



**KANNUR UNIVERSITY**  
കണ്ണൂർ സർവകലാശാല

**(Abstract)**

FYUG BSc Psychology and Neuroscience Programme in Affiliated Colleges under Kannur University- Scheme (modified) and Syllabus for the III to VIII Semesters and modified Scheme and Syllabus for the I Semester - Approved and implemented w. e. f. 2025 and 2026 admission respectively - Orders issued

**ACADEMIC C SECTION**

ACAD C/ACAD C1/21601/2024

Dated: 30.10.2026

- Read:-1.U.O No.ACAD C/ACAD C1/21601/2024 dated 28.07.2025  
 2. U.O. No. ACADC/ACADC1/21601/2024 dated 02.06.2026  
 3. E mail dated 15.09.2026 from the Head of the Department of Psychology ,Government Model Degree College RUSA, Mananthavady, Wayanad  
 4. Orders of Registrar in the file of even No. dated 17.09.2026  
 5. Minutes of the meeting of the Board of Studies in Psychology held on 28.09.2026  
 6. E mail dated 06.10.2026 from the Dean, Faculty of Science  
 7. Orders of the Vice Chancellor in the file of even No. dated 07.10.2026  
 8. Minutes of the meeting of the Standing Committee of the Academic Council held on 08.10.2026  
 9. Orders of the Vice Chancellor in file of even No dated 16.10.2026

**ORDER**

1. As per the paper read as (1) above, the syllabus prescribed for the First Semester of the FYUG B.Sc. Psychology Programme was ordered to be followed for the First Semester of the FYUG B.Sc. Psychology and Neuroscience Programme in affiliated colleges under Kannur University with effect from the 2025 admission.
2. Subsequently, as per the paper read as (2) above, the full Scheme and the Syllabus for the Second Semester of the FYUG B.Sc. Psychology and Neuroscience Programme in affiliated colleges were implemented.
3. As per the paper read as (3) above, the Head of the Department , Department of Psychology, Government Model Degree College (RUSA), Mananthavady, Wayanad, submitted the Scheme (modified) and Syllabus for Semesters III to VIII and the modified Scheme and Syllabus for Semester I of the FYUG B.Sc. Psychology and Neuroscience Programme in affiliated colleges, for implementation with effect from the 2025 and 2026 admissions, respectively.
4. The Scheme (modified) and Syllabus for Semesters III to VIII and the modified Scheme and Syllabus for Semester I of the FYUG B.Sc. Psychology and Neuroscience Programme were placed before the Board of Studies in Psychology (Cd) for consideration, as per the orders read as (4) above .
5. The Board of Studies in Psychology (Cd) at its meeting held on 28.09.2026 considered the Scheme (modified) and Syllabus for Semesters III to VIII and the modified Scheme and Syllabus for Semester I of the FYUG B.Sc. Psychology and Neuroscience Programme and recommended their approval as per paper read as (5) above, for implementation with effect from the 2025 and 2026 admissions, respectively.



6. Subsequently, the minutes of the meeting of the Board of Studies in Psychology (Cd), along with the Scheme and Syllabus of the FYUG B.Sc. Psychology and Neuroscience Programme, were forwarded to the Dean, Faculty of Science, for verification. The Dean, vide the paper read as (6) above, recommended approval of the same.
7. Considering the matter in detail, the Vice-Chancellor ordered to place the Scheme (modified) and Syllabus for Semesters III to VIII and the modified Scheme and Syllabus for Semester I of the FYUG B.Sc. Psychology and Neuroscience Programme before the Standing Committee of the Academic Council for consideration.
8. The Standing Committee of the Academic Council, at its meeting held on 08.10.2026, recommended approval of the Scheme (modified) and Syllabus for Semesters III to VIII and the modified Scheme and Syllabus for Semester I of the FYUG B.Sc. Psychology and Neuroscience Programme for implementation with effect from the 2025 and 2026 admissions, respectively, as recorded in the paper read as (8) above.
9. The Vice-Chancellor, after considering the recommendations of the Standing Committee of the Academic Council and in exercise of the powers of the Academic Council conferred under Section 11(1), Chapter III of the Kannur University Act, 1996, and all other enabling provisions read together therewith, **approved the Scheme (modified) and Syllabus for Semesters III to VIII and the modified Scheme and Syllabus for Semester I of the FYUG B.Sc. Psychology and Neuroscience Programme in affiliated colleges under Kannur University for implementation with effect from the 2025 and 2026 admissions, respectively**, subject to reporting the matter to the Academic Council.
10. The Scheme(modified) and Syllabus for Semesters III to VIII and the modified Scheme and Syllabus for Semester I of the FYUG B.Sc. Psychology and Neuroscience Programme in affiliated colleges under Kannur University, to be implemented with effect from the 2025 and 2026 admissions, respectively, are appended to this U.O. and uploaded on the University website.

Orders are issued accordingly.



Sd/-

**Bindu K P G**  
**Joint Registrar (Acad)**  
For REGISTRAR

- To:
1. The Controller of Examination (Through PA to CE)
  2. The Principal, Government Model Degree College (RUSA), Mananthavady,
  3. Chairperson, BoS in Psychology (Cd)

- Copy To:
1. PS to VC/PA to R/ PA to CE
  2. JR- /DR/ AR VII/AR II Examination
  3. SO EXCI / QP Section
  3. Computer Programmer
  4. Web Manager (To publish in the website)
  - 5 JR/AR Academic
  6. DR/AR-II(ACAD)
  7. SF/DF/FC



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Forwarded / By Order  
*[Handwritten signature]*  
SECTION OFFICER



**KANNUR UNIVERSITY**

**BOARD OF STUDIES, PSYCHOLOGY (Cd)**

**SYLLABUS FOR B.SC PSYCHOLOGY AND NEUROSCIENCE**

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

**CHOICE BASED CREDIT AND SEMESTER SYSTEM**

**(2025 ADMISSION ONWARDS)**

## **PREFACE**

The field of psychology and neuroscience explores how the human mind, brain, and behaviour function and interact. By studying both mental processes and their biological foundations, this interdisciplinary field helps us better understand human thoughts, emotions, and actions. Such knowledge plays an important role in improving individual wellbeing and addressing broader societal concerns. In the modern world, many global challenges such as mental health issues, stress, addiction, learning difficulties, and social behaviour have strong psychological as well as neurobiological dimensions. Understanding these connections enables more effective and scientifically grounded approaches to solving real world problems.

The four year undergraduate programme in Psychology with Neurosciences at Kannur University is designed to introduce students to both the psychological understanding of behaviour and the neural mechanisms that support it. The KU FYUGP framework promotes a flexible and learner centred approach to education, allowing students to shape their learning according to their interests and strengths. The syllabus includes elective courses, multidisciplinary courses, value added courses, and skill enhancement courses that help students develop both theoretical knowledge and practical skills. In the fourth year, students can choose to pursue B.Sc. Psychology and Neurosciences Honours or B.Sc. Psychology and Neurosciences Honours with Research, enabling deeper academic engagement and research experience. The programme also offers the option to exit after three years, providing flexibility for students with different academic and career plans.

The B.Sc. Psychology and Neurosciences programme prepares students for career pathways in psychological and behavioural research, neuroscience and cognitive neuroscience laboratories, neuropsychological and rehabilitation services, clinical and healthcare research, human resource management, behavioural science, consumer research, learning and developmental support, and community mental health programmes. It also provides a foundation for higher studies and specialised careers in Clinical Psychology, Counselling Psychology, Neuropsychology, Neuroscience, Cognitive Science, Behavioural Science, Public Health, and Clinical Research.

**Board of Studies in Psychology (Combined)**

1. Dr. Johnson Alex (Chairperson)
2. Dr. Milu Maria Anto
3. Dr. Sunaina K
4. Abhilash V .L
5. Dr. Devanand S
6. Dr. Mahesh M.M
7. Anoop Sivadas
8. Dr. Vijith K
9. Dr. Riswana B
10. Shiju Joseph
11. Dr.Vinod Kumar S

**Department Council**

1. Athira Subrahmanyam
2. Fathima Siyad
3. Anoop Sivadas

## **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.

**Programme Specific Outcome of FYUGP Psychology and Neurosciences**

1. **PSO1:** Analyse the fundamental nature and core concepts of psychology and neuroscience underlying individual differences, cognitive processes, and social behaviour.
2. **PSO2:** Evaluate the psychological and neuroscience 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 and neuroscience 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 and neuroscience 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 |
|-------------|-----|-----|-----|-----|-----|-----|-----|
| <b>PSO1</b> | ✓   | ✓   | ✓   |     |     |     |     |
| <b>PSO2</b> | ✓   | ✓   |     |     |     |     |     |
| <b>PSO3</b> |     | ✓   |     |     |     |     | ✓   |
| <b>PSO4</b> | ✓   |     |     | ✓   | ✓   |     |     |
| <b>PSO5</b> |     |     | ✓   |     |     |     | ✓   |
| <b>PSO6</b> |     |     |     |     |     | ✓   | ✓   |
| <b>PSO7</b> | ✓   |     |     |     |     |     | ✓   |

*FYUGP PSYCHOLOGY AND NEUROSCIENCE*

| Category               | Course Code  | Course Name                                                  | C<br>r<br>e<br>d<br>i<br>t | Hours<br>Per<br>Week |   |   | Marks  |             |           |
|------------------------|--------------|--------------------------------------------------------------|----------------------------|----------------------|---|---|--------|-------------|-----------|
|                        |              |                                                              |                            | L                    | P | T | C<br>E | E<br>S<br>A | Tot<br>al |
|                        |              |                                                              |                            |                      |   |   |        |             |           |
| SEMESTER 1             |              |                                                              |                            |                      |   |   |        |             |           |
| DSC<br>(Major & Minor) | KU1DSCPSN100 | INTRODUCTION TO<br>PSYCHOLOGICAL SCIENCE<br>AND NEUROSCIENCE | 4                          | 3                    | 2 | - | 35     | 65          | 100       |
| DSC<br>(Minor)         | KU1DSCPSN101 | SOCIAL COGNITION AND<br>BEHAVIOUR                            | 4                          | 4                    | - | 1 | 30     | 70          | 100       |
| MDC                    | KU1MDCPSN100 | PSYCHOLOGY OF STRESS<br>AND COPING                           | 3                          | 3                    | - | - | 25     | 50          | 75        |
| SEMESTER 2             |              |                                                              |                            |                      |   |   |        |             |           |
| DSC<br>(Major & minor) | KU2DSCPSN102 | COGNITION AND HUMAN<br>BEHAVIOUR                             | 4                          | 3                    | 2 | - | 35     | 65          | 100       |
| DSC<br>(Minor)         | KU2DSCPSN103 | HEALTH AND LIFESTYLE                                         | 4                          | 4                    | - | 1 | 30     | 70          | 100       |
| MDC                    | KU2MDCPSN101 | PSYCHOLOGY OF LOVE AND<br>FRIENDSHIP                         | 3                          | 3                    | - | - | 25     | 50          | 75        |
| SEMESTER 3             |              |                                                              |                            |                      |   |   |        |             |           |
| DSC                    | KU3DSCPSN200 | COGNITIVE PSYCHOLOGY                                         | 4                          | 3                    | 2 | - | 35     | 65          | 100       |
| DSC                    | KU3DSCPSN201 | BIOPSYCHOLOGY                                                | 4                          | 4                    | - | 1 | 30     | 70          | 100       |
| DSC (Minor)            | KU3DSCPSN202 | ORGANIZATIONAL<br>BEHAVIOUR                                  | 4                          | 4                    | - | 1 | 30     | 70          | 100       |
| DSC (Minor)            | KU3DSCPSN203 | SOFTSKILLS FOR<br>PEROSONAL DEVELOPMENT                      | 4                          | 4                    | - | 1 | 30     | 70          | 100       |
| VAC                    | KU3VACPSN200 | INTRODUCTION TO MENTAL<br>HEALTH LITERACY                    | 3                          | 3                    | - | - | 25     | 50          | 75        |
| SEMESTER 4             |              |                                                              |                            |                      |   |   |        |             |           |
| DSC                    | KU4DSCPSN204 | NEUROPSYCHOLOGY                                              | 4                          | 3                    | 2 | - | 35     | 65          | 100       |
| DSC                    | KU4DSCPSN205 | DEVELOPMENTAL<br>PSYCHOLOGY                                  | 4                          | 4                    | - | 1 | 30     | 70          | 100       |
| DSC                    | KU4DSCPSN206 | PSYCHOPATHOLOGY                                              | 4                          | 4                    | - | 1 | 30     | 70          | 100       |
| VAC                    | KU4VACPSN201 | PSYCHOLOGICAL<br>ADJUSTMENT IN THE 21ST<br>CENTURY           | 3                          | 3                    | - | - | 25     | 50          | 75        |
| VAC                    | KU4VACPSN202 | SCIENCE OF WELLBEING                                         | 3                          | 3                    | - | - | 25     | 50          | 75        |
| SEC                    | KU4SECPSN200 | PSYCHOLOGICAL FIRST AID                                      | 3                          | 3                    | - | - | 25     | 50          | 75        |
| SEMESTER 5             |              |                                                              |                            |                      |   |   |        |             |           |
| DSC                    | KU5DSCPSN300 | THEORIES OF PERSONALITY                                      | 4                          | 4                    | - | 1 | 30     | 70          | 100       |
| DSC                    | KU5DSCPSN301 | PSYCHOLOGICAL TESTING<br>AND MEASUREMENTS                    | 4                          | 3                    | 2 | - | 35     | 65          | 100       |
| DSC                    | KU5DSCPSN302 | SOCIAL PSYCHOLOGY                                            | 4                          | 4                    | - | 1 | 30     | 70          | 100       |
| DSE                    | KU5DSEPSN300 | POSITIVE PSYCHOLOGY                                          | 4                          | 4                    | - | 1 | 30     | 70          | 100       |
| DSE                    | KU5DSEPSN301 | SOCIAL NEUROSCIENCE                                          | 4                          | 4                    | - | 1 | 30     | 70          | 100       |
| DSE                    | KU5DSEPSN302 | CYBERPSYCHOLOGY                                              | 4                          | 4                    | - | 1 | 30     | 70          | 100       |
| DSE                    | KU5DSEPSN303 | COMMUNITY PSYCHOLOGY                                         | 4                          | 4                    | - | 1 | 30     | 70          | 100       |
| SEC                    | KU5SECPSN300 | MEDICAL AND CLINICAL<br>HYPNOSIS                             | 3                          | 3                    | - | - | 25     | 50          | 75        |
| INT                    | KU5INTERN301 | SUMMER INTERNSHIP                                            | 2                          |                      | 6 | - | 15     | 35          | 50        |
| SEMESTER 6             |              |                                                              |                            |                      |   |   |        |             |           |
| DSC                    | KU6DSCPSN303 | RESEARCH METHODOLOGY                                         | 4                          | 4                    | - | 1 | 30     | 70          | 100       |

*FYUGP PSYCHOLOGY AND NEUROSCIENCE*

|                   |              |                                                     |    |   |   |   |    |     |     |
|-------------------|--------------|-----------------------------------------------------|----|---|---|---|----|-----|-----|
| DSC               | KU6DSCPSN304 | PRINCIPLES OF COUNSELLING PSYCHOLOGY                | 4  | 3 | 2 | - | 35 | 65  | 100 |
| DSC               | KU6DSCPSN305 | CLINICAL PSYCHOLOGY AND NEUROSCIENCE                | 4  | 4 | - | 1 | 30 | 70  | 100 |
| DSE               | KU6DSEPSN304 | NEUROANATOMY                                        | 4  | 4 | - | 1 | 30 | 70  | 100 |
| DSE               | KU6DSEPSN305 | LIFESPAN DEVELOPMENT                                | 4  | 4 | - | 1 | 30 | 70  | 100 |
| DSE               | KU6DSEPSN306 | EDUCATIONAL PSYCHOLOGY                              | 4  | 4 | - | 1 | 30 | 70  | 100 |
| SEC               | KU6SECPSN301 | SKILLS IN COUNSELLING                               | 3  | 3 | - | - | 25 | 50  | 75  |
| <b>SEMESTER 7</b> |              |                                                     |    |   |   |   |    |     |     |
| DSC               | KU7DSCPSN400 | COGNITIVE NEUROSCIENCE                              | 4  | 4 | - | 1 | 30 | 70  | 100 |
| DSC               | KU7DSCPSN401 | PSYCHODIAGNOSTICS                                   | 4  | 3 | 2 | - | 35 | 65  | 100 |
| DSC               | KU7DSCPSN402 | EVOLUTIONARY PSYCHOLOGY                             | 4  | 4 | - | 1 | 30 | 70  | 100 |
| DSC               | KU7DSCPSN403 | REHABILITATION PSYCHOLOGY                           | 4  | 4 | - | 1 | 30 | 70  | 100 |
| DSC               | KU7DSCPSN404 | COUNSELLING IN SPECIAL SETTINGS                     | 4  | 4 | - | 1 | 30 | 70  | 100 |
| DSC               | KU7DSCPSN405 | THEORIES AND APPLICATIONS OF PSYCHOTHERAPY          | 4  | 4 | - | 1 | 30 | 70  | 100 |
| <b>SEMESTER 8</b> |              |                                                     |    |   |   |   |    |     |     |
| DSC               | KU8DSCPSN406 | RESEARCH METHODOLOGY AND DATA ANALYSIS              | 4  | 3 | 2 | - | 35 | 65  | 100 |
| DSC               | KU8DSCPSN407 | PSYCHOLOGY OF DISASTER MANAGEMENT                   | 4  | 4 | - | 1 | 30 | 70  | 100 |
| DSC               | KU8DSCPSN408 | RECENT TRENDS IN NEUROPSYCHOLOGY                    | 4  | 4 | - | 1 | 30 | 70  | 100 |
| DSC (Minor)       | KU8DSCPSN409 | PSYCHO-ONCOLOGY                                     | 4  | 4 | - | 1 | 30 | 70  | 100 |
| DSC (Minor)       | KU8DSCPSN410 | SPORTS PSYCHOLOGY                                   | 4  | 4 | - | 1 | 30 | 70  | 100 |
| DSC               | KU8DSCPSN411 | BEHAVIOURAL MEDICINE AND ITS APPLICATIONS           | 4  | 4 | - | 1 | 30 | 70  | 100 |
| DSC (Minor)       | KU8DSCPSN412 | CAREER COUNSELLING                                  | 4  | 4 | - | 1 | 30 | 70  | 100 |
| DSE               | KU8DSEPSN400 | SEX, SEXUALITY AND THERAPY                          | 4  | 4 | - | 1 | 30 | 70  | 100 |
| DSE               | KU8DSEPSN401 | POSITIVE PSYCHOLOGICAL INTERVENTIONS                | 4  | 4 | - | 1 | 30 | 70  | 100 |
| DSE               | KU8DSEPSN402 | COGNITIVE BEHAVIOUR THERAPY                         | 4  | 4 | - | 1 | 30 | 70  | 100 |
| CIP               | KU8CIPPSN400 | CAPSTONE INTERNSHIP PROJECT IN HONOURS PROGRAMME    | 8  |   |   |   | 60 | 140 | 200 |
| RPH               | KU8RPHPSN400 | CAPSTONE PROJECT IN HONOURS WITH RESEARCH PROGRAMME | 12 |   |   |   | 90 | 210 | 300 |

**KU1DSCPSN100: INTRODUCTION TO PSYCHOLOGICAL SCIENCE AND  
NEUROSCIENCE**

| Semester | Course Type | Course Level | Course Code  | Credits | Total Hours |
|----------|-------------|--------------|--------------|---------|-------------|
| 1        | DSC         | 100-199      | KU1DSCPSN100 | 4       | 75          |

| *Learning Approach (Hours/ Week) |                          |          | Marks Distribution |     |       | Duration of<br>ESE (Hours) |
|----------------------------------|--------------------------|----------|--------------------|-----|-------|----------------------------|
| Lecture                          | Practical/<br>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:**

| <b>M<br/>O<br/>D<br/>U<br/>L<br/>E</b> | <b>U<br/>N<br/>I<br/>T</b>                         | <b>DESCRIPTION</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>HOURS</b> |
|----------------------------------------|----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| <b>1</b>                               | <b>Introduction to Psychology and Neuroscience</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>10</b>    |
|                                        | 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.                                                                                                                                                                                                                                                                                                                                                               |              |
|                                        | 5                                                  | Cognitive Neuroscience,<br>A brief history : a) The brain story b)The psychological story                                                                                                                                                                                                                                                                                                                                                                         |              |
|                                        | 6                                                  | Brain imaging techniques - EEG, MRI, fMRI , Neuroplasticity<br><br>Brain behaviour relationship – Activity<br><br>Students will explore the 3D Brain model available on BrainFacts.org and identify major brain structures associated with basic psychological functions. Working in small groups, students will be given functions such as memory, emotion, vision, decision-making, and balance and will use the interactive model to locate the relevant brain |              |

|  |   |                                                                                                                                                                                                                                                                        |  |
|--|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  |   | structures. They will note the location and basic function of each structure and briefly discuss how different brain regions contribute to human behaviour. Each group will then present one selected brain structure and its psychological significance to the class. |  |
|  | 7 | Mental Health Challenges in India                                                                                                                                                                                                                                      |  |

|          |                                                                       |                                                                                               |           |
|----------|-----------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|-----------|
| <b>2</b> | <b>BASIC PSYCHOLOGICAL PROCESS : SENSATION, ATTENTION, PERCEPTION</b> |                                                                                               | <b>12</b> |
|          | 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                     |           |

|          |                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |
|----------|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| <b>3</b> | <b>LEARNING</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>13</b> |
|          | 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.<br>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.                                                                                                                                                          |  |
|  |   |                                                                                                                                                                                                                                   |  |

|                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |
|----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |
| Teacher Specific Module          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 30 |
| Directions                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |
| 5                                | <p><b>Self-development practices- Practical</b></p> <p><b>1. Communication skill</b></p> <p>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.</p> <p><b>Activities:</b> 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.</p> |    |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  | <p><b>2. Positive communication</b></p> <p>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.</p> <p><b>Activities:</b> Each student can narrate any incidence that struck in their life using positive communication</p> <p>A practical report should be submitted by each student for internal evaluation.</p> |  |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

### Essential Readings:

1. Baron, & Misra. (2016). *Psychology* (5th ed.). Pearson Education India.
2. Weiten, W. (2021). *Psychology Themes and Variation* (8<sup>th</sup> ed). USA:Wadsworth
3. Ciccarelli, S. K., & White, J. N. (2020). *Psychology* (6<sup>th</sup> ed.). Prentice Hall.
4. Myers, G. D., & Dewall, N. C. (2017). *Psychology in Everyday Life*. (4<sup>th</sup> 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* (5<sup>th</sup> ed). SAGE
7. Gazzaniga, M. S., Ivry, R. B., Mangun, G. R., Bassett, D. S., & Phelps, E. A. (2025). *Cognitive neuroscience: The biology of the mind* (6th ed.). W. W. Norton & Company.
8. Pinel, J. P. J., & Barnes, S. J. (2021). *Biopsychology* (11th ed., global ed.). Pearson
9. Meghrajani, V. R., Marathe, M., Sharma, R., Potdukhe, A., Wanjari, M. B., & Taksande, A. B. (2023). A comprehensive analysis of mental health problems in India and the role of mental asylums. *Cureus*, 15(8), e42959. <https://doi.org/10.7759/cureus.42959>

### Reference Distribution:

| Module   | Unit | Reference No. |
|----------|------|---------------|
| <b>1</b> | 1    | 4             |
|          | 2    | 3             |
|          | 3    | 3             |
|          | 4    | 1 and 5       |
|          | 5    | 7             |

|          |   |         |
|----------|---|---------|
|          | 6 | 8       |
| <b>2</b> | 1 | 3       |
|          | 2 | 6       |
|          | 3 | 1 and 3 |
| <b>3</b> | 1 | 2       |
|          | 2 | 2       |
|          | 3 | 2       |
|          | 4 | 2       |
| <b>4</b> | 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* (7<sup>th</sup> Edition), McGraw Hill Book Company.
2. Myers, D. G. (2009). *Psychology in modules (Spiral)*. Macmillan

**Assessment Rubrics:**

| Evaluation Type                   |                                                                                                                                                                                                     | Marks      |
|-----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| End Semester Evaluation Theory    |                                                                                                                                                                                                     | <b>50</b>  |
| End Semester Evaluation Practical |                                                                                                                                                                                                     | <b>15</b>  |
| Continuous Evaluation Theory      |                                                                                                                                                                                                     | <b>25</b>  |
| Continuous Evaluation Practical   |                                                                                                                                                                                                     | <b>10</b>  |
| a)                                | Test Paper                                                                                                                                                                                          | 10         |
| b)                                | Report of the Self-development Practices -<br><b>Practical</b>                                                                                                                                      | 10         |
| c)                                | Debate and Report<br>Topic- What is not Psychology? Pseudo psychology and critical thinking: Mentalism, Ouija 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.<br>Eg: Stroop effect test or any other psychological phenomena prescribed by the teacher                     | 5          |
| <b>Total</b>                      |                                                                                                                                                                                                     | <b>100</b> |

