarital counselling	
		b) Family life and the family life cycle	
		c) Couple/family counseling versus individual/group Counseling	
	2	**COUNSELLING IN MARGINALIZED GROUPS**	
		a) Definition and process of geriatric counselling- needs of the aged	
		b) Counselling the LGBTQ Population	
		c) Counselling persons with disabilities	
		d) Counselling refugees and immigrants, caretakers of chronic illness	
		e) Counselling in correctional and legal settings- Prisons and juvenile homes	
		f) Legal and ethical issues in correctional counselling	

3	1	**COUNSELLING IN THE WORKPLACE**	**10**
		a) Counselling facilities and the workplace setting: an overview , Relevance of counselling in workplace- Employee assistance programs	
		b) Stress management and burnout	
		c) Issues and challenges in the provision of workplace counselling facilities – harassment and discrimination	
	2	**CRISIS COUNSELLING/ HIV COUNSELLING**	
		a) Definition, Factors influencing psychological adjustment	
		b) The prospect of early mortality and associated losses	
		c) Trauma Counselling, Counselling victims of Disasters	

4		**ABUSE, ADDICTION AND GROUUP COUNSELLING**	**15**
	1	Abuse counselling	
		a) The cycle of abuse	
		b) Interpersonal abuse	

		c) Intra personal abuse
	2	Addiction Counselling
		a) Process of addiction
		b) Types of Addiction
		c) Intrapersonal addiction
	3	Group Counselling
		a) The place of group counselling, benefits and drawbacks
		b) Types of groups and stages of groups
		c) Issues in groups

5	**Teacher Specific Module**	**20**
	Directions	
	1. Assessment, Diagnosis & management of addiction. Case discussions using Psycho-education, skill building, mindfulness & relaxation techniques, CBT, etc.	
	2. Develop a group counselling session, including the structure, goals, and techniques of counselling. Conduct a group counselling session and submit a report.	
	3. Visit a rehabilitation centre to observe the real cases and submit reports Screen students with technology addiction and conduct awareness program	
	4. Visit Schools, Colleges and conduct counselling sessions and submit a record detailing the observations, reactions, and insights gained from the experience	

Essential Readings:

1. Schmidt, J. J. (2014). Counselling in schools: Comprehensive programs of Responsive Services for all Students. Pearson.
2. Neukrug, E. (2015). The World of the counsellor: An introduction to the counselling Profession. Cengage Learning.
3. Gladding, S. T. (2018). Counselling a comprehensive Profession. Pearson.
4. Journals Pub, Geriatric Counselling, https://jiarjammu.in/adminpanel/files/892021348121135.pdf
5. Nystul, M.S (2011). Introduction to Counselling- An Art and Science perspective (4th ed.). USA: Pearson Education

6. Woolfe, R., Dryden, W., Strawbridge, S. (2003). Handbook of Counselling Psychology. Britain: Cormwell Press Ltd.

7. Feltham, C., Horton,I& Winter, L A (2017). The Sage Handbook of Counselling and Psychotherapy(4th ed.). New Delhi: Sage Publications.

Reference Distribution:

Module	Unit	Reference No.	Remarks
1	1	1	
	2	2	
	3	2	
2	1	2	
	2	4 and 3	
	3	3 and 5	
3	1	5,6	
	2	5,6,7	
	3	6,7	
4	1	3 and 5	
	2	3 and 5	
	3	3 and 5	

Suggested Readings:

1. Carr, A. (2001) Family Therapy-Concepts, Process and Practice. John & Sons Ltd
2. Capuzzi, D. & Gross, R. D. (2008). Counselling and Psychotherapy: Theories and Interventions. California: Sage publication.

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		**70**
Continuous Evaluation		**30**
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	5
d)	Seminar	5
e)	Field Report	10
Total		**100**

KU8DSCPSY406: DISASTER MANAGEMENT AND PSYCHOLOGICAL FIRSTAID

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
8	DSC	400-499	KU8DSCPSY406	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	-	-	30	70	100	2

Course Description:

This comprehensive course on Disaster Management and Psychological First Aid is designed to equip individuals with the knowledge, skills, and strategies needed to effectively respond to and mitigate the psychological impact of disasters and emergencies. Participants will explore the interconnected realms of disaster management and mental health, gaining a deep understanding of the principles and practices associated with providing psychological first aid in crisis situations and other interventions for post crises.

Course Prerequisite: Familiarity with basic psychological concepts can provide a foundation for understanding the mental health aspects addressed in disaster management and psychological first aid. A basic understanding of community dynamics and social structures can help in comprehending the broader context of disaster management, including how communities respond to and recover from disasters. Individuals with a basic understanding in counselling, communication skills may find it easier to grasp the psychological and emotional aspects of disaster management.

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Understand the acute stress reactions, grief, and trauma in the aftermath of emergencies and how cultural factors influence individuals' reactions to crises and tailor psychological first aid	R,U,A

		accordingly.	
2		Understand the ethical and legal considerations involved in providing psychological first aid during emergencies.	U, An, E
3		Acquire practical skills in applying psychological first aid techniques and recognize the importance of self-care for individuals involved in disaster response.	An, A
4		Equip with the skills and knowledge necessary to contribute effectively to disaster response efforts, addressing both the physical and psychological well-being of individuals and communities.	A, An, E, C

Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✔			✔			
CO 2		✔			✔		
CO 3			✔				✔
CO 4			✔			✔	
CO 5	✔			✔			

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	UNIT	DESCRIPTION	HOURS
1		**Disaster management: Mental Health Perspective**	**15**
	1	Disaster Management- an introduction Overview of natural and man-made disasters	
	2	Disaster and their psychological impact Disaster typology and Phases-6R's.	

	3	The role of psychologist in disaster management	
	4	Psychosocial Care in Disasters, Disaster Risk Reduction and ethical concerns	

	Psychological Interventions		
	1	Psychological First Aid (PFA) Understanding PFA	**15**
2	2	How to help Responsibly	
	3	Providing PFA	
	4	Self-care Crisis Intervention models Group Therapy and Community Support Programs	

	Johns Hopkin's RAPID PFA Model		
	1	R-Establishing Rapport and Reflective Listening	**15**
	2	A- assessment | Listening to the Story	
3	3	P- Psychological Triage | Prioritization	
	4	I- Intervention Tactics to Stabilize and Mitigate Acute Distress	
	5	D- Disposition and Facilitating Access to Continued Care	

	Post Disaster Healing		
	1	Mental health promotion and disaster resilience	
	3	School based mental health programs	
4	4	Crisis, Disaster, And Trauma Counselling	
	5	Community education and capacity building	
	6	Effect of disasters on vulnerable groups: Children, Migrant, weaker sections of society, the elderly.	

	7	Other Psychological interventions	

	Teacher Specific Module	
	Directions	
5	➢ Engage in hands-on exercises, case studies, role plays and simulations to enhance their ability to provide immediate support in diverse disaster scenarios ➢ Demonstration of PFA (Relevant videos and practical sessions) ➢ Demonstration of RAPID model (Relevant videos and practical sessions)	**5**

Essential Readings:

1. Math, S. B., Nirmala, M. C., Moirangthem, S., & Kumar, N. C. (2015). Disaster Management: Mental Health Perspective. Indian journal of psychological medicine, 37(3), 261–271. https://doi.org/10.4103/0253-7176.162915

2. Dr. Urfain Habib and Dr. Omar Habib (2017). Psychology and Disaster Management. International Journal o Current Research, 9(12)., 62787-62789.

3. Document published by KSDMA acces link : https://sdma.kerala.gov.in/wp-content/uploads/2020/08/Psychosocial-Care-in-Disasters-and-Disaster-Risk-Reduction_-Latest.pdf

4. Call, John &Pfefferbaum, Betty & Jenuwine, Michael & Flynn, Brian. (2012). Practical Legal and Ethical Considerations for the Provision of Acute Disaster Mental Health Services. Psychiatry. 75. 305-22. 10.1521/psyc.2012.75.4.305.

5. Cooper, Briggs, & Bagshaw., (2018). Postdisaster Counselling: Personal, Professional, and Ethical Issues. AUSTRALIAN SOCIAL WORK, VOL. 71, NO. 4, 430–443. https://doi.org/10.1080/0312407X.2018.1492622 accessed from: https://cectresourcelibrary.info/wp-content/uploads/2021/07/postdisaster-counselling-personal-professional-and-ethical-issues-1.pdf

6. World Health Organization, War Trauma Foundation and World Vision International (2011). Psychological first aid: Guide for field workers. WHO: Geneva

7. Everly, G.S., Jr., &Lating, J. M. (2017). The Johns Hopkins guide to psychological first aid. Johns Hopkins University Press.

8. Cohen R. E. (2002). Mental health services for victims of disasters. World psychiatry: official journal of the World Psychiatric Association (WPA), 1(3), 149–152.

9. Lotzin, A., Franc de Pommereau, A., & Laskowsky, I. (2023). Promoting Recovery from Disasters, Pandemics, and Trauma: A Systematic Review of Brief Psychological Interventions to Reduce Distress in Adults, Children, and Adolescents. International journal of environmental research and public health, 20(7), 5339. https://doi.org/10.3390/ijerph20075339

10. Psychological First Aid for Schools Field Operations Guide 2nd(2009) Edition by National Child Traumatic Stress Network National Center for PTSD, US (https://www.nctsn.org/sites/default/files/resources/pfa_schools.pdf)

11. Pau et al., (2020). Crisis, Disaster, And Trauma Counseling: Implications for The Counseling Profession. *Journal of Critical Reviews*, 7(8). Advance Scientific Research DOI: http://dx.doi.org/10.31838/jcr.07.08.160 ; https://www.jcreview.com/admin/Uploads/Files/61ba4ef50534a7.67923217.pdf

12. National Disaster Management Training Module-4, Disaster Mental Health Services (https://ndma.gov.in/sites/default/files/PDF/Technical%20Documents/NDMA-Module-4.pdf)

Reference Distribution:

Module	Unit	Reference No.	Remarks
1	1	1,2	
	2	1,2,3	
	3	1,2,3	
	4	4,5	

2	1	6	
	2	6	
	3	6	
	4	6,7	
3	1	7	
	2	7	
	3	7	
	4	7	
	5	7	
4	1	8,9	
	2	10	
	3	11	
	4	11	

Suggested Readings:

1. Baker, L. R. & Cormier, L. A. (2015). Disasters and vulnerable populations: Evidence-based practice for helping professions. New York, NY: Springer Publishing.
2. Ripley, A. (2008). The unthinkable. Who survives when disaster strikes and why. New York, NY: Crown Publishers
3. Robinson, S. J.(2018). How can Psychology inform disaster research? Science Direct, 212. P1083-1090

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		**70**
Continuous Evaluation		**30**
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	5
d)	Introspective Report	5

e)	Demonstration of PFA skills	5
f)	Case study	5
Total		**100**

KU8DSCPSY407: CULTURAL & COMMUNITY PSYCHOLOGY

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
8	DSC	400-499	KU8DSCPSY407	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	-	-	30	70	100	2