**KU1DSCPSN101: SOCIAL COGNITION AND BEHAVIOR**

| Semester | Course Type | Course Level | Course Code  | Credits | Total Hours |
|----------|-------------|--------------|--------------|---------|-------------|
| 1        | DSC         | 100-199      | KU1DSCPSN101 | 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:

| M<br>O<br>D<br>U<br>L<br>E | U<br>N<br>I<br>T                                             | DESCRIPTION                                                                                                                        | HOURS     |
|----------------------------|--------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|-----------|
| 1                          | <b>The Science of the Social Side of Life</b>                |                                                                                                                                    | <b>12</b> |
|                            | 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 Social World - Social Psychology: Advances at the Boundaries                      | 1         |
|                            | 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                          | <b>Social Cognition: How We Think About the Social World</b> |                                                                                                                                    | <b>13</b> |
|                            | 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 |

|   |   |                                                                                                                                                                           |           |
|---|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
|   |   | <b>Social Perception: Seeking to Understand Others</b>                                                                                                                    | <b>13</b> |
|   | 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 | 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         |

|   |   |                                                                               |           |
|---|---|-------------------------------------------------------------------------------|-----------|
|   |   | <b>Attitudes: Evaluating and Responding to the Social World</b>               | <b>16</b> |
| 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 |

|   |                                                                                                                                                                            |  |          |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|----------|
| 5 | <b>Teacher Specific Module</b>                                                                                                                                             |  | <b>6</b> |
|   | <i>Directions :</i>                                                                                                                                                        |  |          |
|   | 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        |

|          |   |   |     |
|----------|---|---|-----|
| <b>3</b> | 1 | 1 | 89  |
|          | 2 | 1 | 94  |
|          | 3 | 1 | 102 |
| <b>4</b> | 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:**

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

**KU1MDCPSN100: PSYCHOLOGY OF STRESS AND COPING**

| Semester | Course Type | Course Level | Course Code  | Credits | Total Hours |
|----------|-------------|--------------|--------------|---------|-------------|
| 1        | MDC         | 100-199      | KU1MDCPSN100 | 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:

| M<br>O<br>D<br>U<br>L<br>E | U<br>N<br>I<br>T            | Description                                                                                                                              | HOURS |
|----------------------------|-----------------------------|------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 1                          | <b>Understanding Stress</b> |                                                                                                                                          | 18    |
|                            | 1                           | <b>The concept of Stress</b>                                                                                                             |       |
|                            |                             | a) Define Stress stressor, Eustress, Acute Stress, Chronic Stress.                                                                       |       |
|                            |                             | b) Sources of Stress. Measurement of Stress.                                                                                             |       |
|                            | 2                           | <b>Stress And Changes in Physiology and Behaviour</b>                                                                                    |       |
|                            |                             | 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                           | <b>Stress causes Illness</b>                                                                                                             |       |
|                            |                             | 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                           | <b>Theories of Stress</b>                                                                                                                |       |
|                            |                             | 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 |       |

|   |                           |                                                                                                                                                                                                                                              |   |
|---|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| 2 | <b>Coping with Stress</b> |                                                                                                                                                                                                                                              | 7 |
|   | 1                         | <b>Coping</b>                                                                                                                                                                                                                                |   |
|   |                           | 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                         | <b>Social Support</b>                                                                                                                                                                                                                        |   |
|   |                           | a) What Is Social Support? Does social support affect health? How Does Social Support Influence Health?                                                                                                                                      |   |
|   | 3                         | <b>Personality</b>                                                                                                                                                                                                                           |   |
|   |                           | a) Type A, Conscientiousness, Hostility, The Big 5 Personality Types.                                                                                                                                                                        |   |
|   | 4                         | <b>Control</b>                                                                                                                                                                                                                               |   |
|   |                           | a) What is control? Does control affect the stress response? Does control affect health? How Does Control Mediate the Stress–Illness Link?                                                                                                   |   |

|   |                                          |                                                                                                                                                                                                                                                                                                    |   |
|---|------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| 3 | <b>Interventions for Managing Stress</b> |                                                                                                                                                                                                                                                                                                    | 7 |
|   | 1                                        | <b>Relaxation Training, Emotional Disclosure, and mindfulness</b>                                                                                                                                                                                                                                  |   |
|   | 2                                        | a) Relaxation Training, How Effective is Relaxation Training? Emotional Disclosure. How Effective is Emotional Disclosure? Mindfulness. How Effective is Mindfulness?                                                                                                                              |   |
|   |                                          | <b>Coping interventions</b>                                                                                                                                                                                                                                                                        |   |
|   |                                          | 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 | <b>Living a Healthy Lifestyle</b> |                                                                                      | 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<br>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.                   |
|----------|------|---------------|-----------------------------|
| <b>1</b> | 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      |
| <b>2</b> | 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                  |
| <b>3</b> | 1    | 1             | 119 to 125                  |
|          | 2    | 4             | 147 to 150                  |

|          |   |   |            |
|----------|---|---|------------|
| <b>4</b> | 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:**

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

**KU2DSCPSN102: COGNITION AND HUMAN BEHAVIOUR**

| Semester | Course Type | Course Level | Course Code  | Credits | Total Hours |
|----------|-------------|--------------|--------------|---------|-------------|
| 2        | DSC         | 100-199      | KU2DSCPSN102 | 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:**

| <b>M<br/>O<br/>D<br/>U<br/>L<br/>E</b> | <b>U<br/>N<br/>I<br/>T</b> | <b>DESCRIPTION</b>                                                                                                                                                     | <b>HOURS</b> |
|----------------------------------------|----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| <b>1</b>                               | <b>MOTIVATION</b>          |                                                                                                                                                                        | <b>10</b>    |
|                                        | 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. |              |
| <b>2</b>                               | <b>EMOTION</b>             |                                                                                                                                                                        | <b>10</b>    |
|                                        | 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, Schacter-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                                                                                                             |              |
| <b>3</b>                               | <b>MEMORY</b>              |                                                                                                                                                                        | <b>10</b>    |
|                                        | 1                          | a) Memory: Definition and types-Sensory, Short term, Long term.                                                                                                        |              |
|                                        |                            | 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 |  |
|--|--|----------------------------------------------------------------------------------------------|--|

|   |                                  |                                                                                                |    |
|---|----------------------------------|------------------------------------------------------------------------------------------------|----|
| 4 | <b>OTHER COGNITIVE FUNCTIONS</b> |                                                                                                | 15 |
|   | 1                                | a) Definition of Intelligence, Evolution of intelligence testing, Intelligence testing today.  |    |
|   |                                  | 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. |    |

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |    |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|----|
| 5 | <b>Teacher Specific Module</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  | 30 |
|   | <i>Directions</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |    |
|   | <b>Self-Development Practices- Practical</b><br><br><b>1.Listening skills</b><br>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.<br><b>Activity:</b> 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.<br><br><b>2.Interviewing skill</b><br>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. |  | 30 |

|  |                                                                                                                                                                                                            |  |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  | <p><b>Activity:</b> 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</p> |  |
|  | 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* (8<sup>th</sup> ed). USA: Wadsworth
3. Ciccarelli, S. K., & White, J. N. (2020). *Psychology* (6<sup>th</sup> ed.). Prentice Hall.
4. Galotti, K.M. (2020). *Cognitive Psychology in and out of the laboratory* (5<sup>th</sup> ed).

SAGE

**Reference Distribution:**

| Module | Unit | Reference No. |
|--------|------|---------------|
| 1      | 1    | 1             |
|        | 2    | 1             |
|        | 3    | 3             |
| 2      | 1    | 1             |
|        | 2    | 3             |
|        | 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 Book Company.
2. Plotnik, R. & Kouyoumdjian, H. (2014). *Introduction to Psychology* (10<sup>th</sup> Edition). An Cengage Learning.
3. Myers, D. G. (2009). *Psychology in modules (Spiral)*. Macmillan.

**Assessment Rubrics:**

| <b>Evaluation Type</b>            |                                                                                                                                                                                  | <b>Marks</b> |
|-----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| End Semester Evaluation Theory    |                                                                                                                                                                                  | <b>50</b>    |
| End Semester Evaluation Practical |                                                                                                                                                                                  | <b>15</b>    |
| Continuous Evaluation Theory      |                                                                                                                                                                                  | <b>25</b>    |
| Continuous Evaluation Practical   |                                                                                                                                                                                  | <b>10</b>    |
| a)                                | Test Paper- 1 & 2<br>One MCQ and one extended type.                                                                                                                              | 15           |
| b)                                | Report on self-development<br>practices - Practical                                                                                                                              | 10           |
| c)                                | Survey and report/Assignment<br>Each student shall individually or in<br>group conduct a survey and submit<br>report.<br>Eg: Common Myths and<br>Misconceptions about Psychology | 10           |
| <b>Total</b>                      |                                                                                                                                                                                  | <b>100</b>   |

**KU2DSCPSN103: HEALTH AND LIFESTYLE**

| Semester | Course Type | Course Level | Course Code  | Credits | Total Hours |
|----------|-------------|--------------|--------------|---------|-------------|
| 2        | DSC         | 100-199      | KU2DSCPSN103 | 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:** This introductory course provides a foundational understanding of Health and Lifestyle from a psychological perspective. It introduces students to health psychology, emphasizing how biological, psychological, and social factors interact to influence health, illness, and well-being. The course explores health-related behaviours, health-promoting and health-compromising practices, and psychological approaches to behaviour change. Students will gain insight into everyday lifestyle choices such as diet, exercise, substance use, stress management, and preventive health practices, while developing an evidence-based understanding of how psychological principles can be applied to improve individual and community health.

**Course Prerequisite:** Nil

**Course Outcomes:**

| CO No. | Expected Outcome                                                                                                                                                                                    | Learning Domains |
|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| 1      | Explain the basic concepts, aim, and scope of health psychology, including the biopsychosocial model and its relevance to health and illness.                                                       | U                |
| 2      | Describe key health behaviours and health habits, and outline psychological factors involved in the development and modification of these behaviours.                                               | U                |
| 3      | Identify major health-promoting behaviours such as exercise, healthy diet, accident prevention, vaccination, and rest, and explain their role in maintaining physical and psychological well-being. | U                |
| 4      | Recognize common health-compromising behaviours including obesity, eating disorders, substance use, smoking, and stress-related illness, and describe their psychological determinants.             | U                |

|   |                                                                                                                                                                  |   |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| 5 | Apply basic psychological principles and models of behaviour change to simple health-related situations, activities, or case examples relevant to everyday life. | E |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|

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

### COURSE CONTENTS

#### Contents for Classroom Transaction:

| M<br>O<br>D<br>U<br>L<br>E | U<br>N<br>I<br>T                   | DESCRIPTION                                           | HOURS |
|----------------------------|------------------------------------|-------------------------------------------------------|-------|
| 1                          | <b>Health Psychology</b>           |                                                       | 12    |
|                            | 1                                  | Health Psychology - Definition                        |       |
|                            |                                    | a) Biopsychosocial Model                              |       |
|                            |                                    | b) Need for health psychology                         |       |
|                            |                                    | c) Aim of health psychology                           |       |
|                            |                                    | d) Clinical Psychology Vs Health Psychology           |       |
|                            |                                    | e) Research in health psychology                      |       |
| 2                          | <b>Health Behaviour</b>            |                                                       | 13    |
|                            | 1                                  | Health Behaviour and health habits                    |       |
|                            |                                    | a) Practicing and changing health behaviour           |       |
|                            |                                    | b) Changing health habits                             |       |
|                            |                                    | c) Cognitive behavioural approach to health behaviour |       |
|                            |                                    | d) Trans theoretical model of behavioural change      |       |
| 3                          | <b>Health Promoting Behaviours</b> |                                                       | 13    |
|                            | 1                                  | a) Exercise                                           |       |
|                            |                                    | b) Accident Prevention                                |       |
|                            |                                    | c) Vaccinations and screening                         |       |
|                            |                                    | d) Sun safety practices                               |       |
|                            |                                    | e) Developing a healthy diet                          |       |

|  |  |                                |  |
|--|--|--------------------------------|--|
|  |  | f) Rest, renewal and savouring |  |
|--|--|--------------------------------|--|

|          |                                      |                                    |           |
|----------|--------------------------------------|------------------------------------|-----------|
| <b>4</b> | <b>Health Compromising Behaviour</b> |                                    | <b>14</b> |
|          | <b>1</b>                             | a) Obesity                         |           |
|          |                                      | b) Eating disorders                |           |
|          |                                      | c) Alcoholism and problem drinking |           |
|          |                                      | d) Smoking                         |           |
|          |                                      | e) Stress causing illness          |           |

|          |                                                                                                                                                  |  |          |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------|--|----------|
| <b>5</b> | <b>Teacher Specific Module</b>                                                                                                                   |  | <b>8</b> |
|          | <i>Directions :</i>                                                                                                                              |  |          |
|          | Activities to introduce health psychology to students/ field visits/ report writing/group discussions/ health psychological analysis/book review |  | 8        |

**Essential Readings:**

1. Taylor, S. E. (2018). Health Psychology (10th ed.). McGraw-Hill Education.
2. Ogden, J. (2023). Health Psychology (7th ed.). McGraw Hill.

**Reference Distribution:**

| <b>Module</b> | <b>Unit</b> | <b>Reference No.</b> |
|---------------|-------------|----------------------|
| <b>1</b>      | 1           | 1 , 2                |
| <b>2</b>      | 1           | 1                    |
| <b>3</b>      | 1           | 1                    |
| <b>4</b>      | 1           | 1                    |

**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 |                                            | <b>70</b>  |
| Continuous Evaluation   |                                            | <b>30</b>  |
| a)                      | Test Paper- 1                              | 6          |
| b)                      | Test Paper-2                               | 6          |
| c)                      | Assignment                                 | 6          |
| d)                      | Field Report/Debate/<br>Discussion/Seminar | 12         |
| <b>Total</b>            |                                            | <b>100</b> |

**KU2MDCPSN101: PSYCHOLOGY OF LOVE AND FRIENDSHIP**

| Semester | Course Type | Course Level | Course Code  | Credits | Total Hours |
|----------|-------------|--------------|--------------|---------|-------------|
| 2        | MDC         | 100-199      | KU2MDCPSN101 | 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:

| M<br>O<br>D<br>U<br>L<br>E | U<br>N<br>I<br>T                | DESCRIPTION                                 | HOURS |
|----------------------------|---------------------------------|---------------------------------------------|-------|
| 1                          | <b>Relationship Development</b> |                                             | 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 |       |
| 2                          | <b>Psychology of Friendship</b> |                                             | 10    |
|                            | 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?                                                                                                                     |  |
|  |   | b) Factors that influence first impressions- social norms, physical attractiveness, reputations, similarity, propinquity, non-verbal signals, verbal signals |  |
|  | 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                                                                                                                                                |  |

|   |                                    |                                          |    |
|---|------------------------------------|------------------------------------------|----|
| 3 | <b>Psychology of Romantic Love</b> |                                          | 10 |
|   | 1                                  | Gender and Sexual Orientation            |    |
|   | 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 |  |
|--|---------------------------------------|--|

|          |                                                          |                                                   |           |
|----------|----------------------------------------------------------|---------------------------------------------------|-----------|
| <b>4</b> | <b>Psychology of human sexuality and it's expression</b> |                                                   | <b>10</b> |
|          | 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     |           |
|          | 2                                                        | Sexual Orientation                                |           |
|          |                                                          | 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                      |           |

|          |                                                                                                                                      |  |          |
|----------|--------------------------------------------------------------------------------------------------------------------------------------|--|----------|
| <b>5</b> | <b>Teacher Specific Module</b>                                                                                                       |  | <b>5</b> |
|          | <i>Directions</i>                                                                                                                    |  |          |
|          | 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:**

| <b>Module</b> | <b>Unit</b> | <b>Reference No.</b> | <b>Page Nos.</b> |
|---------------|-------------|----------------------|------------------|
| <b>1</b>      | 1           | 1                    | 251              |
|               | 2           | 1                    | 253              |
|               | 3           | 1                    | 256              |
|               | 4           | 1                    | 257              |
| <b>2</b>      | 1           | 1                    | 259              |
|               | 2           | 2                    | 152              |
|               | 3           | 2                    | 157              |
|               | 4           | 2                    | 163              |
| <b>3</b>      | 1           | 1                    | 261              |
|               | 2           | 1                    | 262              |
|               | 3           | 1                    | 265              |
|               | 4           | 1                    | 268              |
| <b>4</b>      | 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:**

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

**KU3DSCPSN200: COGNITIVE PSYCHOLOGY**

| Semester | Course Type | Course Level | Course Code  | Credits | Total Hours |
|----------|-------------|--------------|--------------|---------|-------------|
| 3        | DSC         | 200-299      | KU3DSCPSN200 | 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 and tracing its origins. Attention and perception are then examined in depth. 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. 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, explaining the use of depth cues in perception, and assessing the effects of bilingualism on language processing. | A                |
| 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:

| M<br>O<br>D<br>U<br>L<br>E | U<br>N<br>I<br>T                            | DESCRIPTION                                                                                                                                                     | HOURS |
|----------------------------|---------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| <b>1</b>                   | <b>Introduction to Cognitive Psychology</b> |                                                                                                                                                                 | 10    |
|                            | 1                                           | Definition of Cognitive psychology, Psychological antecedents of cognitive psychology                                                                           |       |
|                            | 2                                           | The cognitive revolution, Current trends in the study of cognition - Cognitive sciences, Cognitive neuropsychology, Artificial intelligence and human cognition |       |
|                            | 3                                           | Paradigms of cognitive psychology - Information processing approach, Connectionist approach, Evolutionary approach, Ecological approach                         |       |
|                            | 4                                           | Cognitive aging: Neurocognitive changes in aging, Practical implications of age-related cognitive decline, "Successful" cognitive aging                         |       |

|          |                                           |                                                                                                                                                                                                                                       |    |
|----------|-------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| <b>2</b> | <b>Attention, Perception and Illusion</b> |                                                                                                                                                                                                                                       | 15 |
|          | 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 |    |
|          | 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 - Disruptions of perception: Visual agnosia. Depth perception - Depth cues, Proprioception, Kinesthesia and Haptic information                                                                                             |    |

|  |   |                                                                                                                                                        |  |
|--|---|--------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  | 4 | Illusions: Visual Illusion, Approaches to the Study of Perception - Helmholtz's Classical Theory, The Gestalt Approach, The Gibson's Ecological Optics |  |
|--|---|--------------------------------------------------------------------------------------------------------------------------------------------------------|--|

|   |                             |                                                                                                                                                                                                                |    |
|---|-----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
|   | <b>Language and Thought</b> |                                                                                                                                                                                                                |    |
| 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 that influence Second Language Acquisition, Bilingualism One system or two                                  |    |

|   |                                                          |                                                                                                                                                                                                                                                                                |    |
|---|----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
|   | <b>Intelligence, Decision-Making and Problem-Solving</b> |                                                                                                                                                                                                                                                                                |    |
| 4 | 1                                                        | Theories of Intelligence - Spearman's g factor theory, Thurstone's primary mental abilities, Guilford's structure of intellect, Gardner's theory of multiple intelligences, Sternberg's triarchic theory, Cattell's theory of fluid and crystallized intelligence, PASS theory | 10 |
|   | 2                                                        | Phases of decision-making, Cognitive illusions in decision-making, Utility models of decision-making.                                                                                                                                                                          |    |
|   | 3                                                        | Classical problems and general methods of solution, Blocks to problem-solving, Finding creative solutions                                                                                                                                                                      |    |
|   | 4                                                        | Reasoning: Deductive Reasoning - Conditional reasoning, Syllogistic Reasoning; Inductive Reasoning - Causal Inferences, Categorical Inferences                                                                                                                                 |    |

|   |                                                                                                                                                                                                                                                                                                                                                                   |    |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
|   | <b>Teacher Specific Module - Practical</b>                                                                                                                                                                                                                                                                                                                        |    |
|   | <i>Directions:</i> 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 | <b>Sensation and perception</b> <ul style="list-style-type: none"><li>a) Depth perception</li><li>b) Colour blindness</li><li>c) Muller Lyer illusion</li><li>d) Dichotic listening</li></ul><br><b>Attention</b> <ul style="list-style-type: none"><li>a) Span of attention</li><li>b) Division of attention</li></ul>                                           | 30 |

|                                         |  |
|-----------------------------------------|--|
| c) Distraction of attention             |  |
| <b>Intelligence</b>                     |  |
| a) Multiple Intelligence Test           |  |
| b) Bhatia Performance Intelligence Test |  |
| <b>Problem Solving</b>                  |  |
| a) Pyramid Puzzle                       |  |

**Essential Readings:**

1. Baron, R. A., & Misra, G. (2016). *Psychology* (5th ed.). Pearson Education India.
2. Goldstein, B. E. (2008). *Cognitive Psychology: Connecting Mind, Research, and Everyday Experience* (3rd ed.). Belmont, CA: Thomson Wadsworth Publishing Company
3. Galotti, K. M. (2020). *Cognitive psychology in and out of the laboratory* (5th ed). SAGE
4. Levitin, D. J. (2002). *Foundations of cognitive psychology: Core Readings*. Cambridge, MA: MIT Press
5. Sternberg, R. J. (1996). *Cognitive psychology* (6th ed) Harcourt Brace College Publishers
6. Harada, C. N., Natelson Love, M. C., & Triebel, K. L. (2013). Normal cognitive aging. *Clinics in geriatric medicine*, 29(4), 737–752. <https://doi.org/10.1016/j.cger.2013.07.002>
7. Arshad, S., & Sharma, S. (2025). Artificial intelligence and human cognition. In, *Contemporary Perspectives in Psychology: Theory, Research, and Practice* (pp.57-65). Red'shine publication.  
[https://www.researchgate.net/publication/397482477\\_ARTIFICIAL\\_INTELLIGENCE\\_AND\\_HUMAN\\_COGNITION](https://www.researchgate.net/publication/397482477_ARTIFICIAL_INTELLIGENCE_AND_HUMAN_COGNITION)

**Reference Distribution:**

| Module   | Unit | Reference No. |
|----------|------|---------------|
| <b>1</b> | 1    | 5             |
|          | 2    | 3, 7          |
|          | 3    | 3             |
|          | 4    | 6             |
| <b>2</b> | 1    | 3             |
|          | 2    | 3             |
|          | 3    | 3,4           |
|          | 4    | 4             |
| <b>3</b> | 1    | 2             |
|          | 2    | 2,5           |
|          | 3    | 2,5           |
| <b>4</b> | 1    | 1, 5          |
|          | 2    | 3             |
|          | 3    | 3             |
|          | 4    | 5             |

**Assessment Rubrics:**

| <b>Evaluation Type</b>            |                                                                                                              | <b>Marks</b> |
|-----------------------------------|--------------------------------------------------------------------------------------------------------------|--------------|
| End Semester Evaluation Theory    |                                                                                                              | <b>50</b>    |
| End Semester Evaluation Practical |                                                                                                              | <b>15</b>    |
| Continuous Evaluation Theory      |                                                                                                              | <b>25</b>    |
| Continuous Evaluation Practical   |                                                                                                              | <b>10</b>    |
| a)                                | Test Paper- 1&2                                                                                              | 10           |
| b)                                | Practical Record                                                                                             | 10           |
| c)                                | Assignment (Relationship between language and thinking)                                                      | 5            |
| d)                                | Presentation (Analyse a viral social-media post for factors that make it memorable, such as colour, novelty) | 10           |
| <b>Total</b>                      |                                                                                                              | <b>100</b>   |

**KU3DSCPSN201:BIOPSYCHOLOGY**

| Semester | Course Type | Course Level | Course Code  | Credits | Total Hours |
|----------|-------------|--------------|--------------|---------|-------------|
| 3        | DSC         | 200-299      | KU3DSCPSN201 | 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 students to the biological foundations of behaviour, with a focus on the nervous system, neurons, neurotransmitters, and brain functions. It explores sensory systems, internal regulation, the endocrine system, hunger, thirst, emotion, and stress. Students will understand how biological processes influence behaviour, cognition, and emotional functioning. The course also provides an overview of the relationship between the brain, body, and behaviour in everyday life.