Course Description: This course delves into the intricate relationship between culture, community, and psychology. It is designed to provide students with a comprehensive understanding of how cultural contexts and community dynamics influence psychological processes and social behaviour. Through a blend of theoretical frameworks and practical applications, students will explore various community psychology principles, and the unique aspects of the Indian psychological landscape. The course is structured into four thematic sections, each addressing critical aspects of cultural and community psychology.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Analyse the influence of cultural contexts on psychological processes and social behaviour, utilizing comparative frameworks to distinguish between individualistic and collectivistic cultures.	An
2	Evaluate core principles and values of community psychology, applying these concepts to real-world community issues through critical assessment and reflection.	E

3	Develop strategies for empowering marginalized groups within communities, integrating theoretical knowledge with practical interventions to foster social change.	A
4	Investigate the psychological impact of the caste system in India, conducting research that includes personal narratives and broader social implications.	E
5	Formulate culturally sensitive approaches to mental health that incorporate indigenous knowledge and practices, aiming to create inclusive and effective psychological interventions tailored to the Indian context.	A

Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✔		✔		✔		✔
CO 2		✔	✔		✔		✔
CO 3			✔	✔	✔	✔	
CO 4	✔	✔			✔	✔	✔
CO 5	✔	✔	✔	✔	✔	✔	✔

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	UNIT	DESCRIPTION	HOURS
		CULTURE & PSYCHOLOGICAL PROCESSES	
	1	Approaches to Culture, Concepts of Culture	
1	2	Culture & Self, Culture & Social Behavior	10
	3	Culture and Gender	
	4	Culture & Cognition, Culture & Mental Health	

		COMMUNITY PSYCHOLOGY	
2	1	Community Psychology: A Shift in Perspective	**12**
	2	Principles of Community Psychology, Core values	
	3	Levels of Analysis and Principles of Ecology. Issues, Values and Tools for Liberation and Well-Being	
	4	Understanding Individuals within Environments, Community of Practice	

		COMMUNITY AND SOCIAL CHANGE	
3	1	Power and Empowerment	**11**
	2	Prevention & Promotion – Interventions for Community Change	
	3	Human Diversity, Accountability, Commitment and Inclusion	
	4	Community Psychology Research	

		CULTURAL AND COMMUNITY PSYCHOLOGY; INDIAN CONTEXT	
4			**12**
	1	Indian Psyche, Plurality and Diversity	
	2	Indian Culture and Authority, Oppression in Indian Culture	
	3	The Inner Experience of Caste in India	
	4	Psychology for India	

5	**Teacher Specific Module**	**30**
	Practical	
	Complete Specific hours of community service. And submit a detailed report on it	
	Cultural Analysis: Conduct a comprehensive analysis of specific cultural aspects.	

Essential Readings:

1. Matsumoto, D & Juang, L. (2004). Culture and Psychology. (3rd Ed.) United States

2. Heine, S. J. (2015). Cultural Psychology (3rd edition). New York: W. W. Norton & Company

3. Kloos, B., Hill, J., Thomas, E., Wandersman, A., Elias, M. J. & Dalton, J. H. (2012). Community Psychology: Linking Individuals and Communities (3rd ed.). Belmont, CA: Wadsworth/Cengage Learning.

4. Nelson, G. and Prilleltensky, I. (2005) Community Psychology: In Pursuit of Liberation and Well-Being. Palgrave Macmillan, New York

5. Dalton, J. H., Hill, J., Thomas, E., & Kloos, B. (2013). Community psychology.

6. Nelson, G. and Prilleltensky, I. (2005) Community Psychology: In Pursuit of Liberation and Well-Being. Palgrave Macmillan, New York

7. Kieffer, C. (1984). Citizen empowerment: A developmental perspective. Prevention in Human Services

8. Ryan, W. (1994). Many cooks, brave men, apples, and oranges: How people think about equality. American Journal of Community Psychology

9. Stringer, E.T. (1999). Principles of community-based action research.

10. Sudhir Kakar, & Poggendorf-Kakar, K. (2009). The Indians : portrait of a people. Penguin Books.

Reference Distribution:

Module	Unit	Reference No.
1	1	1
	2	2,1
	3	1
	4	1
2	1	3
	2	3
	3	4
	4	5,6,7
3	1	8,9

	2	8
	3	8,10
	4	11
4	1	13
	2	14
	3	14
	4	14

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		**70**
Continuous Evaluation		**30**
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment-Cultural Analysis	10
d)	Community Service	10
Total		**100**

KU8DSCPSY408: SPORTS PSYCHOLOGY

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
8	DSC	400-499	KU8DSCPSY408	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	-	-	30	70	100	2

Course Description: This course offers an in-depth exploration of sports and exercise psychology, focusing on the critical role psychological principles play in enhancing physical performance and promoting mental well-being. Students will learn about the need for physical activity in today's society, the mental and physical benefits of exercise, and various models explaining the positive psychological effects of exercise.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Analyse the role of regular physical activity in promoting physical health and psychological well-being, and differentiate between the various models explaining the positive psychological effects of exercise.	An
2	Evaluate the ethical considerations in providing sport psychology services, including the regulation of sport psychologists and the process of making referrals.	E
3	Conduct comprehensive intake interviews and utilize psychological assessment tools to assess the specific needs of athletes.	A
4	Design and implement goal-setting strategies and performance profiling techniques to facilitate self-awareness and improve athletic performance.	C

| 5 | Develop, apply, and critique various mental skills training techniques, including mental imagery, mental toughness training, and mindfulness-based stress reduction, to enhance athletes' psychological resilience and competitive edge. | C |

Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✔				✔	✔	✔
CO 2		✔				✔	✔
CO 3			✔	✔	✔		
CO 4			✔	✔		✔	✔
CO 5	✔	✔	✔	✔	✔	✔	✔