**Course Prerequisite:** Nil

**Course Outcomes:**

| CO No. | Expected Outcome                                                                           | Learning Domains |
|--------|--------------------------------------------------------------------------------------------|------------------|
| 1      | Understand the concept of biopsychology and its foundations                                | R,U              |
| 2      | To understand the structure of nervous system                                              | U                |
| 3      | Recognize the endocrine system and biological basis of hunger, thirst, emotion and stress. | U,An             |
| 4      | Remember the sensory systems and internal regulations                                      | R                |
| 5      | Apply the concepts of biological basis of behaviour in understanding human nature.         | 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:**

| <b>M<br/>O<br/>D<br/>U<br/>L<br/>E</b> | <b>U<br/>N<br/>I<br/>T</b>                     | <b>DESCRIPTION</b>                                                                                                                                          | <b>HOURS</b> |
|----------------------------------------|------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| <b>1</b>                               | <b>INTRODUCTION TO BIOPSYCHOLOGY</b>           |                                                                                                                                                             | <b>12</b>    |
|                                        | 1                                              | Biopsychology and its origin                                                                                                                                |              |
|                                        | 2                                              | Divisions of Biopsychology: Physiological psychology, Psychopharmacology, Neuropsychology, Psychophysiology, Cognitive neuroscience, Comparative psychology |              |
|                                        | 3                                              | Neuron- Structure, functions and types                                                                                                                      |              |
|                                        | 4                                              | Neuroglia                                                                                                                                                   |              |
|                                        | 5                                              | Impulse transmission- action potential, resting potential and all or none law                                                                               |              |
|                                        | 6                                              | Neurotransmitters- types and functions                                                                                                                      |              |
| <b>2</b>                               | <b>STRUCTURE OF NERVOUS SYSTEM</b>             |                                                                                                                                                             | <b>8</b>     |
|                                        | 1                                              | Central nervous system: The brain and spinal cord-an overview                                                                                               |              |
|                                        |                                                | a) Brain development -Infancy, Childhood and Adolescence                                                                                                    |              |
|                                        | 2                                              | Peripheral nervous system: somatic nervous system and autonomic nervous system-an overview                                                                  |              |
|                                        | 3                                              | Gut Brain Axis                                                                                                                                              |              |
| <b>3</b>                               | <b>SENSORY SYSTEMS AND INTERNAL REGULATION</b> |                                                                                                                                                             | <b>10</b>    |
|                                        | 1                                              | The visual system- pathway, theories of colour vision and disorders                                                                                         |              |
|                                        | 2                                              | Auditory, somatic, olfactory and gustatory system- pathway and disorders.                                                                                   |              |
|                                        | 3                                              | Temperature regulation: Homeostasis & allostasis, controlling body temperature, Brain mechanisms.                                                           |              |
| <b>4</b>                               | <b>BIOLOGICAL BASIS OF BEHAVIOR</b>            |                                                                                                                                                             |              |

|   |                                                                                                                           |    |
|---|---------------------------------------------------------------------------------------------------------------------------|----|
| 1 | Endocrine system: Functions of thyroid gland, adrenal gland, pituitary gland, pancreas, thymus and pineal gland, HPA axis | 15 |
| 2 | Hunger- the role of glucose, insulin and glucagon. Eating disorders.                                                      |    |
| 3 | Thirst- mechanisms of water regulations. Osmotic thirst and hypovolemic thirst.                                           |    |
| 4 | Emotion- Cognitive neuroscience of emotion, amygdala and emotion, lateralization of emotion.                              |    |
| 5 | Stress and general adaptation syndrome, the immune system, effects of stress on immune system. Coping strategies          |    |

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 5 | <b>Teacher Specific Module</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 15 |
|   | <p><b>Directions-</b></p> <p>Students will be introduced to interactive brain anatomy software to explore digital neuroanatomical models and examine how specific neural regions influence behaviour. They will utilize the software to identify key brain structures and research their functional roles using reliable academic sources.</p> <p>Students will be introduced to brain dissection videos to examine the physical organization of neural structures and observe real neuroanatomical landmarks. They will analyse these visual demonstrations to research the functional significance of specific brain regions.</p> |    |

**Essential Readings:**

1. Corr, P.J. (2006). *Understanding Biological Psychology*. Blackwell Publishing Ltd
2. Kalat, J. W.(2019). *Biological Psychology* (13th ed) . Pearson education, Inc
3. Pinel , J. P. J & Barnes, S. J. (2023). *Biopsychology* (11th ed.). U S A: Pearson education,inc
4. Wilson, J. F. (2002). *Biological Foundations of Human Behaviour*. Wadsworth Thomson learning. Inc
5. Carlson , N. R. (2007). *Foundations of Physiological Psychology* (7th ed.)Delhi: Pearson
6. Santrock, J.W. (2011). *Life span development*. (13th ed). McGraw-Hill Education.
7. Carabotti, M., Scirocco, A., Maselli, M. A., & Severi, C. (2015). The gut-brain axis: Interactions between enteric microbiota, central and enteric nervous systems. *Annals of Gastroenterology*, 28(2), 203–209.

**Reference Distribution:**

| Module | Unit | Reference No. |
|--------|------|---------------|
| 1      | 1    | 3             |
|        | 2    | 3             |
|        | 3    | 1             |
|        | 4    | 2             |
|        | 5    | 2             |

|   |   |         |
|---|---|---------|
|   | 6 | 1       |
| 2 | 1 | 2, 6, 3 |
|   | 2 | 2       |
|   | 3 | 7       |
| 3 | 1 | 4       |
|   | 2 | 4       |
|   | 3 | 2       |
| 4 | 1 | 1       |
|   | 2 | 2       |
|   | 3 | 2       |
|   | 4 | 3       |
|   | 5 | 2       |

### Suggested Readings:

1. Breedlove, S. M., & Watson, N. V. (2023). *Behavioral neuroscience* (10th ed.). Oxford University Press.
2. Carlson, N. R., & Birkett, M. A. (2021). *Physiology of behavior* (13th ed.). Pearson.
3. Freberg, L. A. (2024). *Discovering behavioral neuroscience: An introduction to biological psychology* (5th ed.). Cengage Learning.
4. Garrett, B., & Hough, G. (2022). *Brain & behavior: An introduction to behavioral neuroscience* (6th ed.). SAGE Publications.
5. Kolb, B., Whishaw, I. Q., & Teskey, G. C. (2019). *An introduction to brain and behavior* (6th ed.). Worth Publishers.

### Assessment Rubrics:

| Evaluation Type         |              | Marks      |
|-------------------------|--------------|------------|
| End Semester Evaluation |              | 70         |
| Continuous Evaluation   |              | 30         |
| a)                      | Test Paper-1 | 8          |
| b)                      | Test Paper-1 | 8          |
| c)                      | Assignment   | 4          |
| d)                      | Presentation | 10         |
| <b>Total</b>            |              | <b>100</b> |

**KU3DSCPSN202: ORGANIZATIONAL BEHAVIOUR**

| Semester | Course Type | Course Level | Course Code  | Credits | Total Hours |
|----------|-------------|--------------|--------------|---------|-------------|
| 3        | DSC         | 200-299      | KU3DSCPSN202 | 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 students to the principles and practices of Organizational Behaviour (OB) by examining how individuals, groups, and organizational systems influence workplace effectiveness. It explores the interdisciplinary foundations of OB, learning theories, personality, communication, motivation, group dynamics, and leadership. Drawing on evidence-based management, the course enables students to understand and analyse human behaviour in organizational settings and develop the knowledge and skills required to enhance individual performance, teamwork, leadership, and organizational effectiveness in contemporary workplaces.

**Course Prerequisite:** Nil

**Course Outcomes:**

| CO No. | Expected Outcome                                                                                                                                                     | Learning Domains |
|--------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| 1      | Explain the fundamental concepts, scope, importance, and interdisciplinary foundations of Organizational Behaviour and their application in organizational settings. | U                |
| 2      | Evaluate the influence of learning processes, personality traits, and individual differences on workplace behaviour and employee performance                         | E                |
| 3      | Apply theories of communication and motivation to improve interpersonal relationships, employee engagement, and organizational effectiveness.                        | A                |
| 4      | Analyse group dynamics, team development, and leadership theories to understand their role in organizational performance and decision-making.                        | An               |

|   |                                                                                                                                                   |   |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------|---|
| 5 | Design practical strategies for promoting teamwork, leadership, and positive organizational behaviour using evidence-based management principles. | 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:

| M<br>O<br>D<br>U<br>L<br>E | U<br>N<br>I<br>T                                                       | DESCRIPTION                                      | HOURS     |
|----------------------------|------------------------------------------------------------------------|--------------------------------------------------|-----------|
| 1                          | <b>Foundations of Organizational behaviour</b>                         |                                                  | <b>14</b> |
|                            | 1                                                                      | Organizations and Characteristics                |           |
|                            |                                                                        | Organizational behaviour                         |           |
|                            |                                                                        | Why Study Organizational Behaviour?              |           |
|                            |                                                                        | Goals of organizational behaviour                |           |
|                            | 2                                                                      | Explaining organizational behaviour              |           |
|                            |                                                                        | Research and practice: Evidence-based management |           |
|                            |                                                                        | Human resource management: OB in action          |           |
|                            | 3                                                                      | Disciplines that contribute to OB                |           |
|                            |                                                                        | Organizational Behaviour: Past and Present       |           |
| 2                          | <b>Individual Behaviour in Organizations: Learning and Personality</b> |                                                  | <b>14</b> |
|                            | 1                                                                      | The learning process                             |           |
|                            |                                                                        | a) The behaviourist approach to learning         |           |

|  |   |                                                                                                                                                                            |  |
|--|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  |   | b) The cognitive approach to learning, c) Neuroscience and learning                                                                                                        |  |
|  | 2 | Personality                                                                                                                                                                |  |
|  |   | a) Myers-Briggs Type Indicator, Big Five model, Dark Triad<br>b) Other Personality Traits relevant to OB - core self-evaluations, Self – monitoring, proactive personality |  |

|   |   |                                                                                                                                     |    |
|---|---|-------------------------------------------------------------------------------------------------------------------------------------|----|
|   |   | <b>Individual Behaviour in Organizations: Communication and Motivation</b>                                                          |    |
|   | 1 | Interpersonal communication                                                                                                         |    |
|   |   | Verbal communication, non-verbal behaviour                                                                                          |    |
|   | 2 | Organizational communication                                                                                                        |    |
| 3 | 3 | Motivation - Drives, motives and motivation                                                                                         | 12 |
|   | 4 | Self-determination theory, Hierarchy of needs theory, Equity theory, Expectancy theory, Goal-setting theory, Inner work life theory |    |
|   | 5 | The social process of motivating others                                                                                             |    |
|   |   | Engagement and high performance                                                                                                     |    |

|   |   |                                                                                                                                                                                  |    |
|---|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
|   |   | <b>Groups and Leadership</b>                                                                                                                                                     |    |
|   | 1 | Groups - Definitions of groups, Team players in organizations                                                                                                                    |    |
| 4 | 2 | Group Formation and Group Development                                                                                                                                            | 15 |
|   | 3 | Leadership, Traits and leadership, Context Theories - contingency Theories of leadership, New leadership - Transactional leader, Transformational leader, Distributed leadership |    |

|   |            |                                         |   |
|---|------------|-----------------------------------------|---|
|   |            | <b>Teacher Specific Module</b>          |   |
| 5 | Directions |                                         | 5 |
|   |            | Group Dynamics and Team Building Skills |   |

### Essential Readings:

1. Johns, G., & Saks, A. M. (2023). *Organizational behaviour: Understanding and managing life at work* (12th ed.). Pearson.
2. Buchanan, D. A., & Huczynski, A. A. (2019). *Organizational behaviour* (10th ed.). Pearson.
3. Robbins, S. P., Judge, T. A., Edwards, M., Sandiford, P., Fitzgerald, M., & Hunt, J. (2019). *Organisational behaviour* (9th ed.). Pearson

**Reference Distribution:**

| <b>Module</b> | <b>Reference No.</b> |
|---------------|----------------------|
| <b>1</b>      | 1,2,3,               |
| <b>2</b>      | 2,3                  |
| <b>3</b>      | 2                    |
| <b>4</b>      | 2                    |

**Assessment Rubrics:**

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

**KU3DSCPSN203: SOFTSKILLS FOR PERSONAL DEVELOPMENT**

| Semester | Course Type | Course Level | Course Code  | Credits | Total Hours |
|----------|-------------|--------------|--------------|---------|-------------|
| 3        | DSC         | 200-299      | KU3DSCPSN203 | 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:

| <b>M<br/>O<br/>D<br/>U<br/>L<br/>E</b> | <b>U<br/>N<br/>I<br/>T</b>         | <b>DESCRIPTION</b>                                                                                                                                                                                                      | <b>HOURS</b> |
|----------------------------------------|------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| <b>1</b>                               | <b>KNOWING SELF AND SOFTSKILLS</b> |                                                                                                                                                                                                                         | <b>14</b>    |
|                                        | 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 |  |

|   |   |                                                                                                                             |    |
|---|---|-----------------------------------------------------------------------------------------------------------------------------|----|
|   |   | <b>IMPROVING COMMUNICATION SKILLS</b>                                                                                       |    |
|   | 1 | The Process of Interpersonal Communication                                                                                  |    |
|   |   | 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                                                                                                      |    |
| 2 | 4 | Listening Skills                                                                                                            |    |
|   |   | a) Steps in active listening                                                                                                |    |
|   | 5 | Developing an Assertive Communication Style                                                                                 |    |
|   |   | a) The Nature of Assertiveness                                                                                              |    |
|   |   | b) Steps in Assertiveness Training                                                                                          |    |
|   |   |                                                                                                                             | 14 |

|   |   |                                                                  |    |
|---|---|------------------------------------------------------------------|----|
|   |   | <b>DEVELOPING PRESENTATION SKILLS</b>                            |    |
|   | 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                                        |    |
|   | 6 | Components of effective delivery                                 |    |
|   |   | a) Body language- Posture, Use of hands, Eye contact, Gestures   |    |
| 3 |   |                                                                  | 12 |

|  |   |                                                                                                                 |  |
|--|---|-----------------------------------------------------------------------------------------------------------------|--|
|  |   | 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                                       |  |

|   |   |                                                                                                                                                                                                   |    |
|---|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
|   |   | <b>COPING SKILLS FOR MANAGING DIFFICULT SITUATIONS</b>                                                                                                                                            |    |
|   | 1 | The Concept of Coping                                                                                                                                                                             |    |
|   | 2 | Common Coping Patterns of Limited Value- Giving Up, Acting Aggressively, Indulging Yourself, Blaming Yourself, Using Defensive Coping                                                             |    |
| 4 | 3 | The Nature of Constructive Coping                                                                                                                                                                 | 15 |
|   |   | 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 |    |
|   |   |                                                                                                                                                                                                   |    |
|   |   | <b>Teacher Specific Module</b>                                                                                                                                                                    |    |
| 5 |   | <i>Directions</i>                                                                                                                                                                                 | 5  |
|   |   | 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:

| <b>Module</b> | <b>Unit</b> | <b>Reference No.</b> | <b>Page Nos.</b> | <b>Remarks</b> |
|---------------|-------------|----------------------|------------------|----------------|
| <b>1</b>      | 1           | 4                    | 72               |                |
|               | 1b ,c       | 3                    | 3                |                |
|               | 2           | 1                    | 159              |                |
|               | 3           | 1                    | 167              |                |
|               | 4           | 1                    | 179              |                |
|               | 5           | 2                    | 72               |                |
| <b>2</b>      | 1           | 1                    | 221              |                |
|               | 1b          | 3                    | 143              |                |
|               | 2           | 1                    | 227              |                |
|               | 3           | 1                    | 236              |                |
|               | 4           | 3                    | 182              |                |
|               | 5           | 1                    | 244              |                |
| <b>3</b>      | 1           | 3                    | 164              |                |
|               | 2           | 3                    | 167              |                |
|               | 3           | 4                    | 100              |                |
|               | 4           | 3                    | 223              |                |
|               | 5           | 3                    | 209              |                |
|               | 6a          | 3                    | 191              |                |
|               | 6b          | 3                    | 200              |                |
|               | 7           | 4                    | 104              |                |
| <b>4</b>      | 1           | 1                    | 95               |                |
|               | 2           | 1                    | 96               |                |
|               | 3           | 1                    | 103              |                |

**Assessment Rubrics:**

| <b>Evaluation Type</b>  |                                            | <b>Marks</b> |
|-------------------------|--------------------------------------------|--------------|
| End Semester Evaluation |                                            | <b>70</b>    |
| Continuous Evaluation   |                                            | <b>30</b>    |
| a)                      | Test Paper- 1                              | 6            |
| b)                      | Test Paper-2                               | 6            |
| c)                      | Assignment                                 | 6            |
| d)                      | Presentation/Debate/<br>Discussion/Seminar | 12           |
| <b>Total</b>            |                                            | <b>100</b>   |

**KU3VACPSN200: INTRODUCTION TO MENTAL HEALTH LITERACY**

| Semester | Course Type | Course Level | Course Code  | Credits | Total Hours |
|----------|-------------|--------------|--------------|---------|-------------|
| 3        | VAC         | 200-299      | KU3VACPSN200 | 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 introduces students to the concept of mental health literacy and its importance in promoting psychological well-being across the lifespan. It provides foundational knowledge of mental health, abnormal behaviour, and common psychological disorders from biological, psychological, and sociocultural perspectives. The course also addresses stigma, cultural influences, classification and diagnosis of mental disorders, and evidence-based approaches to mental health promotion. Emphasis is placed on developing informed attitudes, recognizing early signs of mental health problems, encouraging appropriate help-seeking behaviour, and fostering resilience and healthy lifestyles.

**Course Prerequisite:** Nil

**Course Outcomes:**

| CO No. | Expected Outcome                                                                                                                                                       | Learning Domains |
|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| 1      | Explain the concepts of mental health, mental illness, normality, abnormality, and the components of mental health literacy.                                           | U                |
| 2      | Describe the prevalence, causes, classification systems, and major theoretical models of mental disorders.                                                             | U                |
| 3      | Identify the signs, symptoms, and characteristics of common psychological disorders and recognize the importance of early intervention.                                | U                |
| 4      | Discuss the influence of stigma, culture, and societal attitudes on mental health and evaluate the role of mental health professionals and available support services. | U                |

|   |                                                                                                                                                                                     |   |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| 5 | Recall evidence-based strategies and psychotherapies for promoting mental health, psychological well-being, healthy lifestyles, resilience, and appropriate help-seeking behaviour. | 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:

| M<br>O<br>D<br>U<br>L<br>E | U<br>N<br>I<br>T                            | DESCRIPTION                                                                                                        | HOURS |
|----------------------------|---------------------------------------------|--------------------------------------------------------------------------------------------------------------------|-------|
| 1                          | <b>Mental Health</b>                        |                                                                                                                    | 10    |
|                            | 1                                           | a) Concept of Mental Health: WHO definition of mental health<br>The DSM-5-TR and the Definition of Mental Disorder |       |
|                            |                                             | b) Normality in mental health, Mental Health model of Jahoda                                                       |       |
|                            |                                             | c) Abnormality: Concept and Characteristics                                                                        |       |
|                            |                                             | d) The DSM-5 and the Definition of Mental Disorder                                                                 |       |
|                            | 2                                           | a) The Need to Classify Mental Disorders                                                                           |       |
|                            |                                             | b) Disadvantages of Classification                                                                                 |       |
|                            |                                             | c) How Can We Reduce Prejudicial Attitudes Toward the Mentally Ill?                                                |       |
|                            | 3                                           | a) How Does Culture Affect What Is Considered Abnormal?                                                            |       |
|                            |                                             | b) Stigma of Abnormality in India                                                                                  |       |
|                            |                                             | c) Culture-Specific Disorders                                                                                      |       |
| 2                          | <b>Concept of Abnormality and Disorders</b> |                                                                                                                    | 10    |
|                            | 1                                           | a) A very brief history of psychological disorders                                                                 |       |

|  |   |                                                                      |  |
|--|---|----------------------------------------------------------------------|--|
|  |   | b) How Common Are Mental Disorders?                                  |  |
|  |   | c)Prevalence Estimates for Mental Disorders                          |  |
|  |   | d) Prevalence of Mental Disorders in India                           |  |
|  | 2 | a) Mental Health Professionals and Treatment                         |  |
|  |   | b) Models of Abnormality: Biological, Psychological, Biopsychosocial |  |
|  | 3 | a) Diagnosing and Classifying Disorders                              |  |
|  |   | b) The DSM - 5                                                       |  |
|  |   | c) The Pros and Cons of Labels                                       |  |
|  |   | d) The Emergence of Contemporary Views of Abnormal Behaviour         |  |

|          |                                |                                            |           |
|----------|--------------------------------|--------------------------------------------|-----------|
| <b>3</b> | <b>Psychological Disorders</b> |                                            | <b>10</b> |
|          | 1                              | Disorders of mood                          |           |
|          | 2                              | a) Disorders of anxiety, trauma and stress |           |
|          |                                | b) Other disorders related to anxiety      |           |
|          | 3                              | Dissociative disorders                     |           |
|          | 4                              | Eating Disorders and Sexual Dysfunction    |           |
|          | 5                              | Personality Disorders                      |           |
|          | 6                              | Schizophrenia                              |           |

|          |                      |                                                                                                                         |           |
|----------|----------------------|-------------------------------------------------------------------------------------------------------------------------|-----------|
| <b>4</b> | <b>Psychotherapy</b> |                                                                                                                         | <b>10</b> |
|          | 1                    | a) Treatments: How Many Types Are There? – Clients: Who Seeks Therapy? Therapists: Who Provides Professional Treatment? |           |
|          |                      | b) Insight Therapies- Psychoanalysis, The Person-Centered Approach                                                      |           |
|          |                      | c) Cognitive and behavioural therapies                                                                                  |           |
|          |                      | d) Family, Couples, and Relationship Therapy                                                                            |           |
|          |                      | e) Community-Based Services                                                                                             |           |
|          |                      | f) Biomedical Therapies                                                                                                 |           |

|   |                         |   |
|---|-------------------------|---|
| 5 | Teacher Specific Module | 5 |
|   | Directions              |   |

|  |                                            |  |
|--|--------------------------------------------|--|
|  | Case study/Group Discussion/Survey/Seminar |  |
|--|--------------------------------------------|--|

**Suggested Readings:**

1. Butcher, J. N., Hooley, J. M., Mineka, S., & Dwivedi, C. B. (2017). *Abnormal psychology* (16th ed.). Pearson India Education Services Pvt. Ltd.
2. Kirsh, S., Duffy, K. G., & Atwater, E. G. (2015). *Psychology for Living: Adjustment, Growth, and Behaviour Today* (11th ed.). Pearson.
3. Ciccarelli, S. K., White, J. N., & Misra, G. (2022). *Psychology* (6th Indian ed.). Pearson India
4. Weiten, W., Dunn, D., & Hammer, E. (2018). *Psychology applied to Modern life: Adjustment in the 21st Century* (12th ed.). Wadsworth Cengage Learning.
5. Ahuja, N. (2017). *A short textbook of psychiatry* (7th ed.). Jaypee Publishers.
6. Compton, W. C., & Hoffman, E. (2020). *Positive psychology: The science of happiness and flourishing* (3rd ed.). SAGE Publications.

**Reference Distribution:**

| Module | Reference No. |
|--------|---------------|
| 1      | 1, 3,5,6      |
| 2      | 1 & 3         |
| 3      | 3             |
| 4      | 4 & 2         |

**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/Survey/Seminar | 5         |
| <b>Total</b>            |                                            | <b>75</b> |

**KU4DSCPSN204: NEUROPSYCHOLOGY**

| Semester | Course Type | Course Level | Course Code  | Credits | Total Hours |
|----------|-------------|--------------|--------------|---------|-------------|
| 4        | DSC         | 200-299      | KU4DSCPSN204 | 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 introduces students to the biological foundations of behaviour by exploring the structure and function of the human nervous system. It provides a comprehensive understanding of the central and peripheral nervous systems, including major brain regions and their functional significance. The course examines the organization of the cerebral cortex, the roles of different brain lobes, somatosensory and motor systems, and the neural basis of sensory processing. Students will also learn about non-neural protective structures of the brain, such as the meninges, cerebrospinal fluid, and the blood–brain barrier.

**Course Prerequisite:** NIL

**Course Outcomes:**

| CO No. | Expected Outcome                                                       | Learning Domains |
|--------|------------------------------------------------------------------------|------------------|
| 1      | To understand the brain areas related to various psychological process | U                |
| 2      | To recognize the structure and functions of nervous system             | U,An             |
| 3      | To remember different brain lobes and its function, related disorders  | R                |
| 4      | Evaluate the neuropsychological basis of cognitive process             | E                |
| 5      | Understand the concept of neuropsychology                              | U,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:

| M<br>O<br>D<br>U<br>L<br>E | U<br>N<br>I<br>T                       | DESCRIPTION                                                                                                                                                         | HOURS |
|----------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 1                          | <b>Organization of Nervous System</b>  |                                                                                                                                                                     | 15    |
|                            | 1                                      | Definition of neuropsychology                                                                                                                                       |       |
|                            | 2                                      | Central Nervous system- Brain and spinal cord.                                                                                                                      |       |
|                            | 3                                      | Fore brain (prosencephalon)- Telencephalon and Diencephalon- related brain areas and functions                                                                      |       |
|                            | 4                                      | Mid brain (Mesencephalon)- related brain areas and functions                                                                                                        |       |
|                            | 5                                      | Hind brain (Rhombencephalon)- Metencephalon and Myelencephalon-related brain areas and functions                                                                    |       |
|                            | 6                                      | Peripheral Nervous System- Types, Cranial Nerves and Spinal Nerves                                                                                                  |       |
|                            | 7                                      | Non-neural material- meninges, blood brain barrier and cerebrospinal fluid                                                                                          |       |
| 2                          | <b>Cerebral Cortex and Brain Lobes</b> |                                                                                                                                                                     | 8     |
|                            | 1                                      | Cerebral cortex and its organization                                                                                                                                |       |
|                            | 2                                      | Brain lobes<br>a) Frontal lobe and its functions<br>b) Occipital lobe and its functions<br>c) Parietal lobe and its functions<br>d) Temporal lobe and its functions |       |
| 3                          | <b>Somatosensory And Motor Systems</b> |                                                                                                                                                                     | 8     |
|                            | 1                                      | Somatosensory processing                                                                                                                                            |       |
|                            | 2                                      | Chemical senses: taste and smell                                                                                                                                    |       |

|  |   |                                                                |  |
|--|---|----------------------------------------------------------------|--|
|  | 3 | Motor systems: cortical motor processing and related disorders |  |
|--|---|----------------------------------------------------------------|--|

|                                                      |   |                                                                                                                                                                                                       |    |
|------------------------------------------------------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| <b>Memory, Attention, Mental Images and Language</b> |   |                                                                                                                                                                                                       | 13 |
| 4                                                    | 1 | <b>Memory</b><br>a) Two kinds of memory<br>b) Neural basis of implicit and explicit memory<br>c) The role of hippocampus in memory<br>d) Anterograde amnesia and Retrograde amnesia                   |    |
|                                                      | 2 | <b>Attention</b><br>a) Automatic Versus Conscious Processing<br>b) Networks of Attention<br>c) Mechanisms of Attention                                                                                |    |
|                                                      | 3 | <b>Mental images</b><br>a) The Neural Basis of Images<br>b) Kinds of Images                                                                                                                           |    |
|                                                      | 4 | <b>Language</b><br>a) Components of sound based language<br>b) Localization of language: speech zones mapped by electrical stimulation and speech zones mapped by imaging<br>c) Disorders of language |    |

|                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                             |    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| Teacher Specific Module - practical                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                             | 30 |
| Practical                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                             |    |
| <i>Directions:</i> 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                                                                                                                                                                                                                                                                                                                                                                 | <b>NEUROPSYCHOLOGICAL</b><br><br>a) Bender Gestalt Test<br>b) Corsi Block Tapping Test (Computerized)<br>c) Trail Making Test (Computerized)<br>d) Tower of London (Computerized)<br>e) Stroop test<br>f) Digit span test<br>g) Wisconsin Card Sorting Test |    |

|  |                                                                                                                                                                                                                                                                            |  |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  | <p>h) Rey Complex Figure</p> <p><b>DEVELOPMENTAL</b></p> <p>i) Vineland Social Maturity Scale (VSMS)</p> <p><b>SOCIAL EXPERIMENTS</b></p> <p>j) Conformity Experiment</p> <p>Note: The computerized tests can be administered using PEBL or any other free software's.</p> |  |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

**Essential Readings:**

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. Kalat, J. W.(2019). *Biological Psychology* (13th ed) . Pearson education, Inc
3. Kolb,B., & Whishaw, I.Q (2021) *Fundamentals of Human Neuropsychology* (8th ed). Worth Publishers.
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. |
|----------|------|---------------|
| <b>1</b> | 1    | 3             |
|          | 2    | 4             |
|          | 3    | 1             |
|          | 4    | 1             |
|          | 5    | 1             |
|          | 6    | 4             |
|          | 7    | 4             |
| <b>2</b> | 1    | 2             |
|          | 2    | 2,3           |
| <b>3</b> | 1    | 4             |
|          | 2    | 4             |
|          | 3    | 4             |
| <b>4</b> | 1    | 3             |
|          | 2    | 3             |

|  |   |   |
|--|---|---|
|  | 3 | 3 |
|  | 4 | 3 |

**Suggested Readings:**

1. Bear, M. F., Connors, B. W., & Paradiso, M. A. (2020). *Neuroscience: Exploring the brain* (4th ed.). Jones & Bartlett Learning.
2. Blumenfeld, H. (2021). *Neuroanatomy through clinical cases* (3rd ed.). Oxford University Press
3. Pinel, J. P. J., & Barnes, S. J. (2021). *Biopsychology* (11th ed.). Pearson.
4. Ward, J. (2020). *The student's guide to cognitive neuroscience* (4th ed.). Routledge.