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	UNIT	DESCRIPTION	HOURS
1		**Sports and exercise Psychology**	15
	1	The need for physical activity today	
		a) The role of regular physical activity in health	
		b) The mental benefits of exercise	
		c) Models explaining the positive psychological effects of exercise	
	2	What sport psychology is and what it isn't	
	3	Ethical issues associated with providing sport psychology to athletes	
		a) The regulation of sport psychologists and protected terms	
		b) Referrals	

2	**Identifying the psychological needs of athletes**		12
	1	a) Conducting intake interviews	
		b) Using questionnaires to assess the needs of athletes	
	2	Facilitating awareness among athletes	
		a) Goal setting	
		b) Performance profiling	

3	**Developing mental skills among athletes**		13
	1	Mental imagery	
	2	Mental toughness training	
	3	Maximising sport-confidence	
	4	Coping effectiveness training	
	5	Enhancing challenge states and minimising threat states among athletes	
	6	Mindfulness-based stress reduction training	

4	**Staying Competitive: Sports Psychology in Action**		10
	1	Winning Habits: How Routines Improve Performance in Competition	
	2	Handling Pressure: Playing in the Fire without Getting Burned	
	3	Staying Strong: The Importance of Managing Energy Levels	
	4	Handling Adversity: The Psychological Art of Bouncing Back	

5	**Teacher Specific Module**	10
	Practical	
	Conduct a self-experiment by engaging in a 20-minute exercise session daily for a month and keep a journal on mood and mental clarity changes.	
	Conduct guided imagery sessions focusing on different aspects of performance, such as technique or competition scenarios.	

Essential Readings:

1. Szabo, A., & Demetrovics, Z. (2022). Passion and Addiction in Sports and Exercise. Taylor & Francis Group.

2. Nicholls, A. R. (n.d.). Psychology in sports coaching. Routledge.

3. Smith, L. H., & Kays, T. M. (2010). Sports psychology for dummies. Wiley.

Reference Distribution:

Module	Unit	Reference No.	Remarks
1	1	1	
	2	2	
	3	2	
	4	2	
2	1	2	
	2	2	
3	1	2	
	2	2	
	3	2	
	4	2	
	5	2	
	6	2	
4	1	3	
	2	3	
	3	3	
	4	3	

Suggested Readings:

1. Schinke, R., & Dieter Hackfort. (2017). Psychology in professional sports and the performing arts : challenges and strategies. London Routledge.
2. Springer. (2022). Key Topics in Sports Psychology. Springer Nature.

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		**70**
Continuous Evaluation		**30**
a)	Test Paper- 1	6
b)	Test Paper-2	6
c)	Assignment	6
d)	Practical Report	12
Total		**100**

KU8DSCPSY409: SCHOOL COUNSELLING

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
8	DSC	400-499	KU8DSCPSY409	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	-	-	30	70	100	2

Course Description:

This course equips you with a foundational understanding of school counselling, empowering you to support the academic, social, and emotional well-being of students. Through a blend of theory and practical application, you'll delve into the essential knowledge and skills required to be an effective school counsellor.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Describe the diverse roles and responsibilities of a school counsellor within the educational system.	A
2	Apply knowledge of relevant laws and acts to ensure ethical and legal practice in school counselling.	A
3	Analyse and select specialized counselling approaches based on a student's unique needs	A
4	Explain and critically evaluate the theoretical foundations of school counselling practice.	R, A, E
5	Implement evidence-based interventions to address various student needs in academic, social-emotional, and career development domains.	E, C

*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7

CO 1							
CO 2				✔		✔	
CO 3	✔						
CO 4		✔	✔				✔
CO 5					✔		

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	UNIT	DESCRIPTION	HOURS
1		**Introduction to School Counselling**	**15**
	1	**Definition and History**	
		a) Define School Counselling. Characteristics of school psychologists, how does one become a school psychologist?	
		b) Historical context of School counselling: The Emergence of school counselling, Beginnings of school psychology, Development and professionalization of the field, Recent history of school counselling. Beginning of school counselling in India.	
	2	Scope	
		a) Scope of school counselling in a school setting. The role and functions of school psychologists	
	3	Ethical issues	
		a) Ethical issues in school counselling: Competence, professional relationships, privacy/confidentiality, professional practice, research, training and supervision, advertising, record keeping/fees, ethical decision making	
2		**Interventions. Laws and acts**	15

	1	The protection of children from sexual offences (amendment) act, 2019	
	2	Children in India and their Rights	
	3	Implementation at multiple levels of programmatic intervention	
	4	Outcome research in school counselling	
3		**Specialized Counselling Approaches in School Psychology**	15
	1	counselling to raise self-esteem, counselling depressed young people	
	2	counselling those with suicidal thoughts, counselling the sexually abused	
		counselling the group, counselling violent and aggressive pupils	
		Brief counselling for heterosexual young people, same sex relations, brief counselling for homosexual young people	
4		**Theoretical Underpinnings of Counselling**	15
	1	Behavioural Counselling	
		Brief Counselling	
	2	Play Therapy, Group Counselling with Children	
		Counselling Children with Special Concerns, Counselling with Children with Disabilities	
		Conducting a Child case study	

Essential Readings:

1. Merrel. K.W. Ervin. R.A. & Peacock. G., (2012). School Psychology for the 21st Century foundations and practices. 2nd ed. The Guilford Press.
2. Merrel. K.W. Ervin. R.A. & Peacock. G., (2022). School Psychology for the 21st Century foundations and practices. 3rd ed. The Guilford Press.
3. Gladding, S. T. & Batra. P., (2018). Counseling: a comprehensive profession. 8th ed. Pearson.
4. Ministry of law and justice
5. Children in India and their Rights
6. Erford. T.B., Transforming the school counselling profession. Cengage learning

7. Line, D. (2006). Brief Counselling in schools Working with Young People from 11 to 18. (2nd ed): Sage Publications

8. Henderson. D.A, & Thompson. C.L., (2016). Counselling Children. (9th ed.). Cengage Leaning

9. Core Compulsory Readings (Books, Journals, E-sources Websites/ weblinks)

10. Merrel. K.W. Ervin. R.A. & Peacock. G., (2012). School Psychology for the 21st Century foundations and practices. 2nd ed. The Guilford Press.