**Assessment Rubrics:**

| Evaluation Type                   |                                                                                                                                                                                                                                                                                                                                    | Marks      |
|-----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| End Semester Evaluation Theory    |                                                                                                                                                                                                                                                                                                                                    | <b>50</b>  |
| End Semester Evaluation Practical |                                                                                                                                                                                                                                                                                                                                    | <b>15</b>  |
| Continuous Evaluation Theory      |                                                                                                                                                                                                                                                                                                                                    | <b>25</b>  |
| Continuous Evaluation Practical   |                                                                                                                                                                                                                                                                                                                                    | <b>10</b>  |
| a)                                | Test Paper                                                                                                                                                                                                                                                                                                                         | 5          |
| b)                                | Diagram labelling and function: Label brain structures and write 1-line function of all structures.                                                                                                                                                                                                                                | 10         |
| c)                                | Case study analysis: Write a report on one real or hypothetical neurological condition with patient age, gender, and presenting symptoms. Specify the lesioned brain area and explain its normal anatomical location and functions in detail. Correlate how damage to that area produces the given symptoms and clinical findings. | 5          |
| d)                                | Practical report                                                                                                                                                                                                                                                                                                                   | 10         |
| <b>Total</b>                      |                                                                                                                                                                                                                                                                                                                                    | <b>100</b> |

**KU4DSCPSN205: DEVELOPMENTAL PSYCHOLOGY**

| Semester | Course Type | Course Level | Course Code  | Credits | Total Hours |
|----------|-------------|--------------|--------------|---------|-------------|
| 4        | DSC         | 200-299      | KU4DSCPSN205 | 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      | Recognize key issues, perspectives, and periods in human development.                                                   | R, U             |
| 2      | 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      | 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:

| M<br>O<br>D<br>U<br>L<br>E | U<br>N<br>I<br>T          | DESCRIPTION                                                                                                                                                                | HOURS |
|----------------------------|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 1                          | <b>Introduction</b>       |                                                                                                                                                                            | 8     |
|                            | 1                         | a) Definition and scope of developmental psychology                                                                                                                        |       |
|                            |                           | b) Definition and characteristics 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) Research methods in developmental psychology: Method of data collection<br>b) Research designs                                                                          |       |
| 2                          | <b>Forming A New Life</b> |                                                                                                                                                                            | 12    |
|                            | 1                         | a) Prenatal development; Conception, prenatal stages                                                                                                                       |       |
|                            |                           | b) Influences on prenatal development; Teratogens, other maternal factors                                                                                                  |       |
|                            |                           | c) Prenatal diagnostic methods                                                                                                                                             |       |
|                            | 2                         | Birth                                                                                                                                                                      |       |
|                            |                           | a) Stages of birth                                                                                                                                                         |       |
|                            |                           | b) Birth complications                                                                                                                                                     |       |
|                            |                           | c) Assessing the newborn                                                                                                                                                   |       |
|                            |                           | d) Postpartum period                                                                                                                                                       |       |
|                            | 3                         | Motor development                                                                                                                                                          |       |
|                            |                           | a) Dynamic systems view                                                                                                                                                    |       |
|                            |                           | b) Reflexes and states                                                                                                                                                     |       |

|  |   |                                                        |  |
|--|---|--------------------------------------------------------|--|
|  |   | c) Gross motor and fine motor skills                   |  |
|  | 4 | Sensory and perceptual development                     |  |
|  |   | a) Visual perception                                   |  |
|  |   | b) Other senses: Hearing, touch, pain, smell and taste |  |
|  |   | c) Intermodal perception                               |  |
|  | 5 | Emotional development                                  |  |
|  |   | a) Early emotions                                      |  |
|  |   | b) Temperament                                         |  |
|  |   | c) Attachment                                          |  |

|   |   |                                                                                                                           |   |
|---|---|---------------------------------------------------------------------------------------------------------------------------|---|
|   |   | <b>Childhood &amp; Adolescence</b>                                                                                        |   |
|   | 1 | Early childhood                                                                                                           |   |
|   |   | a) Parenting                                                                                                              |   |
|   |   | b) Child maltreatment                                                                                                     |   |
|   |   | c) Play                                                                                                                   |   |
|   | 2 | Middle childhood                                                                                                          |   |
|   |   | a) The scope of disabilities: Learning disabilities, ADHD, emotional and behavioural disorders, autism spectrum disorders |   |
|   |   | b) Peer status                                                                                                            |   |
|   |   | c) Effects of excessive screen time on child development                                                                  |   |
| 3 | 3 | Adolescence:                                                                                                              | 8 |
|   |   | a) Physical Changes: Puberty                                                                                              |   |
|   |   | b) Substance Use and Abuse                                                                                                |   |
|   |   | c) Juvenile delinquency, depression and suicide                                                                           |   |
|   |   | d) Social media and adolescence                                                                                           |   |

|   |   |                                          |           |
|---|---|------------------------------------------|-----------|
|   |   | <b>Adulthood</b>                         | <b>12</b> |
|   | 1 | Early adulthood                          |           |
| 4 |   | a) Transition to adulthood               |           |
|   |   | b) Foundations of Intimate Relationships |           |

|  |   |                                                                                                        |  |
|--|---|--------------------------------------------------------------------------------------------------------|--|
|  |   | c) Adult 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 | Later adulthood                                                                                        |  |
|  |   | a) Biological Theories of Aging                                                                        |  |
|  |   | b) Dementia, Alzheimer Disease, and Other Afflictions                                                  |  |
|  |   | c) Activity Theory, Socioemotional Selectivity Theory, Selective Optimization with Compensation Theory |  |
|  | 4 | Death                                                                                                  |  |
|  |   | a) Attitudes Toward Death at Different Points in the Life Span                                         |  |
|  |   | b) Kübler-Ross' Stages of Dying                                                                        |  |
|  |   | c) Grieving                                                                                            |  |

|   |                                                                                                                                                                                        |    |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
|   | <b>Teacher Specific Module</b>                                                                                                                                                         |    |
|   | <i>Directions</i>                                                                                                                                                                      |    |
| 5 | <ul style="list-style-type: none"><li>• Group discussions on developmental issues</li><li>• Visit to a geriatric home</li><li>• Interview with a parent on child development</li></ul> | 20 |

**Essential Readings:**

1. Berk, L.E. (2014). *Child Development* (7<sup>th</sup> ed). Pearson Education Inc
2. Papalia, D.E., Olds, S.W., & Feldman, R.D. (2004). *Human Development* (9<sup>th</sup> ed). McGraw Hill.
3. Santrock, J.W. (2011). *Life span development*. (13<sup>th</sup> ed). McGraw-Hill Education
4. Sigelman, C.K. & Rider, E.A. (2012). *Life-span Human Development* (7<sup>th</sup> ed). Wadsworth, Inc
5. Muppalla, S. K., Vuppalapati, S., Reddy Pulliahgaru, A., & Sreenivasulu, H. (2023). Effects of Excessive Screen Time on Child Development: An Updated Review and

Strategies for Management. *Cureus*, 15(6), e40608.

<https://doi.org/10.7759/cureus.40608>

6. Weir, K. (2023). Social media brings benefits and risks to teens. Psychology can help identify a path forward. *American Psychological Association*, 54(6), 46.

#### Reference Distribution:

| Module   | Unit | Reference No. | Remarks |
|----------|------|---------------|---------|
| <b>1</b> | 1    | 1             |         |
|          | 2    | 4             |         |
|          | 3    | 4             |         |
| <b>2</b> | 1    | 1             |         |
|          | 2    | 3,1(b)        |         |
|          | 3    | 3             |         |
|          | 4    | 3             |         |
|          | 5    | 3             |         |
| <b>3</b> | 1    | 3             |         |
|          | 2    | 3, 5(c)       |         |
|          | 3    | 3, 6(d)       |         |
| <b>4</b> | 1    | 2, 3          |         |
|          | 2    | 2             |         |
|          | 3    | 3             |         |
|          | 4    | 3             |         |

#### 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 |               | <b>70</b> |
| Continuous Evaluation   |               | <b>30</b> |
| a)                      | Test Paper- 1 | 5         |
| b)                      | Test Paper-2  | 5         |
| c)                      | Interview     | 5         |

|              |              |            |
|--------------|--------------|------------|
| d)           | Discussion   | 5          |
| e)           | Visit report | 10         |
| <b>Total</b> |              | <b>100</b> |

**KU4DSCPSN206: PSYCHOPATHOLOGY**

| Semester | Course Type | Course Level | Course Code  | Credits | Total Hours |
|----------|-------------|--------------|--------------|---------|-------------|
| 4        | DSC         | 200-299      | KU4DSCPSN206 | 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 provides a comprehensive introduction to psychopathology, focusing on the nature, classification, causes, and treatment of major psychological disorders across the lifespan and major theoretical perspectives that explain the development of mental disorders. The course explores childhood disorders, anxiety disorders, obsessive-compulsive disorder, personality disorders, mood disorders, and schizophrenia, emphasizing their clinical features, diagnostic criteria and evidence-based interventions.

**Course Prerequisite:** Nil

**Course Outcomes:**

| CO No. | Expected Outcome                                                                            | Learning Domains |
|--------|---------------------------------------------------------------------------------------------|------------------|
| 1      | Understand the concept of normality and abnormality                                         | U                |
| 2      | Remember the diagnostic criteria of major psychological disorders.                          | R                |
| 3      | Understand and apply different management techniques                                        | U, A             |
| 4      | To Apply diagnostic criteria and theoretical knowledge to identify psychological disorders. | R,A              |
| 5      | Analyse the differences among disorders and apply clinically                                | A,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:

| M<br>O<br>D<br>U<br>L<br>E                             | U<br>N<br>I<br>T                                                  | DESCRIPTION                                                                                                                                                                                                                                                                                                             | HOURS     |
|--------------------------------------------------------|-------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| 1                                                      | <b>Introduction To Psychopathology and Disorders of Childhood</b> |                                                                                                                                                                                                                                                                                                                         | <b>15</b> |
|                                                        | 1                                                                 | Defining abnormality: 4D's of abnormality<br>The DSM-5-TR and the Definition of Mental Disorder                                                                                                                                                                                                                         |           |
|                                                        | 2                                                                 | Theoretical perspectives on maladaptive behaviour                                                                                                                                                                                                                                                                       |           |
|                                                        |                                                                   | a) Biological perspective                                                                                                                                                                                                                                                                                               |           |
|                                                        |                                                                   | b) Psychodynamic perspective                                                                                                                                                                                                                                                                                            |           |
|                                                        |                                                                   | c) Behavioural perspective                                                                                                                                                                                                                                                                                              |           |
|                                                        |                                                                   | d) Cognitive perspective                                                                                                                                                                                                                                                                                                |           |
|                                                        |                                                                   | e) Humanistic –existential perspective                                                                                                                                                                                                                                                                                  |           |
|                                                        |                                                                   | f) Community-cultural perspectives                                                                                                                                                                                                                                                                                      |           |
|                                                        | 3                                                                 | Disorders of childhood and Adolescents :<br>Anxiety and Depression in Children and Adolescents<br>Disruptive, Impulse-Control, and Conduct Disorder : Oppositional<br>Defiant Disorder, Conduct Disorder<br>Neurodevelopmental disorders : Attention-deficit/hyperactivity<br>disorder (ADHD), Autism Spectrum Disorder |           |
| <b>Panic, Anxiety, Obsessions, and Their Disorders</b> |                                                                   |                                                                                                                                                                                                                                                                                                                         |           |
|                                                        | 1                                                                 | Specific Phobias                                                                                                                                                                                                                                                                                                        |           |
|                                                        | 2                                                                 | Social Anxiety Disorder                                                                                                                                                                                                                                                                                                 |           |

|   |   |                                            |    |
|---|---|--------------------------------------------|----|
| 2 | 3 | Panic Disorder, Agoraphobia                | 10 |
|   | 4 | Generalized Anxiety Disorder               |    |
|   | 5 | Obsessive-Compulsive and Related Disorders |    |
|   |   | Obsessive-Compulsive Disorder              |    |
|   |   | Body Dysmorphic Disorder                   |    |
|   |   | Hoarding Disorder                          |    |
|   |   | Trichotillomania                           |    |

|   |                              |                                                                        |    |
|---|------------------------------|------------------------------------------------------------------------|----|
| 3 | <b>Personality Disorders</b> |                                                                        | 10 |
|   | 1                            | Clinical features and classification of personality disorders          |    |
|   | 2                            | Cluster A personality disorder: Diagnostic criteria and causal factors |    |
|   |                              | a) Paranoid personality disorder                                       |    |
|   |                              | b) Schizoid personality disorder                                       |    |
|   |                              | c) Schizotypal personality disorder                                    |    |
|   | 3                            | Cluster B personality disorder: Diagnostic criteria and causal factors |    |
|   |                              | a) Histrionic personality disorder                                     |    |
|   |                              | b) Narcissistic personality disorder                                   |    |
|   |                              | c) Antisocial personality disorder                                     |    |
|   |                              | d) Borderline personality disorder                                     |    |
|   | 4                            | Cluster C personality disorder: Diagnostic criteria and causal factors |    |
|   |                              | a) Avoidant personality disorder                                       |    |
|   |                              | b) Dependent personality disorder                                      |    |
|   |                              | c) Obsessive compulsive personality disorder                           |    |

|   |                                         |                                   |  |
|---|-----------------------------------------|-----------------------------------|--|
| 4 | <b>Mood Disorders and schizophrenia</b> |                                   |  |
|   | 1                                       | Depression and its management     |  |
|   |                                         | a) Major depressive disorder      |  |
|   |                                         | b) Persistent depressive disorder |  |

|  |   |                                                                                                                                         |    |
|--|---|-----------------------------------------------------------------------------------------------------------------------------------------|----|
|  | 2 | Bipolar disorders prevalence and course                                                                                                 | 15 |
|  |   | a) Cyclothymic Disorder                                                                                                                 |    |
|  |   | b) Bipolar-1                                                                                                                            |    |
|  |   | c) Bipolar -2                                                                                                                           |    |
|  | 3 | Suicide: The Clinical Picture and the Causal Pattern<br>Suicide Prevention and Intervention                                             |    |
|  | 4 | Schizophrenia                                                                                                                           |    |
|  |   | a) Clinical picture of schizophrenia                                                                                                    |    |
|  |   | b) Other Psychotic Disorders : Schizoaffective Disorder,<br>Schizophreniform Disorder, Delusional Disorder, Brief<br>Psychotic Disorder |    |

|   |                                |                                                                                                                                                                                                                                                                                                                                                                                            |    |
|---|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 5 | <b>Teacher Specific Module</b> |                                                                                                                                                                                                                                                                                                                                                                                            | 10 |
|   |                                | <i>Directions:</i> Provide students with a brief introduction to case history taking, emphasizing its purpose, essential components, and ethical considerations in psychological assessment. Demonstrate the process using sample case histories that include information on the client's presenting complaints, developmental, medical, family, educational, and psychosocial background. |    |

**Essential Readings:**

1. Hooley, J. M., Butcher, J. N., Mineka, S., & Kapur, P. (2024). *Abnormal psychology* (17th Indian ed.). Pearson India.
2. Jennings, H. (2023). *Nolen-Hoeksema's abnormal psychology* (9th ed.). McGraw Hill.
3. Sarason, I. G., & Sarason, B. R. (2019). *Abnormal psychology: The problem of maladaptive behavior* (11th ed.). Pearson India
4. American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.; DSM-5-TR). American Psychiatric Association Publishing.
5. Hooley, J. M., & Nock, M. K. (2025). *Psychopathology: A clinical science approach* (19th ed.). Pearson.

**Reference Distribution:**

| Module | Unit | Reference No. |
|--------|------|---------------|
| 1      | 1    | 2             |
|        | 2    | 3             |
|        | 3    | 5             |
| 2      | 1    | 5             |
|        | 2    | 5             |
|        | 3    | 5             |
|        | 4    | 5             |
|        | 5    | 5             |
| 3      | 1    | 1,5           |
|        | 2    | 1,5           |
|        | 3    | 1,5           |
|        | 4    | 1,5           |
| 4      | 1    | 5             |
|        | 2    | 5             |
|        | 3    | 5             |
|        | 4    | 5             |

**Suggested Readings:**

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

**Assessment Rubrics:**

| Evaluation Type                |                                                                                                                                                                      | Marks |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| End Semester Evaluation Theory |                                                                                                                                                                      | 70    |
| Continuous Evaluation Theory   |                                                                                                                                                                      | 30    |
| 1                              | Participate in a role-play portraying an individual with psychological distress, a caregiver, or a family member, and engage in a subsequent focus group discussion. | 10    |
| 2                              | Prepare a critical review of a book, article, or movie that depicts a psychological condition or disorder.                                                           | 5     |

|              |                                                                                                                                                                                                                                                                                                                                        |            |
|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| 3            | Administrate any two Psychological Test<br>1.Rating Scales for Anxiety Disorders<br>2. Beck Anxiety Inventory,<br>3 Penn Worry Questionnaire,<br>4.Yale –Brown Obsessive Compulsive Scale<br>5. Liebowitz Social Anxiety Scale etc.<br>6.PANSS,<br>7. BDI<br>8. Screening tool for Substance use Disorder and<br>Personality Disorder. | 15         |
| <b>Total</b> |                                                                                                                                                                                                                                                                                                                                        | <b>100</b> |

**KU4VACPSN201: PSYCHOLOGICAL ADJUSTMENT IN THE 21<sup>ST</sup> CENTURY**

| Semester | Course Type | Course Level | Course Code  | Credits | Total Hours |
|----------|-------------|--------------|--------------|---------|-------------|
| 4        | VAC         | 200-299      | KU4VACPSN201 | 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:** Psychological Adjustment in the 21st Century introduces learners to the psychological processes involved in adapting to the rapidly changing personal, social, technological, and environmental demands of contemporary life. The course explores self-direction, positive psychology, humanistic perspectives, personal growth, adult development, stress and coping, and the mind–body relationship. It enables students to understand major challenges associated with different stages of adulthood and develop psychologically informed approaches to stress management, healthy living, resilience, and personal well-being.

**Course Prerequisite:** Nil

**Course Outcomes:**

| CO No. | Expected Outcome                                                                                                                                                 | Learning Domains |
|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| 1      | Explain the concepts of psychological adjustment, self-direction, personal growth, and positive psychological functioning in the context of contemporary life.   | U                |
| 2      | Describe the major psychological and social changes associated with early, middle, and late adulthood and their implications for personal and social adjustment. | U                |
| 3      | Explain the nature, sources, physiological and psychological reactions to stress, including the roles of resilience and psychological hardiness.                 | U                |
| 4      | Apply appropriate psychological strategies for managing stress, coping with life challenges, and promoting personal growth and adjustment.                       | U                |

|   |                                                                                                                                                                                     |   |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| 5 | Recognize the psychological factors associated with health and wellness, including body image, lifestyle, sleep, social support, illness behaviour, and the mind–body relationship. | 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:

| M<br>O<br>D<br>U<br>L<br>E | U<br>N<br>I<br>T                                                           | DESCRIPTION                                                                                                                                       | HOURS     |
|----------------------------|----------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| 1                          | <b>The Psychology of Adjustment and Self Direction in a Changing World</b> |                                                                                                                                                   | <b>10</b> |
|                            | 1                                                                          | Psychology and Adjustment                                                                                                                         |           |
|                            |                                                                            | Living in a Technological World                                                                                                                   |           |
|                            |                                                                            | Living with Other Social Changes                                                                                                                  |           |
|                            |                                                                            | Self-Direction and Society                                                                                                                        |           |
|                            | 2                                                                          | Positive Psychology and the Humanistic Perspective                                                                                                |           |
|                            |                                                                            | The phenomenal self- Self-actualization- The Ambiguity of Personal Freedom- Taking Charge of Our Lives- Living in Today's Individualistic Society |           |
|                            | 3                                                                          | Living with Contradictions and Uncertainty                                                                                                        |           |
|                            |                                                                            | Continuity and Change                                                                                                                             |           |
|                            |                                                                            | The Experience of Personal Growth - Beyond Individualism                                                                                          |           |
| 2                          | <b>Adult Development and Psychological Aspects</b>                         |                                                                                                                                                   | <b>10</b> |
|                            | 1                                                                          | Adult development                                                                                                                                 |           |

|  |                                                                                                                      |  |
|--|----------------------------------------------------------------------------------------------------------------------|--|
|  | Early adulthood - Leaving Home, Choosing a Career, Starting a Family                                                 |  |
|  | Middle adulthood - Midlife Transition or Midlife Crisis, Physical Changes, Sexual Changes                            |  |
|  | Late adulthood- Ageism, Physical and Cognitive Changes, Personal and Social Adjustment, Retirement, Successful Aging |  |

|          |                                                                                                                                                                  |           |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
|          | <b>Understanding Stress</b>                                                                                                                                      |           |
| <b>3</b> | 1 Conceptualizing Stress - Types of stress                                                                                                                       | <b>10</b> |
|          | 2 Major Causes of Stress- life changes, daily hassles, catastrophic event, economic and social conditions, additional factors, Stress in College                 |           |
|          | 3 Reactions to Stress- Physiological Stress Reactions, Psychological Stress Reactions, reactions based on personality type, psychological hardiness, resilience. |           |
|          | 4 Managing Stress - Modifying Your Environment, Altering Your Lifestyle, Using Stress for Personal Growth                                                        |           |

|          |                                                                                                                                            |           |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------|-----------|
|          | <b>Towards better health and Adjustment</b>                                                                                                |           |
| <b>4</b> | Body Image: How We Feel About Our Bodies, Media and Body Image, Our Ideal Body image                                                       | <b>10</b> |
|          | Health and the Mind–Body Relationship: The Immune System, Personality, Lifestyle Choices, Environmental Issues                             |           |
|          | Coping with Illness: Noticing and Interpreting Symptoms, Seeking Help, Adhering to Treatment                                               |           |
|          | Promoting Wellness: Taking Charge of Your Own Health, Eating Sensibly, Getting Enough Sleep, Keeping Physically Fit Finding Social Support |           |

|          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |          |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| <b>5</b> | <b>Teacher Specific Module</b><br>Discuss the major psychological challenges faced by individuals in contemporary society, such as academic and work-related stress, social media and digital technology, changing family and social relationships, uncertainty, lifestyle changes, and work–life imbalance. Explain relevant psychological concepts and theories of adjustment and critically examine effective coping strategies and factors that promote psychological well-being and resilience. Include suitable real-life examples and support your discussion with research evidence. | <b>5</b> |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|

### 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 Behaviour Today* (11th ed.). Pearson.

**Reference Distribution:**

| <b>Module</b> | <b>Reference No.</b> |
|---------------|----------------------|
| <b>1</b>      | 1 & 2                |
| <b>2</b>      | 2                    |
| <b>3</b>      | 2                    |
| <b>4</b>      | 1 & 2                |

**Assessment Rubrics:**

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

**KU4VACPSN202: SCIENCE OF WELLBEING**

| Semester | Course Type | Course Level | Course Code  | Credits | Total Hours |
|----------|-------------|--------------|--------------|---------|-------------|
| 4        | VAC         | 200-299      | KU4VACPSN202 | 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:**

| <b>M<br/>O<br/>D<br/>U<br/>L<br/>E</b> | <b>U<br/>N<br/>I<br/>T</b>               | <b>DESCRIPTION</b>                                                      | <b>HOURS</b> |
|----------------------------------------|------------------------------------------|-------------------------------------------------------------------------|--------------|
| <b>1</b>                               | <b>POSITIVE PSYCHOLOGY AND WELLBEING</b> |                                                                         | <b>10</b>    |
|                                        | 1                                        | Positive Psychology                                                     |              |
|                                        | 2                                        | PERMA theory 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                  |              |
| <b>2</b>                               | <b>RELAXATION FOR WELLNESS</b>           |                                                                         | <b>10</b>    |
|                                        | 1                                        | Simple breathing practices                                              |              |
|                                        | 2                                        | Meditation                                                              |              |
|                                        | 3                                        | JPMR                                                                    |              |
|                                        | 4                                        | Deep breathing                                                          |              |
|                                        | 5                                        | Guided imagery practices                                                |              |
| <b>3</b>                               | <b>HAPPINESS</b>                         |                                                                         | <b>10</b>    |
|                                        | 1                                        | Definition - Determinants of happiness                                  |              |
|                                        | 2                                        | Happiness interventions                                                 |              |
|                                        | 3                                        | Practice Engaging in Positive Affective Experiences                     |              |

|  |                                                                        |  |
|--|------------------------------------------------------------------------|--|
|  | 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                                      |  |

|   |                                                                                                      |    |
|---|------------------------------------------------------------------------------------------------------|----|
|   | <b>PRESENT-MOMENT FOCUS: MINDFULNESS, SAVOURING AND FLOW</b>                                         |    |
|   | 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                                   |    |
|   | d)Savouring                                                                                          |    |
|   | e)Flow                                                                                               |    |
| 4 | 3 Practice Present-Moment Focus: Meditate on the Present Moment, Savor the Past, Present, and Future | 10 |

|   |                                                                                                                           |   |
|---|---------------------------------------------------------------------------------------------------------------------------|---|
|   | <b>Teacher Specific Module</b>                                                                                            | 5 |
|   | <i>Directions</i>                                                                                                         |   |
| 5 | 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. | Remarks |
|----------|------|---------------|---------|
| <b>1</b> | 1    | 1             |         |
|          | 2    | 2             |         |
|          | 3    | 2             |         |
| <b>2</b> | 1    | 4             |         |
|          | 2    | 5             |         |
|          | 3    | 6             |         |
|          | 4    | 7             |         |
|          | 5    | 7             |         |
| <b>3</b> | 1    | 1             |         |
|          | 2    | 3             |         |
|          | 3    | 3             |         |
| <b>4</b> | 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 Jersey, John Wiley and Sons.