11. Merrel. K.W. Ervin. R.A. & Peacock. G., (2022). School Psychology for the 21st Century foundations and practices. 3rd ed. The Guilford Press.

12. Line, D. (2006) Brief Counselling in schools Working with Young People from 11 to 18. (2nd ed): Sage Publications

13. Henderson. D.A, & Thompson. C.L., (2016). Counselling Children. (9th ed.). Cengage Leaning

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		**70**
Continuous Evaluation		**30**
a)	Test Paper- 1	6
b)	Test Paper-2	6
c)	Assignment	12
d)	Seminar	6
Total		**100**

KU8DSCPSY410: PSYCHOLOGY OF AGEING

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
8	DSC	400-499	KU8DSCPSY410	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	-	-	30	70	100	2 Hrs

Course Description: The course Psychology of Ageing provides information and a set of frameworks that will be useful in working with older adults. Enhance the good knowledge about biological, cognitive, psychological, and social aspects of ageing process and develop skills, in-depth knowledge, and expertise in psychological assessment and interventions to promote well-being of the older adults

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Enhance the understanding about psychology of ageing	**U**,An
2	Explore biological, cognitive, psychological, and social aspects of ageing process	U, An
3	Develop skills to conduct psychological assessment for elderly	R, A
4	Develop in-depth knowledge about the mental health of elderly	U, C
5	To equip the students with the necessary knowledge and expertise in psychological interventions to promote well-being of the older adults.	U, A

Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓	✓				
CO 2	✓	✓	✓				
CO 3				✓		✓	✓
CO 4	✓	✓					
CO 5					✓	✓	✓

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	UNIT	DESCRIPTION	HOURS
1		**BASIC CONCEPTS, THEORIES AND METHODS IN THE PSYCHOLOGY OF AGEING**	10
	1	What is aging?	
	2	Theoretical Issues in the Psychology of Aging	
	3	The epidemiology of ageing	
	4	Methodological and Analytical Issues in the Psychology of Aging	
	5	Historical Influences on Ageing and Behaviour	

MODULE	UNIT	DESCRIPTION	HOURS
2		**BIOLOGICAL & COGNITIVE ASPECTS OF AGING**	15
	1	Physical changes	
	2	Vision and ageing.	
	3	Motor performance.	
	4	Attention and perceptual processing	
	5	Ageing and Memory.	
	6	Learning	
	7	Language comprehension & production in Normal Ageing	
	8	Intelligence	

	9	Problem solving and decision-making capacities.	

	PSYCHOLOGICAL & SOCIAL ASPECTS OF AGEING		
3	1	Ageing Personality and life style	
	2	Religion and Spirituality	**10**
	3	Wisdom and ageing	
	4	Relationships	
	5	Work and retirement.	
	6	Elder abuse and neglect	
	7	Death, dying and bereavement	

	MENTAL ILLNESS AND AGEING		
4	1	Models of Mental Health in Later Life	
	2	Dementia and other neurodegenerative disorders.	
	3	Depression	**10**
	4	Anxiety	
	5	Substance abuse	
	6	Personality disorder	
	7	Schizophrenia and Other Late-Life Psychoses	
	8	Problems in Measuring the Psychological Status of Older People	

	9	Improving the Mental Health of Older Adults	

	Teacher Specific Module	
5	*Directions*	**30**
	Institution visits & Assessment and formulation: Visit any old age home or institution and submit a report of any neuropsychological or other psychological assessment appropriate to the condition of elderly.	

Essential Readings:

1. Birren, J. E., Schaie, K, W. (2006). Handbook of psychology of aging (6th ed.). Elsvier,Inc

2. Cavanaugh, J. C., Blanchard-Fields, F (2006). Adult development and aging (5thed.). Wadsworth Thomson Learning, Inc

3. Johnson, M. L. (2005). The Cambridge handbook of age and ageing. Cambridge University Press

4. Stuart-hamilton, I. (2006). The psychology of aging- An introduction (4th ed.). Jessica. Kingsley Publishers

5. Schaie, K. W., and Willis, S.L. (2011). Handbook of the Psychology of Aging(7thed). Elsevier Inc.

6. Hersen, M., VanHasselt, V. B. (1998). Handbook of clinical geropsychology. Springer science & Bussiness media,llc

7. Segal, D.L., Qualls, S.H., Smyer, M.A. (2011). Aging and Mental Health (2nd ed). Blackwell Publishers

8. Woods, B., Clare, L. (2015). Handbook of clinical psychology of aging (2nd ed.). John wiley & Sons,Ltd

Reference Distribution:

Module	Unit	Reference No.
1	1	1 2 3 4 5
	2	
	3	
	4	
	5	
2	1	1 2 5 4
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
3	1	1, 2 , 5 , 4
	2	
	3	
	4	
	5	5
	6	
	7	
4	1	1

2	6	
3	7 4	
4	8	
5		
6		
7		
8		
9		

Suggested Readings:

1. Lachman, M. E. (2001). Handbook of midlife development. John Wiley & sons,Inc

2. Lazarus,R.S., Lazarus, B.N. (2006). Coping with ageing. Oxford university press

3. Pachana, N. A., Laidlaw, K (2014). Oxford Handbook of Clinical Geropsychology. Oxford university press.

4. Quadagno, J. (2014). Aging and the life course: An Introduction to Social Gerontology. (6th ed.). The McGraw Hill Companies.