**Assessment Rubrics:**

| Evaluation Type         |                      | Marks     |
|-------------------------|----------------------|-----------|
| End Semester Evaluation |                      | <b>50</b> |
| Continuous Evaluation   |                      | <b>25</b> |
| a)                      | Test Paper           | 10        |
| b)                      | Introspection Report | 10        |
| c)                      | Assignment           | 5         |
| <b>Total</b>            |                      | <b>75</b> |

**KU4SECPSN200: PSYCHOLOGICAL FIRST AID**

| Semester | Course Type | Course Level | Course Code  | Credits | Total Hours |
|----------|-------------|--------------|--------------|---------|-------------|
| 4        | SEC         | 200-299      | KU4SECPSN200 | 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:

| M<br>O<br>D<br>U<br>L<br>E | U<br>N<br>I<br>T                                    | DESCRIPTION                                                                                                                                                                                                                                                             | HOURS |
|----------------------------|-----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 1                          | <b>PSYCHOLOGICAL FIRST AID: SCIENCE AND HISTORY</b> |                                                                                                                                                                                                                                                                         | 8     |
|                            | 1                                                   | Defining psychological first aid                                                                                                                                                                                                                                        |       |
|                            | 2                                                   | Development of the pfa concept – WHO Look-Listen-Link                                                                                                                                                                                                                   |       |
|                            | 3                                                   | Core competencies of PFA                                                                                                                                                                                                                                                |       |
|                            | 4                                                   | Validation of the Johns Hopkins RAPID PFA model                                                                                                                                                                                                                         |       |
| 2                          | <b>PSYCHOLOGICAL CONSEQUENCES OF TRAUMA</b>         |                                                                                                                                                                                                                                                                         | 10    |
|                            | 1                                                   | Post-traumatic stress disorder, Depression, Generalized Anxiety, Panic Disorder, Substance Use, Psychophysiological Stress Syndromes                                                                                                                                    |       |
|                            | 2                                                   | In the Wake of Disaster, the Large-Scale Context for PFA: Types of Disasters: Natural Disasters, Technological Disasters, Human-Made Disasters, War-Related Syndromes: A Special Case of Human-Made Disaster, Factors That Increase Severity                            |       |
| 3                          | <b>PSYCHOLOGICAL FIRST AID: PRACTICING THE ART</b>  |                                                                                                                                                                                                                                                                         | 12    |
|                            | 1                                                   | Establishing Rapport and Reflective Listening: First Things First: The Practice of Presence -Empathy and Rapport<br>The Empathic Cascade: The Bridge from Rapport to Adherence<br>Historical Development- Mechanisms of Action<br>Demonstration of the R in RAPID Model |       |
|                            | 2                                                   | Assessment: Listening to the Story – Screening – Appraisal -Cognitive Indicia- Emotional Indicia - Behavioural Indicia<br>Spiritual Indicia - Physiological Indicia<br>Demonstration of the A in RAPID Model                                                            |       |

|  |   |                                                                                                                                                                                                                       |  |
|--|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  | 3 | Psychological Triage: Prioritization Urgency- Psychological or Behavioural Instability: The Crisis Triad<br>Putting It All Together: The A-B-C Model of Psychological Triage<br>Demonstration of the P in RAPID Model |  |
|--|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

|   |                                                                       |                                                                                                                                                                                                                                                                                                                                                                             |    |
|---|-----------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
|   | <b>INTERVENTION TACTICS AND FACILITATING ACCESS TO CONTINUED CARE</b> |                                                                                                                                                                                                                                                                                                                                                                             |    |
| 4 | 1                                                                     | Intervention Tactics to Stabilize and Mitigate Acute Distress: Explanatory Guidance - Anticipatory Guidance- Cognitive Reframing<br>Stress Management- Instillation of a Future Orientation—Hope<br>Enlisting the Support of Family and Friends- Delay Making Any Life-Altering Decisions/Changes- Faith-Based Intervention in PFA<br>Demonstration of the I in RAPID Model | 10 |
|   | 2                                                                     | Disposition and Facilitating Access to Continued Care- Where Do We Go from Here? - Encouragement – Resources - Demonstration of the D in RAPID Model - Follow-Up and Disposition                                                                                                                                                                                            |    |

|   |                                                                                                                                                                                                                                                   |  |   |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|---|
|   | <b>Teacher Specific Module</b>                                                                                                                                                                                                                    |  |   |
|   | <i>Directions</i>                                                                                                                                                                                                                                 |  |   |
| 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 |  | 5 |

**Essential Readings:**

1. S, G., & 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>

**Reference Distribution:**

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

|          |   |   |
|----------|---|---|
| <b>2</b> | 1 | 1 |
|          | 2 | 1 |
| <b>3</b> | 1 | 1 |
|          | 2 | 1 |
|          | 3 | 1 |
| <b>4</b> | 1 | 1 |
|          | 2 | 1 |

**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 For The 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:**

| <b>Evaluation Type</b>  |                                          | <b>Marks</b> |
|-------------------------|------------------------------------------|--------------|
| End Semester Evaluation |                                          | <b>50</b>    |
| Continuous Evaluation   |                                          | <b>25</b>    |
| a)                      | Test Paper                               | 10           |
| b)                      | Auditing PFA course online and reporting | 5            |
| c)                      | Role play: PFA skill demonstration       | 10           |
| <b>Total</b>            |                                          | <b>75</b>    |

**KU5DSCPSN300: THEORIES OF PERSONALITY**

| Semester | Course Type | Course Level | Course Code  | Credits | Total Hours |
|----------|-------------|--------------|--------------|---------|-------------|
| 5        | DSC         | 300-399      | KU5DSCPSN300 | 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 explores the depths of personality theory, covering psychoanalytic, dispositional, behavioural, cognitive, humanistic-existential and Indian perspectives. Through an extensive review of major theorists and their foundational works, students gain insight into the multifaceted nature of personality development. From Freud's psychoanalytic framework to Maslow's hierarchy of needs, each perspective provides unique perspectives on human behaviour and individual differences.

**Course Prerequisite:** Nil

**Course Outcomes:**

| CO No. | Expected Outcome                                                                                                    | Learning Domains |
|--------|---------------------------------------------------------------------------------------------------------------------|------------------|
| 1      | Predict different personality characteristics in individual's day-to-day behaviour                                  | A                |
| 2      | Analyse different theoretical approaches to personality                                                             | An               |
| 3      | Critically evaluate different theoretical approaches to personality                                                 | E                |
| 4      | Appraise different definitions, approaches, human nature and personality assessments by different theorists         | E                |
| 5      | Apply personality theories and assessment techniques to understand and explain individual differences in behaviour. | 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<br>O<br>D<br>U<br>L<br>E | U<br>N<br>I<br>T | DESCRIPTION                                                                                                                                                                                                 | HOURS |
|----------------------------|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 1                          |                  | <b>Personality: An Introduction</b>                                                                                                                                                                         | 8     |
|                            | 1                | Definition, Five goals of personality theorists                                                                                                                                                             |       |
|                            | 2                | Basic assumptions concerning human nature: freedom, optimism, rationality, holism, constitutionalism, changeability, subjectivity, reactivity, homeostasis, knowability.                                    |       |
|                            | 3                | Perspectives in theories of personality (In brief): Psychodynamic theories, Humanistic-existential theories, Dispositional theories, Biological-evolutionary theories, Learning-(Social) cognitive theories |       |
|                            | 4                | Personality assessment: self-report inventory, projective tests, clinical interviews, behavioural assessment, thought and experience samples                                                                |       |

|   |   |                                                  |    |
|---|---|--------------------------------------------------|----|
| 2 |   | <b>Psychodynamic Perspectives</b>                | 12 |
|   | 1 | Classical psychoanalytic theory of Sigmund Freud |    |
|   | 2 | Analytical theory of Carl Jung                   |    |
|   | 3 | Psychoanalytic Social Theories                   |    |
|   |   | a) Alfred Adler                                  |    |
|   |   | b) Eric Fromm                                    |    |
|   |   | c) Karen Horney                                  |    |
|   |   | d) Harry Stack Sullivan                          |    |
|   |   | e) H. Murray                                     |    |
|   | 4 | Ego Analytic Psychology                          |    |
|   |   | a) Erik Erikson                                  |    |
|   |   | b) Anna Freud                                    |    |
|   | 5 | Object-relations and attachment                  |    |
|   |   | a) Melanie Klien                                 |    |

|  |                    |  |
|--|--------------------|--|
|  | b) Margaret Mahler |  |
|  | c) Heinz Kohut     |  |
|  | d) John Bowlby     |  |

|                                                               |   |                                                 |           |
|---------------------------------------------------------------|---|-------------------------------------------------|-----------|
| <b>Behaviouristic, Cognitive, Trait and Type Perspectives</b> |   |                                                 |           |
| <b>3</b>                                                      | 1 | Behaviouristic Perspective                      | <b>12</b> |
|                                                               |   | a) Skinner's operant conditioning               |           |
|                                                               |   | b) Stimulus response theory: Dollard and Miller |           |
|                                                               | 2 | Social Learning Theories                        |           |
|                                                               |   | a) Albert Bandura                               |           |
|                                                               |   | b) Julian Rotter                                |           |
|                                                               |   | c) Walter Mischel                               |           |
|                                                               |   | Personal constructs: George Kelly               |           |
|                                                               | 3 | Trait Theories                                  |           |
|                                                               |   | a) Gordon Allport                               |           |
|                                                               |   | b) Raymond Cattell                              |           |
|                                                               |   | c) Hans Eysenck                                 |           |
|                                                               |   | d) Big Five Personality Traits                  |           |
|                                                               |   | e) HEXACO Model                                 |           |

|                                                                          |   |                                                                  |          |
|--------------------------------------------------------------------------|---|------------------------------------------------------------------|----------|
| <b>Humanistic, Existential and Indian Perspective Indian Perspective</b> |   |                                                                  |          |
| <b>4</b>                                                                 | 1 | Humanistic Perspective                                           | <b>8</b> |
|                                                                          |   | a) Carl Rogers                                                   |          |
|                                                                          |   | b) Abraham Maslow                                                |          |
|                                                                          | 2 | Existential Perspective                                          |          |
|                                                                          |   | a) Viktor Frankl                                                 |          |
|                                                                          |   | b) Rollo May                                                     |          |
|                                                                          | 3 | Indian Perspective                                               |          |
|                                                                          |   | a) Three types of personality in the Bhagavad Gita               |          |
|                                                                          |   | b) Constitution (Prakriti) and personality according to ayurveda |          |

|  |                                              |  |
|--|----------------------------------------------|--|
|  | c) Buddhist perspective on personality types |  |
|--|----------------------------------------------|--|

|   |                                                                                                                                                                                                             |    |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 5 | <b>Teacher Specific Module</b>                                                                                                                                                                              | 20 |
|   | <i>Directions:</i>                                                                                                                                                                                          |    |
|   | Assessment Report: Develop personality profiles based on any one personality assessment tool (Eysenck, Big 5, 16 PF and HEXACO)<br>Assignment : Personality Analysis of a character from a movie or a book. |    |

**Essential Readings:**

- Engler, B. (2014). *Personality Theories*. Wadsworth, Cengage Learning.
- Feist, J., & Feist, G. J. (2008). *Theories of Personality*. Mc Graw Hill Primis.
- Hall, S.C., Lindsey, G. & Campbell, J.B. (1998). *Theories of personality*. Wiley India(P) Ltd.
- Hjelle, L. A. & Ziegler, T. D. (1976). *Personality, Theories, Basic Assumptions, Research and Application*. Mc Graw- Hill.
- Pervin, L. A., Cervone, D., & John, O. P. (2005). *Personality: Theory and Research*. Hoboken, NJ: Wiley.
- Rao, K. R., & Paranjpe, A. C. (2016). *Psychology in the Indian Tradition*. Springer.
- Schultz, D. P. & Schultz, S. D. (2017). *Theories of Personality* (10th ed). Cengage Learning

**Reference Distribution:**

| Module | Unit | Reference No.                |
|--------|------|------------------------------|
| 1      | 1    | 5                            |
|        | 2    | 4                            |
|        | 3    | 2                            |
|        | 4    | 7                            |
| 2      | 1    | 1,7                          |
|        | 2    | 1,7                          |
|        | 3    | 7(a,c), 1,2(b), 1(a,d), 3(e) |
|        | 4    | 1                            |
|        | 5    | 1(a,b,c), 5(d)               |
| 3      | 1    | 1                            |
|        | 2    | 1                            |
|        | 3    | 7                            |
| 4      | 1    | 1,7                          |
|        | 2    | 7                            |
|        | 3    | 6                            |

**Assessment Rubricss**

| <b>Evaluation Type</b>  |                   | <b>Marks</b> |
|-------------------------|-------------------|--------------|
| End Semester Evaluation |                   | <b>70</b>    |
| Continuous Evaluation   |                   | <b>30</b>    |
| a)                      | Test Paper- 1     | 5            |
| b)                      | Test Paper-2      | 5            |
| c)                      | Assessment Report | 15           |
| d)                      | Assignment        | 5            |
| <b>Total</b>            |                   | <b>100</b>   |

**KU5DSCPSN301: PSYCHOLOGICAL TESTING AND MEASUREMENTS**

| Semester | Course Type | Course Level | Course Code  | Credits | Total Hours |
|----------|-------------|--------------|--------------|---------|-------------|
| 5        | DSC         | 300-399      | KU5DSCPSN301 | 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 introduces students to the fundamental concepts and applications of psychological testing and assessment. It covers the nature, categories, administration, and ethical considerations of psychological tests, along with the distinction between testing and assessment and the various tools used in psychological evaluation. Students will gain an understanding of descriptive statistics, including measures of central tendency, variability, and distribution, as the foundation for interpreting psychological data. The course also examines the essential characteristics of a good psychological test, such as reliability, validity, norms, and utility.

**Course Prerequisite:** Nil

**Course Outcomes:**

| CO No. | Expected Outcome                                                                     | Learning Domains |
|--------|--------------------------------------------------------------------------------------|------------------|
| 1      | Understand the difference between a psychological test and assessment                | U                |
| 2      | Remember the ethical and legal considerations in psychological tests and assessments | R                |
| 3      | Evaluate the psychometric properties of a psychological test                         | E                |
| 4      | Describe the levels of measurement and reliability and validity of the test          | U                |
| 5      | Understand and analyse different domains of psychological assessments                | U,An             |

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

**Mapping of Course Outcomes to PSO**

|      | 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<br>O<br>D<br>U<br>L<br>E | U<br>N<br>I<br>T                                            | DESCRIPTION                                                                                                                                           | HOURS |
|----------------------------|-------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 1                          | <b>Introduction To Psychological Testing and Assessment</b> |                                                                                                                                                       | 12    |
|                            | 1                                                           | Psychological tests                                                                                                                                   |       |
|                            |                                                             | a) Definition of psychological tests                                                                                                                  |       |
|                            |                                                             | b) Categories of psychological tests                                                                                                                  |       |
|                            |                                                             | c) Test administration                                                                                                                                |       |
|                            |                                                             | d) Factors affecting the performance                                                                                                                  |       |
|                            | 2                                                           | Psychological assessment                                                                                                                              |       |
|                            |                                                             | a) Definition of psychological assessment                                                                                                             |       |
|                            |                                                             | b) Assessment in contrast to testing                                                                                                                  |       |
|                            |                                                             | c) Tools of psychological assessment: Tests, Interview, Portfolio, Case History Data, Behavioural Observation, Role-Play Tests and Computers as Tools |       |
|                            | 3                                                           | Legal and ethical considerations                                                                                                                      |       |
|                            |                                                             | a) The concerns of the profession                                                                                                                     |       |
|                            |                                                             | b) The rights of the test takers                                                                                                                      |       |

|   |                               |                                                                                                                               |   |
|---|-------------------------------|-------------------------------------------------------------------------------------------------------------------------------|---|
| 2 | <b>Descriptive statistics</b> |                                                                                                                               | 8 |
|   | 1                             | Scales of measurement: Nominal, Ordinal, Interval and Ratio                                                                   |   |
|   | 2                             | Measures of central tendency: Arithmetic Mean, Median, Mode                                                                   |   |
|   | 3                             | Measures of variability: Range, Interquartile range, Semi quartile range, Average deviation, Standard deviation and Variance. |   |
|   | 4                             | Skewness and kurtosis                                                                                                         |   |

|   |  |  |
|---|--|--|
| 3 |  |  |
|---|--|--|

| Characteristics of a Good Psychological Test |                                                                                                                                                          |    |
|----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 1                                            | Reliability                                                                                                                                              | 12 |
|                                              | a) The concept of reliability                                                                                                                            |    |
|                                              | b) Reliability estimates: test-retest reliability, parallel-forms reliability and alternative form reliability, split-half reliability.                  |    |
| 2                                            | Validity                                                                                                                                                 |    |
|                                              | a) The concept of validity                                                                                                                               |    |
|                                              | b) Types of validity: face validity, content validity, construct validity and criterion –related validity (concurrent validity and predictive validity). |    |
| 3                                            | Norms                                                                                                                                                    |    |
|                                              | a) Age equivalent                                                                                                                                        |    |
|                                              | b) Grade equivalent                                                                                                                                      |    |
|                                              | c) Within- group norms.                                                                                                                                  |    |
| 4                                            | Utility                                                                                                                                                  |    |
|                                              | a) The concept of utility                                                                                                                                |    |
|                                              | b) Factors affecting test's utility                                                                                                                      |    |

|                                   |                                     |                                                   |    |
|-----------------------------------|-------------------------------------|---------------------------------------------------|----|
| 4                                 | Domains of Psychological Assessment |                                                   | 13 |
|                                   | 1                                   | Assessment for education                          |    |
|                                   |                                     | a) Achievement test                               |    |
|                                   |                                     | b) Aptitude test                                  |    |
|                                   |                                     | c) Diagnostic test                                |    |
|                                   | 2                                   | Assessment of intelligence                        |    |
|                                   |                                     | a) The Stanford- Binet intelligence scale         |    |
|                                   |                                     | b) Wechsler test's                                |    |
|                                   | 3                                   | Personality assessment                            |    |
|                                   |                                     | a) Objective methods                              |    |
|                                   |                                     | b) Projective methods                             |    |
|                                   | 4                                   | Neuropsychological test's                         |    |
|                                   |                                     | a) Test of general intellectual ability           |    |
|                                   |                                     | b) Test to measure the ability to abstract        |    |
|                                   |                                     | c) Test of executive function                     |    |
|                                   |                                     | d) Test of perceptual, motor and perceptual-motor |    |
|                                   |                                     | e) Test of verbal functioning                     |    |
|                                   |                                     | f) Test of memory                                 |    |
| Neuropsychological test batteries |                                     |                                                   |    |

|   |                                     |  |
|---|-------------------------------------|--|
| 5 | Teacher Specific Module - Practical |  |
|---|-------------------------------------|--|

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| Re-establish reliability (Test retest, Split half, Alpha) or validity of an existing psychological test (Preferably unidimensional scale developed 20 years back)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |
| <p><b><u>Practical/Testing</u></b></p> <p><i>Directions:</i> A minimum of 5 experiments has to be completed from the following section. A record containing introduction, aim, method, result, discussion, conclusion and references (APA Format) should be maintained and submitted for the evaluation.</p> <p><b>Personality</b></p> <ul style="list-style-type: none"> <li>a) Minnesota multiphasic personality inventory (MMPI)</li> <li>b) 16 Personality factor (16 PF)</li> <li>c) Eysenck personality questionnaire EPQ</li> </ul> <p><b>Intelligence</b></p> <ul style="list-style-type: none"> <li>a) Wechsler Adult Intelligence Scale (WAIS)</li> <li>b) Binet Kamat Tests (BKT)</li> <li>c) Malin's Intelligence Scale for Indian Children (MISIC)</li> <li>d) Bhatia's Battery of Performance Tests of Intelligence</li> <li>e) Emotional Intelligence Scale (EIS)</li> <li>f) Indian Test of Intelligence by NIEPID</li> </ul> <p><b>Creativity</b></p> <ul style="list-style-type: none"> <li>a) Torrance test of creativity</li> <li>b) Wallach–Kogan Creativity Tests (WKCT)</li> </ul> <p><b>Aptitude</b></p> <ul style="list-style-type: none"> <li>a) General aptitude test battery</li> <li>b) Differential aptitude test</li> </ul> | 30 |

**Essential Readings:**

1. Anastasi, A., & Urbina, S. (1997). *Psychological testing* (7th ed.). Prentice Hall.
2. Cohen, R. J., Schneider, W. J., & Tobin, R. M. (2022). *Psychological testing and assessment: An introduction to tests and measurement* (10th ed.). McGraw Hill.
3. Cohen, R. J., Swerdlik, M. E., & Sturman, E. D. (2013). *Psychological testing and assessment: An introduction to tests and measurement* (8th ed.). McGraw-Hill.

**Reference Distribution:**

| Module | Unit | Reference No. |
|--------|------|---------------|
|--------|------|---------------|

|          |   |   |
|----------|---|---|
| <b>1</b> | 1 | 1 |
|          | 2 | 2 |
|          | 3 | 2 |
| <b>2</b> | 1 | 3 |
|          | 2 | 3 |
|          | 3 | 3 |
|          | 4 | 3 |
| <b>3</b> | 1 | 2 |
|          | 2 | 2 |
|          | 3 | 1 |
|          | 4 | 2 |
| <b>4</b> | 1 | 2 |
|          | 2 | 2 |
|          | 3 | 2 |
|          | 4 | 2 |

**Assessment Rubrics:**

| <b>Evaluation Type</b>            |                                                                                                                                                                                                                                                                  | <b>Marks</b> |
|-----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| End Semester Evaluation Theory    |                                                                                                                                                                                                                                                                  | 50           |
| End Semester Evaluation Practical |                                                                                                                                                                                                                                                                  | 15           |
| Continuous Evaluation Theory      |                                                                                                                                                                                                                                                                  | 25           |
| Continuous Evaluation Practical   |                                                                                                                                                                                                                                                                  | 10           |
| a)                                | Test Paper- 1&2                                                                                                                                                                                                                                                  | 10           |
| b)                                | Conduct a face-to-face interview with an individual on a psychology-related topic of your choice, ensuring ethical considerations. Prepare a brief report summarizing the purpose of the interview, key findings, and your reflections on the interview process. | 10           |
| c)                                | Presentation                                                                                                                                                                                                                                                     | 5            |
| d)                                | Practical Record                                                                                                                                                                                                                                                 | 10           |
| <b>Total</b>                      |                                                                                                                                                                                                                                                                  | <b>100</b>   |

**KU5DSCPSN302: SOCIAL PSYCHOLOGY**

| Semester | Course Type | Course Level | Course Code  | Credits | Total Hours |
|----------|-------------|--------------|--------------|---------|-------------|
| 5        | DSC         | 300-399      | KU5DSCPSN302 | 4       | 60          |

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

**Course Description:** This course provides a comprehensive introduction to Social Psychology as the scientific study of how people's thoughts, feelings, and behaviours are influenced by the actual, imagined, or implied presence of others. It introduces students to the nature and methods of social psychology and examines major processes underlying social thought and behaviour, including social cognition, social perception, attribution, impression formation, attitudes, persuasion, cognitive dissonance, stereotyping, prejudice, and discrimination. The course also enables students to understand how social factors shape individual and group behaviour and provides opportunities to apply social psychological concepts through case studies, fieldwork, interviews, and group discussions.

**Course Prerequisite:** NIL

**Course Outcomes:**

| CO No. | Expected Outcome                                                                                                                                                       | Learning Domains |
|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| 1      | Explain the nature, major themes, and scientific methods of social psychology, including correlational, survey, and experimental approaches.                           | U                |
| 2      | Explain and analyse major processes of social cognition, including heuristics, schemas, automatic and controlled processing, and the influence of affect on cognition. | U                |

|   |                                                                                                                                                                             |    |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 3 | Apply principles of social perception to understand non-verbal communication, attribution, impression formation, and impression management in everyday social interactions. | A  |
| 4 | Analyse the formation and modification of attitudes and explain the psychological processes underlying persuasion and cognitive dissonance.                                 | An |
| 5 | Evaluate the nature and consequences of stereotyping, prejudice, and discrimination, and assess psychological strategies for reducing their effects.                        | 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:

| M<br>O<br>D<br>U<br>L<br>E | U<br>N<br>I<br>T                                                                      | DESCRIPTION                                                                                                                                               | HOURS |
|----------------------------|---------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 1                          | <b>Introducing the Science and Methods of Social Psychology and Social Perception</b> |                                                                                                                                                           | 12    |
|                            | 1                                                                                     | The definition and nature social psychology<br>Major Themes of Social Psychology                                                                          |       |
|                            | 2                                                                                     | Research Methods in Social Psychology<br>a) Forming and Testing Hypotheses<br>b) Correlational Research<br>c) Survey research<br>d) Experimental Research |       |
|                            | 3                                                                                     | Social Perception<br>a) Non-verbal communication<br>b) Attribution<br>c) Impression Formation and Management                                              |       |

|          |                         |                                                                              |           |
|----------|-------------------------|------------------------------------------------------------------------------|-----------|
| <b>2</b> | <b>Social Cognition</b> |                                                                              | <b>12</b> |
|          | 1                       | Social Cognition - Heuristics                                                |           |
|          | 2                       | Schemas                                                                      |           |
|          | 3                       | Automatic and Controlled Processing in Social Thought                        |           |
|          | 4                       | Potential Sources of Error in Social Cognition                               |           |
|          | 5                       | Affect and Cognition: How Feelings Shape Thought and Thought Shapes Feelings |           |

|          |                                                 |                                                          |           |
|----------|-------------------------------------------------|----------------------------------------------------------|-----------|
| <b>3</b> | <b>Social Influence and Prosocial Behaviour</b> |                                                          | <b>10</b> |
|          | 1                                               | Social Influence                                         |           |
|          | 2                                               | Conformity: How Groups—and Norms—Influence Our Behaviour |           |
|          | 3                                               | Compliance: To Ask—Sometimes—Is to Receive               |           |
|          | 4                                               | Obedience to Authority                                   |           |
|          | 5                                               | Unintentional Social Influence                           |           |
|          | 6                                               | Prosocial Behaviour – Motives for Prosocial Behaviour    |           |
|          | 7                                               | Responding to an Emergency – bystander Effect            |           |

|          |                                                               |                                                     |           |
|----------|---------------------------------------------------------------|-----------------------------------------------------|-----------|
| <b>4</b> | <b>Attitudes, Stereotyping, Prejudice, and Discrimination</b> |                                                     | <b>11</b> |
|          | 1                                                             | Attitude Formation                                  |           |
|          |                                                               | The Science of Persuasion - Cognitive Dissonance    |           |
|          | 2                                                             | The Nature and Origins of Stereotyping              |           |
|          |                                                               | How Members of Different Groups Perceive Inequality |           |
|          | 3                                                             | Prejudice: Feelings Toward Social Groups            |           |
|          | 4                                                             | Discrimination: Prejudice in Action                 |           |
|          | 5                                                             | Techniques for Countering the Effects Prejudice     |           |

|          |                                |  |           |
|----------|--------------------------------|--|-----------|
| <b>5</b> | <b>Teacher Specific Module</b> |  | <b>15</b> |
|----------|--------------------------------|--|-----------|

### Understanding Classic Social Psychological Experiments

Select any three classic social psychological experiments such as Asch's Conformity Experiment, Milgram's Obedience Experiment, Stanford Prison Experiment, Bandura's Bobo Doll Experiment, or Darley and Latané's Bystander Effect studies. For each experiment, briefly describe its aim, participants, procedure, major findings, and social psychological concept demonstrated. Discuss the ethical issues and limitations of the experiments and explain their significance for understanding human social behaviour.

### Essential Readings:

1. Branscombe, N. R., & Baron, R. A. (2023). *Social psychology* (15th global ed.). Pearson.
2. Myers, D. G., Twenge, J. M., Jordan, C. H., & Smith, S. M. (2021). *Social psychology* (8th Canadian ed.). McGraw-Hill Education.

### Reference Distribution:

| Module   | Unit | Reference No. |
|----------|------|---------------|
| <b>1</b> | 1    | 2             |
|          | 2    | 2             |
|          | 3    | 1             |
| <b>2</b> | 1    | 1             |
|          | 2    | 1             |
|          | 3    | 1             |
|          | 4    | 1             |
|          | 5    | 1             |
| <b>3</b> | 1    | 1             |
|          | 2    | 1             |
|          | 3    | 1             |
|          | 4    | 1             |
|          | 5    | 1             |
|          | 6    | 1             |
|          | 7    | 1             |
| <b>4</b> | 1    | 1             |

|  |   |   |
|--|---|---|
|  | 2 | 1 |
|  | 3 | 1 |
|  | 4 | 1 |
|  | 5 | 1 |

**Assessment Rubrics:**

| <b>Evaluation Type</b>  |               | <b>Marks</b> |
|-------------------------|---------------|--------------|
| End Semester Evaluation |               | <b>70</b>    |
| Continuous Evaluation   |               | <b>30</b>    |
| a)                      | Test Paper- 1 | 5            |
| b)                      | Test Paper-2  | 5            |
| c)                      | Assignment    | 20           |
| <b>Total</b>            |               | <b>100</b>   |

**KU5DSEPSN300: POSITIVE PSYCHOLOGY**

| Semester | Course Type | Course Level | Course Code  | Credits | Total Hours |
|----------|-------------|--------------|--------------|---------|-------------|
| 5        | DSE         | 300-399      | KU5DSEPSN300 | 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 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      | Demonstrate a thorough understanding of the concepts and ideas of positive psychology.                                                                                                     | A, U             |
| 2      | Analyse the role of happiness and positive emotions in socio-cultural development.                                                                                                         | An               |
| 3      | Apply principles of well-being in education, healthcare, business, and community development, fostering positive outcomes in diverse settings.                                             | A                |
| 4      | Develop practical skills to implement positive psychology concepts into daily lives, fostering personal growth, resilience, and overall well-being                                         | A                |
| 5      | Integrate the emotional and cognitive aspects of positive psychology, recognizing the interconnectedness between thoughts, emotions, and behaviors in promoting psychological flourishing. | C                |
| 6      | Critically evaluate research findings and evidence to deepen the understanding of positive psychology concepts and practices.                                                              | 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 |       |       |       | ✓     |       | ✓     |       |
| CO 6 |       | ✓     |       | ✓     |       | ✓     |       |

## COURSE CONTENTS

## Contents for Classroom Transaction:

| M<br>O<br>D<br>U<br>L<br>E | U<br>N<br>I<br>T                           | DESCRIPTION                                                           | HOURS |
|----------------------------|--------------------------------------------|-----------------------------------------------------------------------|-------|
| 1                          | <b>Introduction to Positive Psychology</b> |                                                                       | 8     |
|                            | 1                                          | Positive Psychology: assumptions, goals, and definitions              |       |
|                            | 2                                          | Western perspectives on positive psychology                           |       |
|                            |                                            | a) Athenian                                                           |       |
|                            |                                            | b) Judeo-Christianity                                                 |       |
|                            |                                            | c) Islam                                                              |       |
|                            |                                            | Eastern perspectives on positive psychology                           |       |
|                            |                                            | a) Confucianism                                                       |       |
|                            | 3                                          | b) Taoism                                                             |       |
|                            |                                            | c) Buddhism                                                           |       |
|                            |                                            | d) Hinduism                                                           |       |
|                            | 4                                          | PERMA model                                                           |       |
| 2                          | <b>Science of Happiness and Wellbeing</b>  |                                                                       | 12    |
|                            | 1                                          | Definitions of happiness                                              |       |
|                            |                                            | Subjective well-being, social well-being and psychological well-being |       |

|   |                                              |                                                             |    |
|---|----------------------------------------------|-------------------------------------------------------------|----|
|   |                                              | Broaden-and-build theory                                    |    |
|   | 2                                            | Causes Of Happiness                                         |    |
|   |                                              | Personality traits and happiness                            |    |
|   |                                              | Genetic and environmental basis for personality traits      |    |
|   |                                              | Heritability of a happiness set-point                       |    |
|   | 3                                            | Flow                                                        |    |
|   |                                              | Ryan and Deci's self-determination continuum                |    |
|   |                                              | Flow: definition and its characteristics                    |    |
|   |                                              | Conditions that lead to flow                                |    |
| 3 | <b>Positive cognitive states and process</b> |                                                             | 8  |
|   | 1                                            | Optimism                                                    |    |
|   |                                              | Dispositional optimism                                      |    |
|   |                                              | Optimistic explanatory style                                |    |
|   |                                              | Development of optimism                                     |    |
|   |                                              | Attributional retraining and optimism                       |    |
|   | 2                                            | Hope                                                        |    |
|   |                                              | Snyder's hope theory,                                       |    |
|   |                                              | Development of hope                                         |    |
|   | 3                                            | Resilience                                                  |    |
|   |                                              | Sources of resilience in children, adulthood and later life |    |
|   |                                              | Developmental and clinical perspectives                     |    |
|   | 4                                            | Self-efficacy                                               |    |
|   |                                              | Definition                                                  |    |
|   |                                              | Development of self-efficacy                                |    |
|   | 5                                            | Mindfulness                                                 |    |
|   |                                              | Definition                                                  |    |
|   |                                              | Benefits of mindfulness                                     |    |
| 4 | <b>Applied Positive psychology</b>           |                                                             | 12 |

|  |   |                                         |  |
|--|---|-----------------------------------------|--|
|  | 1 | Positive parenting programme (Triple P) |  |
|  | 2 | Positive Schooling                      |  |
|  |   | a) Components of positive schooling     |  |
|  |   | b) Characteristics of positive schools  |  |
|  | 3 | Positive Workplaces                     |  |
|  |   | a) The changing nature of work          |  |
|  |   | b) Work redesign                        |  |

|   |                                                                                                                                                                                                                                                                         |    |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 5 | <b>Teacher Specific Module</b>                                                                                                                                                                                                                                          | 20 |
|   | <i>Directions</i>                                                                                                                                                                                                                                                       |    |
|   | <ul style="list-style-type: none"><li>• Give training to public/students to enhance positive psychological aspects in life and submit a report.</li><li>• Review a research article in Positive Psychology.</li><li>• Prepare and submit a gratitude journal.</li></ul> |    |

**References:**

1. Baumgardner, S., & Marie, C. (2014). *Positive psychology*. Pearson Education India,
2. Carr, A. (2022). *Positive Psychology: The science of happiness and human strength* (3rd ed.). UK: Routledge
3. Seligman, M. (2018). PERMA and the building blocks of well-being, *The Journal of Positive Psychology*, DOI: 10.1080/17439760.2018.1437466
4. Snyder, C.R & Lopez, S.J. (2007). *Positive Psychology: The Scientific and Practical Explorations of Human Strengths*. Sage Publications, Inc.
5. Snyder, C.R., Lopez, S.J. (2002). *Handbook of Positive Psychology*. New York: Oxford University Press.

**Reference Distribution:**

| Module | Unit | Reference No. | Remarks |
|--------|------|---------------|---------|
| 1      | 1    | 1             |         |
|        | 2    | 4             |         |

|          |   |   |  |
|----------|---|---|--|
|          | 3 | 4 |  |
|          | 4 | 3 |  |
| <b>2</b> | 1 | 2 |  |
|          | 2 | 2 |  |
|          | 3 | 2 |  |
| <b>3</b> | 1 | 2 |  |
|          | 2 | 2 |  |
|          | 3 | 1 |  |
|          | 4 | 4 |  |
|          | 5 | 4 |  |
| <b>4</b> | 1 | 4 |  |
|          | 2 | 4 |  |
|          | 3 | 5 |  |

**Assessment Rubrics:**

| <b>Evaluation Type</b>  |                   | <b>Marks</b> |
|-------------------------|-------------------|--------------|
| End Semester Evaluation |                   | <b>70</b>    |
| Continuous Evaluation   |                   | <b>30</b>    |
| a)                      | Test Paper- 1     | 5            |
| b)                      | Test Paper-2      | 5            |
| c)                      | Gratitude Journal | 5            |
| d)                      | Article Review    | 5            |
| e)                      | Field Report      | 10           |
| <b>Total</b>            |                   | <b>100</b>   |

**KU5DSEPSN301: SOCIAL NEUROSCIENCE**

| Semester | Course Type | Course Level | Course Code  | Credits | Total Hours |
|----------|-------------|--------------|--------------|---------|-------------|
| 5        | DSE         | 300-399      | KU5DSEPSN301 | 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:** **Social Neuroscience** is an interdisciplinary field that examines how the brain and biological systems support social behaviour and social interaction. This course introduces students to the emergence and development of social neuroscience, the evolution of social behaviours, the social brain, and the interaction between genes, brain, behaviour, and culture. It familiarizes students with major methods used to study the social brain, including psychological methods, measurement of bodily responses, electrophysiological methods, functional neuroimaging, lesion and brain stimulation methods, and the study of biological individual differences. The course further explores the evolutionary origins of social intelligence and culture, empathy, simulation, theory of mind, autism, altruism, helping behaviour, game theory, and social decision making. It also examines the neuroscience of love, attachment, rejection, loneliness, identity, self-concept, prejudice, and intergroup processes. Practical learning through case studies, projects, and group discussions enables students to relate social neuroscience concepts to real-world social behaviour.

**Course Prerequisite:** NIL

**Course Outcomes:**

| CO No. | Expected Outcome                                                                                                                                                                     | Learning Domains |
|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| 1      | Explain the basic concepts, development, theoretical foundations, and major methods of Social Neuroscience, including the concept of the social brain and gene culture co-evolution. | U                |

|   |                                                                                                                                                                                               |    |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 2 | Analyse the evolutionary and neuroscientific foundations of social intelligence, culture, material symbols, and cultural skills such as tool use and technology.                              | An |
| 3 | Explain and apply social neuroscience perspectives to understanding empathy, simulation, theory of mind, autism, altruism, helping behaviour, and social decision making.                     | A  |
| 4 | Analyse the biological and neural mechanisms underlying love, attachment, separation, rejection, loneliness, identity, and self-concept.                                                      | An |
| 5 | Evaluate the role of social and neural processes in ingroup–outgroup relationships, prejudice, and social behaviour using evidence from social neuroscience research and case-based learning. | 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:

| M<br>O<br>D<br>U<br>L<br>E | U<br>N<br>I<br>T                              | DESCRIPTION                          | HOURS |
|----------------------------|-----------------------------------------------|--------------------------------------|-------|
| 1                          | <b>An Introduction to Social Neuroscience</b> |                                      | 12    |
|                            | 1                                             | Social Neuroscience                  |       |
|                            | 2                                             | The emergence of social Neuroscience |       |
|                            | 3                                             | The Evolution of Social Behaviors    |       |
|                            | 4                                             | Neuroscience and Social Neuroscience |       |
|                            | 5                                             | What Makes Us Human?                 |       |

|  |   |                                                                                                                                                                                                                                                             |  |
|--|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  | 6 | The social brain                                                                                                                                                                                                                                            |  |
|  | 7 | Methods for the Study of the Social Brain                                                                                                                                                                                                                   |  |
|  | 8 | Gene-culture co-evolution                                                                                                                                                                                                                                   |  |
|  | 9 | The methods of social neuroscience – in brief- psychological methods, measuring bodily responses, Electrophysiological methods, Functional imaging: hemodynamic measures, Lesion methods and brain stimulation, Measuring biological individual differences |  |

|          |                                                                |                                                             |           |
|----------|----------------------------------------------------------------|-------------------------------------------------------------|-----------|
| <b>2</b> | <b>Evolutionary origins of social intelligence and culture</b> |                                                             | <b>12</b> |
|          | 1                                                              | The social intelligence hypothesis                          |           |
|          | 2                                                              | Evolutionary origins of culture                             |           |
|          | 3                                                              | Material symbols: neuronal recycling and extended cognition |           |
|          | 4                                                              | Cultural skills: tools and technology                       |           |

|          |                                                  |                                                  |           |
|----------|--------------------------------------------------|--------------------------------------------------|-----------|
| <b>3</b> | <b>Understanding and interacting with others</b> |                                                  | <b>12</b> |
|          | 1                                                | Empathy and simulation theory                    |           |
|          | 2                                                | Theory of mind and reasoning About mental states |           |
|          | 3                                                | Explaining autism                                |           |
|          | 4                                                | Interactions - Altruism and Helping behaviour    |           |
|          | 5                                                | Game theory and social decision-making           |           |
|          | 6                                                | The Neurocognitive Impact of Social Media Usage  |           |

|   |                                    |                                       |    |
|---|------------------------------------|---------------------------------------|----|
| 4 | Relationships, Groups and Identity |                                       | 12 |
|   | 1                                  | Neuroscience of Love                  |    |
|   | 2                                  | Attachment                            |    |
|   | 3                                  | Separation, rejection, and Loneliness |    |
|   | 4                                  | Identity and the self-concept         |    |
|   | 5                                  | Ingroups, outgroups, and Prejudice    |    |
| 5 | Teacher Specific Module            |                                       | 12 |
|   | Assignment                         |                                       |    |
|   | Social Neuroscience Case Analysis  |                                       |    |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  | Students shall select a social behaviour or phenomenon such as empathy, altruism, attachment, love, loneliness, prejudice, social decision-making, or theory of mind and prepare a critical analysis from a social neuroscience perspective. The assignment should integrate relevant neural, biological, psychological, evolutionary, and social factors, supported by appropriate research evidence. Students should critically discuss how neuroscientific findings contribute to our understanding of the selected social behaviour and present the findings in a structured written report. |  |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

**Essential Readings:**

1. Harmon-Jones, E., & Inzlicht, M. (Eds.). (2016). *Social neuroscience: Biological approaches to social psychology*. Psychology Press.
2. Ward, J. (2018). *The student's guide to social neuroscience* (2nd ed.). Routledge.
3. Cacioppo, S., & Cacioppo, J. T. (2020). *Introduction to social neuroscience*. Princeton University Press.
4. Satani, A., Satani, K. K., Barodia, P., & Joshi, H. (2025). Modern day high: The neurocognitive impact of social media usage. *Cureus*, 17(7), Article e87496. <https://doi.org/10.7759/cureus.87496>

**Reference Distribution:**

| Module   | Unit | Reference No. |
|----------|------|---------------|
| <b>1</b> | 1    | 2             |
|          | 2    | 2,1           |
|          | 3    | 2             |
|          | 4    | 2             |
|          | 5    | 2             |
|          | 6    | 4             |
|          | 7    | 4             |
|          | 8    | 4             |
|          | 9    | 2             |
| <b>2</b> | 1    | 2             |
|          | 2    | 2             |
|          | 3    | 2             |
|          | 4    | 2             |
| <b>3</b> | 1    | 2             |
|          | 2    | 2             |
|          | 3    | 2             |
|          | 4    | 2             |
|          | 5    | 2             |
|          | 6    | 4             |

|          |   |   |
|----------|---|---|
| <b>4</b> | 1 | 2 |
|          | 2 | 2 |
|          | 3 | 2 |
|          | 4 | 2 |
|          | 5 | 2 |

**Assessment Rubrics:**

| <b>Evaluation Type</b>  |               | <b>Marks</b> |
|-------------------------|---------------|--------------|
| End Semester Evaluation |               | <b>70</b>    |
| Continuous Evaluation   |               | <b>30</b>    |
| a)                      | Test Paper- 1 | 5            |
| b)                      | Test Paper-2  | 5            |
| c)                      | Assignment    | 20           |
| <b>Total</b>            |               | <b>100</b>   |

**KU5DSEPSN302: CYBERPSYCHOLOGY**

| Semester | Course Type | Course Level | Course Code  | Credits | Total Hours |
|----------|-------------|--------------|--------------|---------|-------------|
| 5        | DSE         | 200-299      | KU5DSEPSN302 | 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 introduces students to the psychological study of individuals, society, and behaviour in relation to digital technologies and cyberspace. It examines the interaction between psychological processes and emerging digital environments, with particular emphasis on the self in cyberspace, online social relationships, social media, online gaming and gambling, and the psychological implications of artificial intelligence. The course also explores neuroscience and cyberpsychology, human-machine interaction, emotional attachment to AI, human autonomy, and the evolving role of AI in psychology and psychotherapy. Through theoretical discussions, case studies, projects, and group activities, students develop a critical understanding of how digital technologies influence identity, social connection, behaviour, cognition, and human psychological functioning.

**Course Prerequisite:** NIL

**Course Outcomes:**

| CO No. | Expected Outcome                                                                                                                                                                                                | Learning Domains |
|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| 1      | Explain the fundamental concepts, scope, and interdisciplinary foundations of cyberpsychology, including the relationship between neuroscience, psychology, and digital technologies.                           | R                |
| 2      | Analyse the construction and expression of self and social identity in cyberspace, including online relationships, social networking, online dating, and the psychological consequences of digital interaction. | An               |
| 3      | Examine problematic and adaptive patterns of digital behaviour, including internet addiction, online gambling, gaming addiction,                                                                                | U                |

|   |                                                                                                                                                                                                                                           |   |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
|   | aggressive video games, and the educational potential of digital games.                                                                                                                                                                   |   |
| 4 | Evaluate the psychological implications of human-machine interaction, particularly emotional attachment to AI, AI-supported relationships, human autonomy, dependence, and the psychological boundaries between humans and machines.      | E |
| 5 | Critically evaluate the emerging applications and limitations of artificial intelligence in psychology, including AI-assisted psychotherapy, psychological research, and the broader implications of AI for the future of the discipline. | 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:

| M<br>O<br>D<br>U<br>L<br>E | U<br>N<br>I<br>T                              | DESCRIPTION                                                                                                                                                                                                                                                                                                                                                              | HOURS |
|----------------------------|-----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 1                          | <b>Cyberpsychology and Self in Cyberspace</b> |                                                                                                                                                                                                                                                                                                                                                                          | 12    |
|                            | 1                                             | Cyberpsychology: Defining the Discipline                                                                                                                                                                                                                                                                                                                                 |       |
|                            | 2                                             | Neuroscience and Cyberpsychology                                                                                                                                                                                                                                                                                                                                         |       |
|                            | 3                                             | The Self - The self in cyberspace- Disembodied selves in cyberspace- The cyborg self- Goffman: Performing self-online- Possible selves in cyberspace- Social identities in cyberspace- Visually anonymous                                                                                                                                                                |       |
|                            | 4                                             | The Necessity of a Psychological Engagement with AI: Identity Construction in Interaction with AI, Emotional Attachment to AI and the Question of “Real “Empathy, The Danger of Self-Disempowerment and the Illusion of Technological Omnipotence, Existential Dimension: Rethinking the Human-Machine Boundary, The Necessity of Comprehensive Psychological Reflection |       |

|   |                          |                                                                        |    |
|---|--------------------------|------------------------------------------------------------------------|----|
| 2 | <b>Social Connection</b> |                                                                        | 12 |
|   | 1                        | Online Relationships: New theories to explain online relating          |    |
|   | 2                        | The Social Consequences of Online Interaction                          |    |
|   | 3                        | Are AI-Supported Relationships Real or Merely Illusions?               |    |
|   | 4                        | Stages in the online dating process                                    |    |
|   | 5                        | Uses and Gratifications of social media: Who Uses It and Why?          |    |
|   | 6                        | Image Sharing on Social Networking Sites: Who, What, why, and So What? |    |
|   | 7                        | Positive Aspects of social media                                       |    |

|   |                                   |                                  |    |
|---|-----------------------------------|----------------------------------|----|
| 3 | <b>Online Gaming and Gambling</b> |                                  | 12 |
|   | 1                                 | Internet addiction               |    |
|   | 2                                 | Internet gambling addiction      |    |
|   | 3                                 | Internet gaming addiction        |    |
|   | 4                                 | Aggressive video games           |    |
|   | 5                                 | Transcending taboos: Video games |    |
|   | 6                                 | Games for learning               |    |

|   |                                          |                                                                                                                           |    |
|---|------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|----|
| 4 | <b>The Human Psyche in the Age of AI</b> |                                                                                                                           | 15 |
|   | 1                                        | Human-Machine Interactions: How AI Influences Our Perception                                                              |    |
|   | 2                                        | The Danger of Emotional Attachment to AI: Machines as Friends or Therapists                                               |    |
|   | 3                                        | AI and Human Autonomy: Does AI Create Dependence or Freedom?                                                              |    |
|   | 4                                        | The Future of Psychology with and Through AI - Artificial Intelligence in Psychotherapy: The Human Therapist Is Replaced, |    |
|   | 5                                        | AI as Researcher: Will Psychology as a Science Be Revolutionized by Algorithms?                                           |    |
|   | 6                                        | The Psychological Limits of Artificial Intelligence                                                                       |    |

|   |                                |   |
|---|--------------------------------|---|
| 5 | <b>Teacher Specific Module</b> | 9 |
|   | <i>Practical</i>               |   |

|  |                                       |  |
|--|---------------------------------------|--|
|  | Case study/Project/ Group discussions |  |
|--|---------------------------------------|--|

**Essential Readings:**

1. Whitty, M. T., & Young, G. (2016). *Cyberpsychology: The study of individuals, society and digital technologies*. Wiley-Blackwell.
- Ward, J. (2018). *The student's guide to social neuroscience* (2nd ed.). Routledge.
2. Hoffmann, O. (2026). *Psychology and artificial intelligence: Machines, consciousness, and the human psyche*. Springer.
3. Parsons, T. D. (2017). *Cyberpsychology and the brain: The interaction of neuroscience and affective computing*. Cambridge University Press.
4. Attrill-Smith, A., Fullwood, C., Keep, M., & Kuss, D. J. (Eds.). (2019). *The Oxford handbook of cyberpsychology*. Oxford University Press.