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		**70**
Continuous Evaluation		**30**
a)	Test Paper- 1	10
b)	Assignment	5
c)	Seminar	5
d)	Field Report	10
Total		**100**

KU8DSEPSY400: PSYCHOONCOLOGY

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
8	DSE	400-499	KU8DSEPSY400	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	-	-	30	70	100	2

Course Description:

This course equips you with a comprehensive understanding of psycho-oncology, the specialized field that addresses the psychological, social, and emotional impact of cancer on patients, survivors, and their families.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Explain the core principles and history of psycho-oncology and its role in comprehensive cancer care.	E
2	Analyze the profound psychosocial impact of cancer on patients, survivors, and families.	A
3	Implement evidence-based psycho-oncological interventions and psychotherapy approaches in the oncology setting.	C
4	Identify and understand the fear of cancer recurrence in patients and survivors.	R
5	Evaluate the unique needs and considerations for providing psycho-oncological care to diverse populations.	E

Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✔			✔			
CO 2		✔			✔		
CO 3			✔				✔
CO 4			✔			✔	
CO 5	✔			✔			

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	UNIT	DESCRIPTION	HOURS
		Introduction to Psycho-Oncology	
	1	**Definition and History**	
		Definition. Introduction to the field Psycho-oncology	
		History of Psycho-Oncology	
	2	**Psychosocial Impact of Cancer**	
1		a) · Psychological Reaction to the Cancer Diagnosis · Denial · Co-morbid Mental Health Conditions · Potential Positive Impact · Social Impact · Socio-economic Position · Social Relations	15
	3	**Fear of Progression in Cancer Patients and survivors;**	
		Introduction Fear of disease progression	

		Assessment of Fear of Progression	
2		**Rehabilitation for Cancer Patients**	15
	1	Cancer Survivor ship - Increasing Relevance of Rehabilitation in Cancer, Objectives and the concept of cancer rehabilitation, Structure of Rehabilitation Care	
	2	The International Classification of Functioning, Disability and Health (ICF)	
	3	Psychological aspects of rehabilitation, Indication and rehabilitation motivation	
	4	Psychological interventions during rehabilitation, Rehabilitation research	
3		**Special Populations**	
	1	Paediatric Psycho-oncology	
	2	Life-stage Approach to Psycho-oncology	
		Psycho-oncology in Underserved and Minority Populations	
		Future Research in Psycho-Oncology	15
4		**Psycho-Oncological Interventions and Psychotherapy in the Oncology Setting**	15
	1	Psychological Interventions: Psychoeducation, Psychological Support	
		Psychotherapy: Psychodynamic Psychotherapy, Systemic Psychotherapy, Cognitive Behavioural Psychotherapy, Psychotherapy Integration	
	2	Outcome of Psycho-Oncological Interventions	
		Visit to Cancer centre	

Essential Readings:

1. Goerling, U. & Mehnert, A. (2018). Psycho-Oncology. (2nd ed.). Springer International Publishing.

2. Holland, J.C. Britbart, W. S. Jacobsen, P.B. Loscalzo, M.J. McCorkle, R. & Butow, P.N. (2015). Psycho-Oncology (3rd ed.). New York: Oxford University Press

3. Grassi. L., & Riba. M., (2012). Clinical Psycho-oncology. A John Wiley & Sons, Ltd

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		**70**
Continuous Evaluation		**30**
a)	Test Paper- 1	6
b)	Test Paper-2	6
c)	Assignment	12
d)	Seminar	6

KU8DSEPSY401: CONSUMER PSYCHOLOGY

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
8	DSE	400-499	KU8DSEPSY401	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	-	-	30	70	100	2

Course Description:

This course provides a comprehensive exploration into understanding consumer behaviour, encompassing both foundational principles and emerging trends in consumerism. Through an examination of consumers in the social and cultural landscape, students will gain insights into how societal and cultural factors shape consumer choices and preferences. Additionally, the course will delve into the analysis of emerging trends in consumerism, equipping students with the knowledge to navigate and anticipate shifts in consumer behaviour in a dynamic marketplace.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Define the basic concepts of consumer behaviour, such as needs, wants, and decision-making processes.	R
2	Assess the effectiveness of different advertising strategies in creating memorable and desirable brand messages.	E
3	Examine the strengths and weaknesses of current marketing strategies in relation to consumer trends.	A

4	Implement ethical marketing practices that prioritize transparency and consumer well-being.	A

Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓					✓	
CO 2		✓			✓		✓
CO 3	✓			✓			
CO 4	✓		✓			✓	
CO 5				✓			

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	UNIT		HOURS
1		**Understanding consumer behaviour**	15
	1.1	**Definition**	
		a) Definition- people in the marketplace, types of consumers, relationship marketing – building bond with consumers	
		b) Goals and motives of consumer behaviour	
	1.2	a) Consumer hearts and minds- sensory marketing, perception, attention	
		b) Buying and disposing (sustainability) – situational effect on consumer behaviour, shopping environment, atmospherics	

MODULE	UNIT		HOURS
2		**Understanding the Psychology of Consumer Behaviour**	15
	2.1	Self in the consumer world- perspectives on the self, self-esteem, gender identity, digital self and body image	

	2.2	Personality and life style- personality in consumer behaviour, brand personality -using prototypes, personification, brand positioning through personality, psychographics	
	2.3	Formation of attitudes- theories and its relevance in consumer behaviour, cognitive dissonance. Attitude change – weapon of persuasion, conformity, compliance	
	2.4	Consumer decision and choices – types, consumers as emotion experiencers, consumers as habitual actors, model of consumer decision making – EKB model purchase and post-purchase evaluation.	