**Reference Distribution:**

| Module   | Unit | Reference No. |
|----------|------|---------------|
| <b>1</b> | 1    | 3,1           |
|          | 2    | 3,1           |
|          | 3    | 1             |
|          | 4    | 2             |
| <b>2</b> | 1    | 1             |
|          | 2    | 4             |
|          | 3    | 2             |
|          | 4    | 1             |
|          | 5    | 4             |
|          | 6    | 4             |
|          | 7    | 4             |
| <b>3</b> | 1    | 1             |
|          | 2    | 1             |
|          | 3    | 1             |
|          | 4    | 1             |
|          | 5    | 1             |
|          | 6    | 1             |
| <b>4</b> | 1    | 2             |
|          | 2    | 2             |
|          | 3    | 2             |

|  |   |   |
|--|---|---|
|  | 4 | 2 |
|  | 5 | 2 |
|  | 6 | 2 |

**Assessment Rubrics:**

| <b>Evaluation Type</b>  |                               | <b>Marks</b> |
|-------------------------|-------------------------------|--------------|
| End Semester Evaluation |                               | <b>70</b>    |
| Continuous Evaluation   |                               | <b>30</b>    |
| a)                      | Test Paper- 1                 | 5            |
| b)                      | Test Paper-2                  | 5            |
| c)                      | Assignment                    | 10           |
| d)                      | Case<br>Study/Project/Seminar | 10           |
| <b>Total</b>            |                               | <b>100</b>   |

**KU5DSEPSN303: COMMUNITY PSYCHOLOGY**

| Semester | Course Type | Course Level | Course Code  | Credits | Total Hours |
|----------|-------------|--------------|--------------|---------|-------------|
| 5        | DSE         | 300-399      | KU5DSEPSN303 | 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 introduces the fundamental concepts, principles, and values of community psychology, with emphasis on the ecological perspective and the interaction between individuals, communities, and their environments. It examines the dynamics of social change, including its levels, causes, types, and the challenges involved in facilitating change within communities. Students will explore the philosophical foundations and qualitative and quantitative methods used in community research. The course also emphasizes ethical issues, cultural sensitivity, and the application of research methods to address community needs. By the end of the course, students will be able to understand community processes, critically evaluate community issues, and appreciate the role of psychological principles in promoting individual and community well-being.

**Course Prerequisite:** Nil

**Course Outcomes:**

| CO No. | Expected Outcome                                                                                                                                                | Learning Domains |
|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| 1      | Understanding and analysing community psychology, core values and its ecological foundations.                                                                   | U                |
| 2      | Remembering the concept of social change                                                                                                                        | R                |
| 3      | Understand qualitative and quantitative research methods in community psychology                                                                                | U                |
| 4      | Evaluate core principles and values of community psychology, applying these concepts to real-world community issues through critical assessment and reflection. | E,A              |
| 5      | Analyse theories of community psychology                                                                                                                        | An               |

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

### Mapping of Course Outcomes to PSO

|      | 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:**

| <b>M<br/>O<br/>D<br/>U<br/>L<br/>E</b> | <b>U<br/>N<br/>I<br/>T</b>                  | <b>DESCRIPTION</b>                                                                                                                                                             | <b>HOURS</b> |
|----------------------------------------|---------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| <b>1</b>                               | <b>Introduction To Community Psychology</b> |                                                                                                                                                                                | <b>15</b>    |
|                                        | 1                                           | Community psychology                                                                                                                                                           |              |
|                                        |                                             | e) Definition of community psychology.                                                                                                                                         |              |
|                                        |                                             | f) Ecological levels of analysis First-order and Second-order change.                                                                                                          |              |
|                                        | 2                                           | Core values in community psychology                                                                                                                                            |              |
|                                        |                                             | a) Individual and family wellness                                                                                                                                              |              |
|                                        |                                             | b) Sense of community                                                                                                                                                          |              |
|                                        |                                             | c) Respect for human diversity                                                                                                                                                 |              |
|                                        |                                             | d) Social justice                                                                                                                                                              |              |
|                                        |                                             | e) Empowerment and citizen participation                                                                                                                                       |              |
|                                        |                                             | f) Collaboration and community strength                                                                                                                                        |              |
|                                        |                                             | g) Empirical grounding                                                                                                                                                         |              |
|                                        | 3                                           | Ecological foundations                                                                                                                                                         |              |
|                                        |                                             | c) Importance of context and environment                                                                                                                                       |              |
|                                        |                                             | d) Multiple levels of interventions                                                                                                                                            |              |
| <b>2</b>                               | <b>Dynamics of Social Change</b>            |                                                                                                                                                                                | <b>10</b>    |
|                                        | 1                                           | Social change: First-order, Second-order and Third-order change                                                                                                                |              |
|                                        | 2                                           | Reasons for social change: Diverse populations, Declining resources, Accountability, Technological advancement, Community conflict, Dissatisfaction with traditional services. |              |

|   |                                           |  |
|---|-------------------------------------------|--|
| 3 | Types of social change                    |  |
|   | a) Spontaneous or unplanned social change |  |
|   | b) Planned social change                  |  |
| 4 | Difficulties bringing about change        |  |

|   |                           |                                                                                                                                                                                                     |    |
|---|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 3 | <b>Community Research</b> |                                                                                                                                                                                                     | 13 |
|   | 1                         | Philosophies of community research                                                                                                                                                                  |    |
|   |                           | c) Post-positivist                                                                                                                                                                                  |    |
|   |                           | d) Constructivist                                                                                                                                                                                   |    |
|   |                           | e) Critical                                                                                                                                                                                         |    |
|   | 2                         | Methods of community research                                                                                                                                                                       |    |
|   |                           | c) Qualitative: Participant observation, Qualitative Interviewing, Focus groups, Case studies, Ethnography, Participatory action research.                                                          |    |
|   |                           | d) Quantitative: Quantitative description, Experimental Social Innovation and Dissemination, Randomised group experiments, Non- equivalent comparison group design, interrupted time series design. |    |
|   | 3                         | Ethics in community research                                                                                                                                                                        |    |
|   |                           | d) Cultural relativism or universal human rights?                                                                                                                                                   |    |
|   |                           | e) Importance of cultural sensitivity.                                                                                                                                                              |    |

|   |                                          |                               |    |
|---|------------------------------------------|-------------------------------|----|
| 4 | <b>Human diversity and social issues</b> |                               | 12 |
|   | 1                                        | Human diversity               |    |
|   |                                          | d) Cultural diversity         |    |
|   |                                          | e) Race/Ethnicity             |    |
|   |                                          | f) Gender, and Social Class   |    |
|   | 2                                        | Culture                       |    |
|   |                                          | c) Individualism-collectivism |    |
|   |                                          | d) Acculturation              |    |
|   |                                          | e) Liberation and oppression  |    |
|   | 3                                        | Specific social issues        |    |
|   |                                          | c) Child malnutrition         |    |
|   |                                          | d) Intimate partner violence  |    |
|   |                                          | e) Teen pregnancy             |    |
|   |                                          | f) Elder abuse                |    |
|   |                                          | g) Homelessness               |    |

|   |                                                                                                                                                                                                                                                                                                                                                                               |    |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 5 | <b>Teacher Specific Module - Practical</b>                                                                                                                                                                                                                                                                                                                                    | 10 |
|   | Visit any community and observe its social, economic, and health-related conditions. Identify and list at least 3 major problems faced by the community and 3 existing strengths or resources available within it. Submit a brief report describing the community profile, the identified problems with causes, and the strengths that can be used to address those problems. |    |

**Essential Readings:**

1. Kloos, B., Hill, J., Thomas, E., Wandersman, A., Elias, M. J., & Dalton, J. H. (2012). *Community psychology: Linking individuals and communities* (3rd ed.). Wadsworth, Cengage Learning.
2. Moritsugu, J., Vera, E., Wong, F. Y., & Duffy, K. G. (2022). *Community psychology* (6th ed.). Routledge.

**Reference Distribution:**

| Module | Unit | Reference No. | Remarks |
|--------|------|---------------|---------|
| 1      | 1    | 1             |         |
|        | 2    | 1             |         |
|        | 3    | 2             |         |
| 2      | 1    | 2             |         |
|        | 2    | 2             |         |
|        | 3    | 2             |         |
|        | 4    | 2             |         |
| 3      | 1    | 1             |         |
|        | 2    | 1 and 2       |         |
|        | 3    | 2             |         |
| 4      | 1    | 1             |         |
|        | 2    | 1             |         |
|        | 3    | 32            |         |

**Assessment Rubrics:**

| Evaluation Type                |                                            | Marks      |
|--------------------------------|--------------------------------------------|------------|
| End Semester Evaluation Theory |                                            | 70         |
| Continuous Evaluation Theory   |                                            | 30         |
| a)                             | Test Paper-1                               | 10         |
| b)                             | Survey                                     | 10         |
| c)                             | Debate/discussion on relevant social issue | 10         |
| <b>Total</b>                   |                                            | <b>100</b> |

**KU5SECPSN300: MEDICAL AND CLINICAL HYPNOSIS**

| Semester | Course Type | Course Level | Course Code  | Credits | Total Hours |
|----------|-------------|--------------|--------------|---------|-------------|
| 5        | SEC         | 300-399      | KU5SECPSN300 | 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 an introduction to the theoretical foundations, principles, procedures, and clinical applications of medical and clinical hypnosis. It familiarizes students with the historical development of hypnosis, definitions and distinctions between hypnosis, clinical hypnosis, medical hypnosis, and hypnotherapy, as well as major theories, myths, and misconceptions surrounding hypnosis. The course introduces the essential stages of hypnotic practice, including induction, deepening, suggestion, suggestibility, and awakening. Students explore the application of hypnosis in psychological and medical contexts, including anxiety, depression, substance abuse, post-traumatic stress disorder, pain management, medicine, dentistry, and paediatrics. The course also introduces cognitive-behavioural hypnotherapy, with emphasis on cognitive hypnotherapy case formulation and its application to depression. Through structured activities and skill demonstrations, students develop foundational knowledge and practical awareness of clinical hypnosis while recognizing the importance of ethical, evidence-based, and professionally appropriate practice.

**Course Prerequisite:** Only students majoring in Psychology and Neuroscience are eligible to enrol in this course.

**Course Outcomes:**

| CO No. | Expected Outcome                                                                                                                                                                         | Learning Domains |
|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| 1      | Recall and describe the fundamental concepts, historical development, theories, terminology, and principles of medical and clinical hypnosis, including common myths and misconceptions. | R                |
| 2      | Explain and demonstrate an understanding of the major stages and basic procedures of hypnosis, including induction, deepening, suggestion, suggestibility, and awakening.                | U                |
| 3      | Apply knowledge of clinical and medical hypnosis to identify its potential applications in psychological disorders, pain management, medicine, dentistry, and paediatrics.               | A                |

|   |                                                                                                                                                                                               |    |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 4 | Analyse basic clinical situations using the principles of cognitive-behavioural hypnotherapy, including cognitive hypnotherapy case formulation and its application to depression.            | An |
| 5 | Demonstrate foundational clinical hypnosis skills through structured learning activities while evaluating the importance of evidence-based, ethical, and professionally responsible practice. | 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<br>O<br>D<br>U<br>L<br>E | U<br>N<br>I<br>T                | DESCRIPTION                                                     | HOURS |
|----------------------------|---------------------------------|-----------------------------------------------------------------|-------|
| 1                          | <b>Introduction to Hypnosis</b> |                                                                 | 8     |
|                            | 1                               | Defining hypnosis- Clinical and Medical Hypnosis - Hypnotherapy |       |
|                            | 2                               | Brief history of hypnosis                                       |       |
|                            | 3                               | Myths and Misconceptions about hypnosis                         |       |
|                            | 4                               | Theories of Hypnosis                                            |       |

|   |                          |                                |    |
|---|--------------------------|--------------------------------|----|
| 2 | <b>Steps in Hypnosis</b> |                                | 10 |
|   | 1                        | Induction                      |    |
|   | 2                        | Deepening                      |    |
|   | 3                        | Suggestions and Suggestibility |    |
|   | 4                        | Awakening                      |    |

|   |                                                  |                                                                                                           |    |
|---|--------------------------------------------------|-----------------------------------------------------------------------------------------------------------|----|
| 3 | <b>Hypnosis in Clinical and Medical Settings</b> |                                                                                                           | 12 |
|   | 1                                                | Hypnosis in anxiety, depression, substance abuse, PTSD, Pain management and other psychological disorders |    |
|   | 2                                                | Hypnotherapy in medicine, dentistry and paediatrics                                                       |    |

|   |                                                           |                                                                 |    |
|---|-----------------------------------------------------------|-----------------------------------------------------------------|----|
| 4 | <b>Introduction to Cognitive Behavioural Hypnotherapy</b> |                                                                 | 10 |
|   | 1                                                         | Cognitive Hypnotherapy Case Formulation                         |    |
|   | 2                                                         | Cognitive Hypnotherapy in the Management of Depression          |    |
|   | 3                                                         | Integrating CBT and Hypnotherapy for treating anxiety disorders |    |

|   |                                                                                                      |   |
|---|------------------------------------------------------------------------------------------------------|---|
| 5 | <b>Teacher Specific Module</b>                                                                       | 5 |
|   | <i>Directions</i>                                                                                    |   |
|   | Design activities to learn and practice Clinical Hypnosis.<br>Conduct EEG based studies in hypnosis. |   |

**Essential Readings:**

1. Milling, L. S. (Ed.). (2023). *Evidence-Based Practice in Clinical Hypnosis*. American Psychological Association.
2. Gopinath, J. K. (2022). *Hypnosis: Basics and beyond*. MM Publishers.
3. Ajinkya, S., & Ajinkya, D. S. (2020). *Medical hypnosis: A practitioner's guide*. Inking Innovations.
4. Linden, J. H., De Benedittis, G., Sugarman, L. I., & Varga, K. (Eds.). (2024). *The Routledge international handbook of clinical hypnosis*. Routledge.
5. Yapko, M. D. (2012). *Trancework: An introduction to the practice of clinical hypnosis* (4th ed.). Routledge.
6. Alladin, A. (2008). *Cognitive hypnotherapy: An integrated approach to the treatment of emotional disorders*. John Wiley & Sons.
7. Alladin, A. (2016). *Integrative CBT for anxiety disorders: An evidence-based approach to enhancing cognitive behavioural therapy with mindfulness and hypnotherapy*. Wiley.

**Reference Distribution:**

| <b>Module</b> | <b>Unit</b> | <b>Reference No.</b> |
|---------------|-------------|----------------------|
| <b>1</b>      | 1           | 1,2,3,4              |
|               | 2           | 1,2,3,4              |
|               | 3           | 1,2,3,4              |
|               | 4           | 1,2,3,4              |
| <b>2</b>      | 1           | 3,2                  |
|               | 2           | 3,2                  |
|               | 3           | 3,2                  |
|               | 4           | 3,2                  |
| <b>3</b>      | 1           | 1,3,4,5              |
|               | 2           | 1,3,4,5              |
| <b>4</b>      | 1           | 2,3,6                |
|               | 2           | 2,3,6                |
|               | 3           | 2,3,7                |

**Assessment Rubrics:**

| <b>Evaluation Type</b>  |                              | <b>Marks</b> |
|-------------------------|------------------------------|--------------|
| End Semester Evaluation |                              | <b>50</b>    |
| Continuous Evaluation   |                              | <b>25</b>    |
| a)                      | Test Paper                   | 10           |
| b)                      | Assignment                   | 5            |
| c)                      | Hypnosis skill demonstration | 10           |
| <b>Total</b>            |                              | <b>75</b>    |

**KU5INTERN301: SUMMER INTERNSHIP**

| Semester | Course Type | Course Level | Course Code  | Credits | Total Hours |
|----------|-------------|--------------|--------------|---------|-------------|
| 5        | INT         | 300-399      | KU5INTERN301 | 2       | 90-120      |

| Learning Approach (Hours/ Week) |                       |          | Marks Distribution |     |       | Duration of ESE (Hours) |
|---------------------------------|-----------------------|----------|--------------------|-----|-------|-------------------------|
| Lecture                         | Practical/ Internship | Tutorial | CE                 | ESE | Total |                         |
| -                               | 6                     | -        | 15                 | 35  | 50    | 1                       |

**INTERNSHIP****1. Introduction and Objectives**

The Internship is a practical component carrying 2 credits, designed to provide students with supervised practical exposure and opportunities to develop skills in the application of psychological and interdisciplinary knowledge in real world settings. It is intended to bridge the gap between classroom learning and professional or research practice.

A distinctive feature of the internship is the flexibility offered through two pathways: Work Experience and Research. Students may undertake a work-based internship to gain practical exposure, professional skills, and experience in relevant organizational or service settings, or a research-focused internship to develop skills in academic investigation, data collection and analysis, research methodology, and technical reporting.

Students may undertake the internship in their Major, Minor, Interdisciplinary, or Allied disciplines, subject to the relevance of the placement and the approval of the Department Council.

**2. Duration and Timing**

**Credits:** 2

**Duration:** 90–120 hours / 15–20 working days, depending on the nature of the internship.

- **Preferred period:** Summer vacation following the Fourth Semester.
- **Alternative scheduling:** In exceptional circumstances, students may complete the required hours during weekends or public holidays with prior approval from the Head of the Department.
- **Completion deadline:** The internship must be completed before the end of the Fifth Semester.

- The student must work under the supervision of an appropriately qualified **psychologist, professional, faculty member, or research supervisor**, as applicable to the chosen internship pathway.

### **3. Internship Settings**

Students may undertake internships in appropriate institutions, organizations, laboratories, research centres, or professional settings, including but not limited to:

1. Clinical Psychology Centres
2. Counselling Centres
3. Cognitive Neuroscience / Neuroscience Centres and Laboratories
4. Hospitals, Rehabilitation and Mental Health Centres
5. Organizational / Industrial Settings
6. Higher Educational Institutions and Research Centres
7. Schools, Learning and Development Centres
8. Community Mental Health and Social Service Organisations
9. Clinical Research and Behavioural Research Centres
10. Other approved settings relevant to the student's Major, Minor, Interdisciplinary, or Allied discipline

The host institution/organization must be formally approved by the College-level FYUGP Committee/Department Council or through the Internship Kerala Portal of the Kerala State Higher Education Council (<https://internshipkerala.org/>).

### **4. Internship Pathways**

#### **A. Work Experience Pathway**

The student undertakes supervised practical training in a professional setting and develops skills relevant to the application of psychological, behavioural, neuroscientific, organizational, or allied knowledge. The student is expected to observe professional practices, participate in appropriate activities, and develop an understanding of the roles, responsibilities, ethical standards, and procedures relevant to the setting.

#### **B. Research Pathway**

The student undertakes a supervised research oriented internship involving activities such as literature review, formulation of research questions, data collection, data management, basic statistical/data analysis, interpretation of findings, and preparation of a technical or research report.

### **5. Internship Activities and Student Responsibilities**

The student is expected to:

- Maintain regular attendance and active engagement throughout the internship;
- Work under the guidance and supervision of an approved supervisor/mentor;

- Observe professional and ethical standards applicable to the setting;
- Develop practical skills relevant to the chosen pathway;
- Maintain appropriate records/logs of internship activities;
- Reflect on the application of theoretical knowledge in practical or research contexts; and prepare and submit a **detailed Internship Report** at the end of the internship.

The student shall work under the supervision of an **Internship Mentor/Supervisor** designated by the host institution. The mentor shall guide the student in understanding the activities, procedures, professional practices, and skills relevant to the chosen internship.

## **6. Internship Report**

### Internship Report Format

1. The report should be typed on one side of A4 paper
2. The components of report as follows;
  - I. Cover page
  - II. Acknowledgement
  - III. Internship Completion Certificate
  - IV. Certificate from the Department Internship Supervisor and HoD
  - V. Content Page with Page Number
  - VI. Preface
  - VII. Introduction
  - VIII. About the Institution/Agency/ NGO etc. where internship was carried out
  - IX. Plan and Procedure
  - X. Learning Outcome
    - a. Skills Learned
    - b. Observed Attitude and gained values
    - c. Challenges faced
    - d. Introspective report
  - XI. Conclusion
  - XII. Attendance Sheet
  - XIII. Photographs

The Internship certificate should be certified by the Head of the Institution/designated authority where the Internship is offered. It should contain the a) Name of the Student, b) Name of the

Internship course c) Name of the Institute d) Type of work done and e) duration of work specifying total period in days and number of hours for the internship.

Students are required to maintain a formal **Work Register** throughout the internship period.

1. Dated Entries: Students must make regular detailed and dated entries regarding their daily activities. 2. Supervision: The designated Internship Mentor shall periodically examine and countersign the register to monitor progress. 3. Submission: Both the Work Register and the final internship Report must be submitted for evaluation upon completion of the internship.

### **Internship Certification**

The Internship Certificate must be issued and certified by the Head/authorized authority of the Host Institution. It must explicitly state:

- Name of the student and the specific internship course.
- Name of the host institute/organization.
- Nature of work performed.
- Duration: Total period in days and cumulative hours completed.

To be valid for university records, the Internship Report must be formally signed by the **Internship Mentor, Internship Supervisor and the Head of the Department.**

**7. The internship shall be assessed based on the student's engagement, professional and practical competencies, commitment, application of knowledge, quality of the Internship Report, presentation, and performance in the viva voce. The internship shall be evaluated internally by a committee constituted by the Head of the Department (HoD), employing assessment methods appropriate to the nature of the internship. The Internship Mentor shall provide a performance rating.**

### **8. Continuous Evaluation (CE) – 15 Marks**

The **Continuous Evaluation** shall be carried out by the **Internship Mentor/Supervisor** based on the student's performance during the internship. Marks can be awarded internally.

| <b>CE Criteria</b>                  | <b>Marks</b> |
|-------------------------------------|--------------|
| Attendance and Punctuality          | 3            |
| Commitment and Participation        | 3            |
| Professional Behaviour              | 3            |
| Application of Knowledge and Skills | 3            |
| Overall Performance                 | 3            |
| <b>Total CE</b>                     | <b>15</b>    |

### 9. End Semester Evaluation (ESE) – 35 Marks

The **End Semester Evaluation** shall be conducted **at the College** by a committee constituted by the **Department Council**. The evaluation shall be based on the Internship Report, presentation, and viva voce.

| <b>ESE Criteria</b>        | <b>Marks</b> |
|----------------------------|--------------|
| Internship Report          | 20           |
| Presentation and Viva Voce | 15           |
| <b>Total ESE</b>           | <b>35</b>    |

### 9. Final Mark Distribution

| <b>Evaluation Component</b>   | <b>Marks</b> |
|-------------------------------|--------------|
| Continuous Evaluation (CE)    | 15           |
| End Semester Evaluation (ESE) | 35           |
| <b>Total</b>                  | <b>50</b>    |

**KU6DSCPSN303: RESEARCH METHODOLOGY**

| Semester | Course Type | Course Level | Course Code  | Credits | Total Hours |
|----------|-------------|--------------|--------------|---------|-------------|
| 6        | DSC         | 400-499      | KU6DSCPSN303 | 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 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 Outcomes:**

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

| <b>M<br/>O<br/>D<br/>U<br/>L<br/>E</b> | <b>U<br/>N<br/>I<br/>T</b> | <b>DESCRIPTION</b>                                | <b>HOURS</b> |
|----------------------------------------|----------------------------|---------------------------------------------------|--------------|
| <b>1</b>                               |                            | <b>Research Methodology</b>                       | <b>10</b>    |
|                                        |                            | a) Objectives of research                         |              |
|                                        |                            | b) Characteristics of scientific research         |              |
|                                        |                            | c) Types of reliability and validity              |              |
|                                        | 2                          | Variables                                         |              |
|                                        |                            | a) Definition                                     |              |
|                                        |                            | b) Types of variables                             |              |
|                                        |                            | c) Techniques of controlling Extraneous Variables |              |
|                                        | 3                          | Types of research                                 |              |
|                                        |                            | a) Descriptive v/s analytical                     |              |
|                                        |                            | b) Applied v/s fundamental                        |              |
|                                        |                            | c) Quantitative v/s qualitative                   |              |
|                                        |                            | d) Conceptual v/s empirical                       |              |
|                                        | 4                          | Steps in Research                                 |              |

|          |   |                                                                                                           |           |
|----------|---|-----------------------------------------------------------------------------------------------------------|-----------|
| <b>2</b> |   | <b>Research Problem, Hypothesis and Review of Literature</b>                                              | <b>15</b> |
|          | 1 | Research problem                                                                                          |           |
|          |   | a) Meaning and characteristics of research problem                                                        |           |
|          |   | b) Ways to observe a research problem                                                                     |           |
|          | 2 | Hypothesis                                                                                                |           |
|          |   | a) Meaning and characteristics of a good hypothesis                                                       |           |
|          |   | b) Formulating a hypothesis                                                                               |           |
|          |   | c) Types of hypotheses                                                                                    |           |
|          |   | d) Level of significance, Type I error, Type II error, Effect size, Power, One tailed and two tailed test |           |
|          | 3 | Review of literature                                                                                      |           |
|          |   | a) Purpose of review                                                                                      |           |

|  |                                             |  |
|--|---------------------------------------------|--|
|  | b) Sources of review                        |  |
|  | c) Types of literature review               |  |
|  | d) Steps for writing good literature review |  |

|   |                        |                                           |    |
|---|------------------------|-------------------------------------------|----|
| 3 | Sampling               |                                           | 15 |
|   | 1                      | Sampling                                  |    |
|   |                        | a) Definition                             |    |
|   |                        | b) Need for sampling                      |    |
|   |                        | c) Fundamentals of sampling               |    |
|   |                        | d) Factors influencing decision to sample |    |
|   | 2                      | Probability sampling                      |    |
|   |                        | a) Simple random sampling                 |    |
|   |                        | b) Stratified random sampling             |    |
|   |                        | c) Cluster sampling                       |    |
|   | 3                      | Non-Probability sampling                  |    |
|   |                        | a) Quota sampling                         |    |
|   |                        | b) Judgemental or purposive sampling      |    |
|   |                        | c) Accidental sampling                    |    |
|   |                        | d) Snowball sampling                      |    |
|   | 4                      | Mixed sampling                            |    |
|   | a) Systematic sampling |                                           |    |

|   |                 |                                    |    |
|---|-----------------|------------------------------------|----|
| 4 | Data Collection |                                    | 10 |
|   | 1               | Types of data                      |    |
|   |                 | a) Primary data                    |    |
|   |                 | b) Secondary data                  |    |
|   | 2               | Methods of collecting primary data |    |
|   |                 | a) Questionnaire and schedule      |    |
|   |                 | b) Interview                       |    |
|   |                 | c) Content analysis                |    |

|   |                                        |  |
|---|----------------------------------------|--|
|   | d) Observation                         |  |
|   | e) Rating scale                        |  |
| 3 | Sources and features of secondary data |  |

|                                            |                                                                                                                                                                                                                                                                                                                           |    |
|--------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| <b>Teacher Specific Module - Practical</b> |                                                                                                                                                                                                                                                                                                                           |    |
| <i>Directions:</i>                         |                                                                                                                                                                                                                                                                                                                           |    |
| 5                                          | <ul style="list-style-type: none"> <li>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.</li> <li>Collect data by using different methods based on the research proposal</li> </ul> | 20 |

**Essential Readings:**

1. Kothari, C.R (2008). *Research Methodology*. New age International
2. Singh, A. K. (2017). *Tests, measurements and Research Methods in behavioral sciences*. Bharathibhawan
3. <https://www.questionpro.com/blog/research-process-steps/>
4. Coolican, H. (2024). *Research methods and statistics in psychology* (8th ed.). Routledge.