	Emerging Trends in Consumerism		**10**
	3.1	Fashion system, diffusing product meaning globally	
3	3.2	Policies and ethics in consumer behaviour	
	3.3	Recent research in the consumer psyche and diffusion of consumer culture	

	Consumers in the Social and Cultural Landscape		
	4.1	Ethnic, racial, and religious subcultures- sub cultural stereotypes, ethnicity and acculturation, Islamic marketing, myths and rituals, cross-cultural analysis	
4	4.2	Income and social class- components of social class, social class and purchase decisions, status symbols	**15**
	4.3	Age subculture- addressing children, youth and mature Discussion: advertising marketing differences based on the age of targets	

| **5** | **Teacher Specific Module** | **5** |
| | FIELD VISIT | |

	Visit any three-consumer market and systematically observe the consumer behaviour	

Essential Readings:

Haugtvedt, C. P., Herr, P. M., & Kardes, F. R. (Eds.). (2018). *Handbook of consumer psychology*. Routledge.

Hawkins, I., D., Mothersbaugh, L,. D. (2010). 11th ed. *Consumer Behaviour-BuildingMarketing Strategy.* The McGraw Hill Company.

Nair, S. (2012). *Consumer Behaviour.* Himalaya Publishing House.

Singh, A. (2016). *Consumer Behaviour*. Himalaya Publishing House.

Smyczek, S. (2012). *Consumer Behaviour on International Market.* Wydawnictwo placet.

Solomon, M., Russell-Bennett, R., & Previte, J. (2012). *Consumer behaviour*. Pearson Higher Education AU.

Reference Distribution:

Module	Unit	Reference No.	Remarks
1	1	1,2,3,4,5,6	
	2	1,2,3,4,5,6	
2	1	1,2,3,4,5,6	
	2	1,2,3,4,5,6	
	3	1,2,3,4,5,6	
	4	1,2,3,4,5,6	
3	1	1,2,3,4,5,6	
	2	1,2,3,4,5,6	
	3	1,2,3,4,5,6	
4	1	1,2,3,4,5,6	
	2	1,2,3,4,5,6	
	3	1,2,3,4,5,6	

Suggested Readings:

Merlo, O., Eisingerich, A. B., Gillingwater, R., & Cao, J. J. (2023). Exploring the changing

role of brand archetypes in customer-brand relationships: Why try to be a hero when your brand can be more?. *Business Horizons*, *66*(5), 615-629.

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		**70**
Continuous Evaluation		**30**
a)	Test Paper- 1	6
b)	Test Paper-2	6
c)	Assignment	6
d)	Field Visit	12
Total		**100**

KU8DSEPSY402: FORENSIC PSYCHOLOGY

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
8	DSE	400-499	KU8DSEPSY402	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	-	-	30	70	100	2

Course Description: This course provides a comprehensive introduction to forensic psychology, covering the roles and activities of forensic psychologists, the intersection of psychology and the legal system, and contemporary issues in forensic psychology. Students will explore police psychology, deception detection, eyewitness testimony, and the unique considerations in forensic psychology involving children. This course aims to equip students with the foundational knowledge and skills necessary for understanding and engaging with the field of forensic psychology.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Understanding basic psychological concepts and their application to the legal system.	U
2	Developing skills in designing and implementing mental health interventions and support programs for law enforcement personnel.	C
3	Developing skills in evaluating and improving the credibility of eyewitness accounts.	C
4	Understanding the ethical and legal issues specific to working with children in forensic settings.	U

*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7

CO 1	✔			✔		
CO 2		✔			✔	
CO 3			✔			✔
CO 4			✔		✔	
CO 5	✔			✔		

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	UNIT	DESCRIPTION	HOURS
		Introduction to Forensic Psychology	
1	1	What is forensic psychology; Forensic Psychologist roles and activities - researcher, consultant to law enforcement, trial consultant, Forensic evaluator and expert witness	15
	2	Challenges to forensic psychology, Risk Assessments - Civil Setting and Criminal Setting, Type of Prediction Outcome.	
	3	Conflicts Between Psychology and Law - What determines truth, The nature of Reality, The Legal System's Criticisms of Psychology	
	4	Forensic psychology today	

		Understanding the Police Psychology	
2	1	Psychology of police interrogation - The Reid Model, False confessions	15
	2	Psychology of profiling - Criminal profiling, Geographic profiling.	
	3	Suspect base profiling, psychological profiling, psychological autopsy	
	4	The Polygraph technique – Use of the Polygraph in Interrogation, A Psychological Analysis, Criticisms of the Polygraph, Evaluation of the effectiveness of police activities	

3	**Deception and Eyewitness Testimony**	15

	1	Deception - The polygraph technique, Verbal and Nonverbal Behaviour Cues to Lying	
	2	Assessment of Malingering and Deception.	
	3	Eyewitness Testimony: The Role of Memory, Recall Memory, Recognition Memory	
	4	Expert Testimony on Eyewitness Issues.	

	Forensic Psychology in Child.		
	1	Child Abuse, Types of Maltreatment	
	2	Roles of the Forensic Psychologist in Child Abuse Cases	**15**
4	3	Juvenile Assessment – Risk Assessment, Juvenile false confession, Disposition, Conducting the Evaluation	
	4	Juvenile Detention, Psychological Treatment in Juvenile Facilities, Approaches to Rehabilitation, group home Models, Family Preservation Models, Functional Family therapy, Substance Abuse Models	

	Teacher Specific Module	
	Directions	
5	1) Mock Trail Drama: Forensic Play 2) Mindhunter (Web series) Review Analysis	**10**

Essential Readings:

1. Fulero, S. M., & Wrightsman, L. S. (2008). *Forensic psychology*. Wadsworth Publishing Company.

2. Canter, D. (2010). *Forensic Psychology: A very short introduction*. OUP Oxford.

3. Pozzulo, J., Forth, A. E., & Bennell, C. (2011). *Forensic psychology*.

4. Bartol, C. R., & Bartol, A. M. (2018). *Introduction to Forensic Psychology: Research and Application*. SAGE Publications

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Reference Distribution:

Module	Unit	Reference No.
1	1	1
	2	2,3
	3	1
	4	4
2	1	3
	2	3
	3	4
	4	1,3
3	1	3
	2	3
	3	3
	4	3
4	1	4
	2	4
	3	4
	4	4

Suggested Readings:

1. The Psychology of Criminal Conduct" by D.A. Andrews and James Bonta
2. Forensic Psychology: Crime, Justice, Law, Interventions" by Graham M. Davies and Anthony R. Beech
3. "Forensic and Legal Psychology: Psychological Science Applied to Law" by Mark Costanzo and Daniel Krauss

Assessment Rubrics:

Evaluation Type	Marks
End Semester Evaluation	**70**
Continuous Evaluation	**30**

a)	Test Paper- 1	6
b)	Test Paper-2	6
c)	Assignment	12
d)	Seminar	6
Total		**100**

PROJECT EVALUATION - 8TH SEMESTER HONORS WITH RESEARCH
KU8RPHPSY400

•A project evaluation of 12 credits

• 300 marks, of which 210 marks will be evaluated externally 90 (CE) marks will be evaluated Internally.

Project type	Maximum Marks	CE (30%)	ESE (70%)
Research Project of 12 Credits	300	90	210

The student has to do a dissertation based on a topic of his/her own choice under the supervision of a faculty from the concerned department. Each student is expected to conduct a research project on various themes in psychology. The student has to plan a research proposal and make an initial synopsis presentation wherein he/she introduces the problem, its relevance, the method, expected outcome etc., and internal evaluation of the presentation will be made. The supervising teacher will monitor the student's progress. The final project report has to be submitted in the prescribed format (as per the APA guidelines) by the end of the Eighth semester. The dissertation should be structured in five chapters, viz., Introduction, review, methodology, result and discussion, summary and conclusion, and references. (Time New Roman, fond size 12, line spacing 2).

These students who have opted for the honours with research should complete a research project under the guidance of the mentor and should submit a research report for external evaluation. They need to successfully defend the research project to obtain 12 credits before a faculty member of the University/College. The research shall be in the Major/allied discipline.

The research outcomes of their project work may be published in peer-reviewed journals or presented at conferences or seminars or patented.

Evaluation- (Mark Distribution)

CONTINUOUS EVALUATION (CE): TOTAL MARKS 90

1. Synopsis presentation- 30 marks

2. Student involvement (Punctuality, contributions etc.)- 30 marks

3. Report (Can be evaluated in each stage)- 30 marks

END SEMESTER EVALUATION : Total Marks 210

The ESE will be done by the external examiner appointed by the University. The evaluation shall

focus on the novelty and originality of the research topic, conceptualizing the topic and presenting it

in the introduction, establishing the need and significance of the study, reviewing the literature and

consolidating the findings, contribution of the researcher in summarizing the reviews, clear

methodology which includes information like design, sample, tools, techniques , procedure, using appropriate statistics with its rationale, presenting the results, implications etc. The distribution of marks shall be as per the following pattern.

Total Marks 210

1.Relevance of the topic, Rationale of the study, Introduction- 35 marks

2. Review of Literature-30 marks

3. Method- 40 marks

 4. Data Analysis and Ethical Consideration-35 marks

 5. Result and Discussion- 30 marks

6. Summary Conclusion, Implications - 20 marks

7. Reference, Appendix – 20 marks

8TH SEMESTER HONORS WITHOUT RESEARCH

KU8CIPPSY400

• A project evaluation of 8 credits

• 200 marks, of which 140 (ESE) marks will be evaluated externally 60 (CE) marks will be evaluated internally.

The student has to do a dissertation based on a topic of his/her own choice under the supervision of a faculty from the concerned department. Each student is expected to conduct a research project on various issues in relation to psychology. The project work will be evaluated both internally and externally. The student has to plan a research proposal and make an initial synopsis presentation wherein he/she introduces the problem, its relevance, the method, expected outcome etc., and internal evaluation of the presentation will be made. The supervising teacher will monitor the student's progress. The final project report has to be submitted in the prescribed format (as per the APA guidelines) by the end of the eighth semester. The dissertation should be structured in five chapters, viz., Introduction, review, methodology, result and discussion, summary and conclusion, and references. The report should be limited to a maximum of 250 pages, (Time New Roman, fond size 12, line spacing 2).

Evaluation- Mark Distribution

(CE) Continuous Evaluation (Total 60)

1. Synopsis presentation- 30

2. Student involvement (Punctuality, contributions etc.)- 15

3. Report (Can be evaluated in each stage)- 15

End semester Evaluation

The ESE will be done by the external examiner appointed by the University. The evaluation shall focus on the novelty and originality of the research topic, conceptualizing the topic and presenting it in the introduction, establishing the need and significance of the study, reviewing the literature and consolidating the findings, contribution of the researcher in summarizing the reviews, clear methodology which includes information like design, sample, tools, techniques , procedure, using appropriate statistics with its rationale, presenting the results, implications etc. The distribution of marks shall be as per the following pattern.

ESE Total Marks 140

1. Relevance of the topic, Rationale of the study, Introduction- 20

2. Review of Literature-20

3. Method- 25

4. Data Analysis and Ethical Consideration-25

5. Result and Discussion- 25

6. Summary Conclusion, Implications - 15

7. Reference, Appendix - 10

SYLLABUS REVISION WORKSHOP PARTICIPANTS

1	PROF. (DR.) VINOD KUMAR S
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