**Reference Distribution:**

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

**Assessment Rubrics:**

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

|              |                   |            |
|--------------|-------------------|------------|
| c)           | Research proposal | 10         |
| d)           | Data collection   | 10         |
| <b>Total</b> |                   | <b>100</b> |

**KU6DSCPSN304: PRINCIPLES OF COUNSELLING PSYCHOLOGY**

| Semester | Course Type | Course Level | Course Code  | Credits | Total Hours |
|----------|-------------|--------------|--------------|---------|-------------|
| 6        | DSC         | 300-399      | KU6DSCPSN304 | 4       | 75          |

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

**Course Description:** This course introduces the foundations, professional aspects, and ethical principles of counselling. It covers the counselling process, core conditions, major counselling approaches, and factors influencing the counsellor–counselee relationship. Students will also explore counselling with diverse populations, including ageing, gender, sexual orientation, and spirituality. Practical activities such as role-playing and ethical case discussions will help students develop basic counselling skills and apply theoretical concepts.

**Course Prerequisite:** Nil

**Course Outcomes:**

| CO No. | Expected Outcome                                                                                                               | Learning Domains |
|--------|--------------------------------------------------------------------------------------------------------------------------------|------------------|
| 1      | Understand the characteristic and professional aspects of counselling                                                          | U                |
| 2      | Analyse ethical issues in counselling                                                                                          | An               |
| 3      | Identify and describe the stages of counselling, including initial disclosure, in-depth exploration, and commitment to action. | A                |
| 4      | Apply core conditions and principles of counselling                                                                            | A                |
| 5      | Analyse different counselling approaches and their relevance                                                                   | 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                                            | Foundations of Counselling                                          |                                              | 15    |
|                                              | 1                                                                   | Definition of counselling                    |       |
|                                              |                                                                     | a) Guidance, psychotherapy and counselling   |       |
|                                              | 2                                                                   | Characteristics of an effective counsellor   |       |
|                                              | 3                                                                   | Professional aspects of counselling          |       |
|                                              |                                                                     | a) Levels of helping                         |       |
|                                              |                                                                     | b) Education of professional counsellors     |       |
|                                              | 4                                                                   | Ethics and counselling                       |       |
|                                              |                                                                     | a) Professional code of ethics and standards |       |
|                                              |                                                                     | b) Limitations of ethics                     |       |
| c) Ethics in specific counselling situations |                                                                     |                                              |       |
| 5                                            | Ethical issues related to online and technology related counselling |                                              |       |
| 6                                            | Issues faced by beginning therapists                                |                                              |       |
| 2                                            | Counselling Process                                                 |                                              | 10    |
|                                              | 1                                                                   | Stages of counselling                        |       |
|                                              |                                                                     | a) Initial disclosure                        |       |
|                                              |                                                                     | b) In-depth exploration                      |       |
|                                              |                                                                     | c) Commitment to action                      |       |

|   |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |
|---|--------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
|   | 2                                          | Core conditions in counsellor-counselee relationship                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |
|   | 3                                          | Factors influencing counselling process                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |
|   | 4                                          | Transference and countertransference                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |
| 3 | <b>Approaches of Counselling</b>           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 12 |
|   | 1                                          | Psychoanalytic counselling- an overview                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |
|   | 2                                          | Person-centered counselling-an overview                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |
|   | 3                                          | Behavioral counselling-an overview                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |
|   | 4                                          | Cognitive counselling-an overview                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |
|   | 5                                          | Eclectic approach-an over view                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |
| 4 | <b>Counselling with diverse population</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 8  |
|   | 1                                          | Counselling aged populations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |
|   | 2                                          | Gender based counselling                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |
|   | 3                                          | Counselling and sexual orientation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |
|   | 4                                          | Counselling and spirituality                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |
| 5 | <b>Teacher Specific Module-Practical</b>   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 30 |
|   |                                            | <p>Students engage in role-playing scenarios where they take turns acting as both counsellor and client. This allows them to practice applying counselling theories and techniques in simulated counselling sessions.</p> <p><i>Directions:</i> A minimum of 5 experiments has to be completed from the following section. A record containing introduction, aim, method, result, discussion, conclusion and references (APA Format) should be maintained and submitted for the evaluation.</p> <p><b>Depression</b></p> <p>a) Beck Depression Inventory-II (BDI-II)</p> <p>b) Hamilton Depression Rating Scale (HAM-D/HDRS)</p> |    |

|  |  |                                                                                                                                                                                                                                                                                                                                                                                                           |  |
|--|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  |  | <b>Anxiety</b><br><br>a) Beck Anxiety Inventory (BAI)<br>b) State-Trait Anxiety Inventory (STAI)<br><br><b>Adjustment</b><br><br>a) Bells Adjustment<br>b) School Adjustment<br><br><b>Learning</b><br>a) Bilateral transfer of learning<br>b) Rote/ meaningful learning<br>c) Massed/ Spaced learning<br><br><b>Memory</b><br>a) Immediate memory span<br>b) Working memory scale<br>c) PGI memory scale |  |
|--|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

**Essential Readings:**

1. Capuzzi, D (2007). *Counseling and Psychotherapy: Theories and Interventions*. New Delhi:
2. Corey, G. (2013). *Theory and practice of counseling and psychotherapy* (9th ed.). Brooks/Cole, Cengage Learning.
3. Gladding, S. T. (2018). *Counseling: A comprehensive profession* (8th ed.). Pearson.
4. Nystul, M. S. (2016). *Introduction to counseling: An art and science perspective* (5th ed.). SAGE Publications.

**Reference Distribution:**

| Module | Unit | Reference No. |
|--------|------|---------------|
| 1      | 1    | 3             |
|        | 2    | 2             |
|        | 3    | 3             |
|        | 4    | 3             |
|        | 5    | 4             |
|        | 6    | 2             |
| 2      | 1    | 2             |
|        | 2    | 4             |
|        | 3    | 3             |
|        | 4    | 3             |
| 3      | 1    | 1 & 2         |
|        | 2    | 1 & 2         |
|        | 3    | 1 & 2         |

|   |   |   |
|---|---|---|
| 4 | 1 | 3 |
|   | 2 | 3 |
|   | 3 | 3 |
|   | 4 | 3 |

**Assessment Rubrics:**

| Evaluation Type                   |                                                                              | Marks      |
|-----------------------------------|------------------------------------------------------------------------------|------------|
| End Semester Evaluation Theory    |                                                                              | 50         |
| End Semester Evaluation Practical |                                                                              | 15         |
| Continuous Evaluation Theory      |                                                                              | 25         |
| Continuous Evaluation Practical   |                                                                              | 10         |
| 1                                 | Test paper 1                                                                 | 5          |
| 2                                 | A report on contemporary issues faced by the field of counselling psychology | 10         |
| 3                                 | Presentation                                                                 | 10         |
| 4                                 | Practical report                                                             | 10         |
| <b>Total</b>                      |                                                                              | <b>100</b> |

**KU6DSCPSN305: CLINICAL PSYCHOLOGY AND NEUROSCIENCE**

| Semester | Course Type | Course Level | Course Code  | Credits | Total Hours |
|----------|-------------|--------------|--------------|---------|-------------|
| 6        | DSC         | 300-399      | KU6DSCPSN305 | 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 students to the clinical and neuropsychological aspects of neurological, neuropsychiatric, neurodevelopmental, chromosomal, and degenerative disorders. It focuses on disorders of attention, memory, language, and movement, along with their clinical manifestations and effects on behaviour and cognition. Students will learn about the classification, neuropsychological assessment, diagnosis, and management of major brain-related disorders. The course also introduces pharmacotherapy, cognitive rehabilitation, psychological interventions, neuroimaging, and neuromodulation approaches used in clinical practice.

**Course Prerequisite:** Nil

**Course Outcomes:**

| CO No. | Expected Outcome                                                                                                                                                           | Learning Domains |
|--------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| 1      | Remember the basic concepts, classifications and clinical features related to neurological, neuropsychiatric, neurodevelopmental, chromosomal, and degenerative disorders. | R                |
| 2      | Analyse the neuropsychological and neuropsychiatric disorders                                                                                                              | An               |
| 3      | Apply appropriate concepts of neuropsychological assessment and clinical evaluation to understand symptoms associated with different disorders.                            | A                |
| 4      | Understand the relation between of clinical psychology and neuroscience                                                                                                    | U                |
| 5      | Evaluate different approaches to the assessment and treatment of neurological and neuropsychological disorders.                                                            | E                |

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

**Mapping of Course Outcomes to PSO**

|      | 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:**

| <b>M<br/>O<br/>D<br/>U<br/>L<br/>E</b> | <b>U<br/>N<br/>I<br/>T</b>          | <b>DESCRIPTION</b>                                                                                                                                                             | <b>HOURS</b> |
|----------------------------------------|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| <b>1</b>                               | <b>Neuropsychological disorders</b> |                                                                                                                                                                                | <b>10</b>    |
|                                        | <b>1</b>                            | Disorders of attention                                                                                                                                                         |              |
|                                        |                                     | a) Neurological and Psychiatric Disorders impacting attention                                                                                                                  |              |
|                                        |                                     | b) Neuropsychological evaluation and neuropsychological assessments of attention                                                                                               |              |
|                                        |                                     | c) Treatment (pharmacotherapy, cognitive training, physiological interventions and neuromodulation)                                                                            |              |
|                                        | <b>2</b>                            | Disorders of memory                                                                                                                                                            |              |
|                                        |                                     | Amnesia: definition, classification, subtypes of amnesia, neuropsychological evaluation and treatment                                                                          |              |
|                                        |                                     | Alzheimer's disease: diagnostic problem of Alzheimer's disease                                                                                                                 |              |
|                                        | <b>3</b>                            | Disorders of language/speech                                                                                                                                                   |              |
|                                        |                                     | a) Oral language: speech, articulation, fluency,                                                                                                                               |              |
|                                        |                                     | b) Apraxia of speech                                                                                                                                                           |              |
|                                        |                                     | c) Aphasia: language assessment, classic aphasia syndromes( Broca's aphasia, Wernicke's aphasia, global aphasia, conduction aphasia, extrasylvian aphasia and nominal aphasia) |              |

|          |                               |                                                                                                                                         |           |
|----------|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|-----------|
| <b>2</b> | <b>Neurological Disorders</b> |                                                                                                                                         | <b>12</b> |
|          | <b>1</b>                      | Vascular disorders (cerebral ischemia, Migraine stroke, cerebral haemorrhage, angiomas and aneurysms). Treatment of vascular disorders. |           |
|          | <b>2</b>                      | Vascular cognitive impairment                                                                                                           |           |
|          | <b>3</b>                      | Traumatic brain injuries                                                                                                                |           |
|          |                               | a) Pathophysiology of TBI (primary injuries and secondary injuries)                                                                     |           |

|   |                       |                                                                                                                                        |  |
|---|-----------------------|----------------------------------------------------------------------------------------------------------------------------------------|--|
|   |                       | b) Classification of injuries (penetrating vs non-penetrating brain injuries, focal vs diffused injuries, coup vs contrecoup injuries) |  |
|   |                       | c) TBI management                                                                                                                      |  |
| 4 | Brain injections      | a) Meningitis (viral meningitis and bacterial meningitis)                                                                              |  |
|   |                       | b) Encephalitis (herpes simple virus encephalitis and rabies encephalitis)                                                             |  |
|   |                       | c) Brain abscess                                                                                                                       |  |
|   |                       | d) Human immunodeficiency virus (HIV)                                                                                                  |  |
| 5 | Epilepsy and seizures | a) Definition and classification of epilepsy                                                                                           |  |
|   |                       | b) Generalised seizures and non-epileptic seizures                                                                                     |  |
|   |                       | c) Epilepsy syndromes                                                                                                                  |  |

|                                                       |          |                                                   |           |
|-------------------------------------------------------|----------|---------------------------------------------------|-----------|
| <b>Neuropsychiatric and neurobehavioral syndromes</b> |          |                                                   |           |
| <b>3</b>                                              | <b>1</b> | Intellectual developmental disorder               | <b>16</b> |
|                                                       |          | Diagnostic criteria                               |           |
|                                                       |          | Neuropsychological evaluation                     |           |
|                                                       |          | Treatment                                         |           |
|                                                       | <b>2</b> | Autism spectrum disorder                          |           |
|                                                       |          | Diagnostic criteria                               |           |
|                                                       |          | Neuropsychological evaluation                     |           |
|                                                       |          | Treatment                                         |           |
|                                                       | <b>3</b> | Attention-deficit/hyperactivity disorder          |           |
|                                                       |          | a) Diagnostic criteria                            |           |
|                                                       |          | b) Neuropsychological evaluation                  |           |
|                                                       |          | c) Treatment                                      |           |
|                                                       | <b>4</b> | Specific learning disorder                        |           |
|                                                       |          | a) Classification and diagnostic criteria         |           |
|                                                       |          | b) Neuropsychological evaluation                  |           |
|                                                       |          | c) Treatment and comorbidity                      |           |
|                                                       |          | d) Diversity and bilingualism                     |           |
|                                                       | <b>5</b> | Substance use disorders                           |           |
|                                                       |          | a) Definition and classification                  |           |
|                                                       |          | b) Commonly abused drugs and their effects        |           |
|                                                       |          | c) Neuropsychological and neuroimaging findings   |           |
|                                                       | <b>6</b> | Impulse control disorders                         |           |
|                                                       |          | a) Classification                                 |           |
|                                                       |          | b) Neuropsychological findings                    |           |
|                                                       | <b>7</b> | Late life depression                              |           |
|                                                       | <b>8</b> | Somatic symptom disorders                         |           |
|                                                       |          | a) Clinical presentations                         |           |
|                                                       |          | b) Neuropsychological functioning and examination |           |
|                                                       |          | c) Psychological assessment and treatment         |           |

| Chromosomal and Degenerative disorders |   |                                                     |
|----------------------------------------|---|-----------------------------------------------------|
| 4                                      | 1 | Inherited metabolic disorder: Phenylketonuria (PKU) |
|                                        | 2 | Chromosomal disorder                                |
|                                        |   | a) Down syndrome                                    |
|                                        |   | b) Turner syndrome                                  |
|                                        |   | c) Klinefelters syndrome                            |
|                                        | 3 | Degenerative disorders                              |
|                                        |   | a) Transmissible Spongiform Encephalopathies( TSE)  |
|                                        |   | b) Parkinson's Disease                              |
|                                        |   | c) Huntington's Disease                             |
|                                        |   | d) Multiple Sclerosis                               |
|                                        |   | 12                                                  |

| Teacher Specific Module |                                                                                         |    |
|-------------------------|-----------------------------------------------------------------------------------------|----|
| 5                       | <b>Guidelines for Institutional Visit Report</b>                                        |    |
|                         | Students shall submit a report on the institutional visit covering the following areas: |    |
|                         | 1. <b>Title Page</b>                                                                    |    |
|                         | o Name of the institution visited                                                       |    |
|                         | o Name of the student                                                                   |    |
|                         | o Programme & Semester                                                                  |    |
|                         | o Register Number                                                                       |    |
|                         | o Date of Visit                                                                         |    |
|                         | 2. <b>Introduction</b>                                                                  |    |
|                         | o Brief introduction to the institution.                                                |    |
|                         | o Purpose and objectives of the visit.                                                  |    |
|                         | o Relevance of the visit to <i>Clinical Psychology and Neuroscience</i> .               |    |
|                         | 3. <b>Profile of the Institution</b>                                                    |    |
|                         | o Nature and type of institution.                                                       |    |
|                         | o Major clinical/healthcare services provided.                                          |    |
|                         | o Departments or units relevant to mental health and neuroscience.                      |    |
|                         | 4. <b>Clinical Services and Practices</b>                                               |    |
|                         | o Types of psychological/psychiatric services available.                                |    |
|                         | o Assessment and diagnostic practices.                                                  |    |
|                         | o Counselling, psychotherapy, rehabilitation or other interventions.                    |    |
|                         |                                                                                         | 10 |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  | <ul style="list-style-type: none"> <li>○ Role of psychologists, psychiatrists, neuroscientists and other professionals.</li> </ul> <p><b>5. Neuroscience Components</b></p> <ul style="list-style-type: none"> <li>○ Observation of relevant neuropsychological or neurological assessment procedures.</li> <li>○ Brain and nervous-system related investigations, where applicable.</li> <li>○ Understanding of the biological/neural basis of psychological disorders.</li> <li>○ Use of technology or neuroimaging/physiological methods, if applicable.</li> </ul> <p><b>6. Observation and Learning</b></p> <ul style="list-style-type: none"> <li>○ Important procedures and practices observed.</li> <li>○ Knowledge gained through interaction with professionals.</li> <li>○ Connection between theoretical concepts and clinical practice.</li> </ul> <p><b>7. Professional Interaction</b></p> <ul style="list-style-type: none"> <li>○ Details of interaction with psychologists, psychiatrists, neurologists, counsellors or other professionals.</li> <li>○ Key points and insights gained from the interaction.</li> </ul> <p><b>8. Reflection</b></p> <ul style="list-style-type: none"> <li>○ Personal and academic learning from the visit.</li> <li>○ Understanding of the relationship between <b>brain, behaviour and mental health</b>.</li> <li>○ Relevance of the experience to future professional development.</li> </ul> <p><b>9. Conclusion</b></p> <ul style="list-style-type: none"> <li>○ Brief summary of the major learning outcomes and significance of the institutional visit.</li> </ul> <p><b>10. Supporting Documents</b></p> <ul style="list-style-type: none"> <li>● Photographs, visit certificate, attendance proof, brochures or other relevant documents, wherever applicable.</li> </ul> <p><b>Submission:</b> The report should be <b>3–5 pages</b>, excluding the title page and supporting documents. It should be written in a <b>formal academic style</b>, focusing on observation, learning outcomes, and the application of clinical psychology and neuroscience rather than merely describing the institution.</p> |  |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

### Essential Readings:

1. Carlson, N. R., & Birkett, M. A. (2021). *Physiology of behavior* (13th ed.). Pearson.
2. Kolb, B., & Whishaw, I. Q. (2021) *Fundamentals of Human Neuropsychology* (8th ed). Worth Publishers.

- 3.Parsons, M. W., & Braun, M. M. (Eds.). (2024). *Clinical neuropsychology: A pocket handbook for assessment* (4th ed.). American Psychological Association.
- 4.Uysal, S. (2023). *Functional neuroanatomy and clinical neuroscience: Foundations for understanding disorders of cognition and behavior*. Oxford University Press.

**Reference Distribution:**

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

**Assessment Rubrics:**

| Evaluation Type                |                                      | Marks |
|--------------------------------|--------------------------------------|-------|
| End Semester Evaluation Theory |                                      | 70    |
| Continuous Evaluation Theory   |                                      | 30    |
| 1                              | Test paper 1                         | 10    |
| 2                              | Submit report of Institutional Visit | 20    |
| Total                          |                                      | 100   |

**KU6DSEPSN304: NEUROANATOMY**

| Semester | Course Type | Course Level | Course Code  | Credits | Total Hours |
|----------|-------------|--------------|--------------|---------|-------------|
| 6        | DSE         | 300-399      | KU6DSEPSN304 | 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 systematic understanding of the structural organization and anatomical foundations of the human nervous system. It covers the cellular components, brain, spinal cord, peripheral and autonomic nervous systems, cranial nerves, and major neural pathways. The course also explores the anatomical organization of sensory, motor, visual, auditory, vestibular, reticular, and limbic systems. Emphasis is placed on clinical and functional neuroanatomy, enabling students to relate neural structures and pathways to basic neurological functions and disturbances.

**Course Prerequisite:** Nil

**Course Outcomes:**

| CO No. | Expected Outcome                                                                                                        | Learning Domains |
|--------|-------------------------------------------------------------------------------------------------------------------------|------------------|
| 1      | Remember the basic anatomical terms, structures, divisions, and components of the nervous system.                       | R                |
| 2      | Understand the structural organization of the brain, spinal cord, peripheral nervous system, and major neural pathways. | U                |
| 3      | Apply knowledge of neuroanatomical structures and pathways to identify their locations and basic functions.             | A                |
| 4      | Analyse the organization of sensory, motor, autonomic, cranial nerve, and spinal pathways.                              | An               |
| 5      | Evaluate the relationship between neuroanatomical structures and common neurological disturbances.                      | 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:**

| <b>M<br/>O<br/>D<br/>U<br/>L<br/>E</b> | <b>U<br/>N<br/>I<br/>T</b>                                       | <b>DESCRIPTION</b>                                                                      | <b>HOURS</b> |
|----------------------------------------|------------------------------------------------------------------|-----------------------------------------------------------------------------------------|--------------|
| <b>1</b>                               | <b>Cellular and Structural Foundations of the Nervous System</b> |                                                                                         | <b>10</b>    |
|                                        | 1                                                                | Glia (Oligodendrocytes, Schwann cells, Astrocytes, Microglia, Ependymal cells, Gliomas) |              |
|                                        | 2                                                                | Basic neuroanatomical terminology                                                       |              |
|                                        | 3                                                                | Electrical signalling in neurons                                                        |              |
|                                        |                                                                  | a) Basic chemistry concepts governing diffusion                                         |              |
|                                        |                                                                  | b) Membrane structure and permeability                                                  |              |
|                                        |                                                                  | c) The Myelin Sheath and Saltatory Conduction                                           |              |
|                                        | 4                                                                | Anatomical terms of direction and planes of section                                     |              |
|                                        | 5                                                                | Degeneration and regeneration                                                           |              |
|                                        | 6                                                                | Neurogenesis                                                                            |              |

|          |                               |                                                                                                                   |           |
|----------|-------------------------------|-------------------------------------------------------------------------------------------------------------------|-----------|
| <b>2</b> | <b>Central Nervous System</b> |                                                                                                                   | <b>10</b> |
|          | 1                             | Anatomy of the brain                                                                                              |           |
|          |                               | a) Development and organisation of brain stem                                                                     |           |
|          |                               | b) Cranial nerves and associated pathways                                                                         |           |
|          |                               | c) Cranium, ventricles and cerebrospinal fluid                                                                    |           |
|          |                               | d) Overview of blood supply of the brain                                                                          |           |
|          |                               | e) Protection and sustenance of brain ( skull, meninges, ventricular system, cerebral arteries and venous system) |           |
|          | 2                             | Spinal cord                                                                                                       |           |
|          |                               | a) External Anatomy of the Spinal Cord                                                                            |           |
|          |                               | b) Spinal Roots and Nerves                                                                                        |           |
|          |                               | c) Internal Divisions of the Spinal Cord                                                                          |           |
|          |                               | d) Pathways in White Matter                                                                                       |           |
|          |                               | e) Reflexes                                                                                                       |           |

|          |                                  |                                                       |           |
|----------|----------------------------------|-------------------------------------------------------|-----------|
| <b>3</b> | <b>Peripheral Nervous System</b> |                                                       | <b>15</b> |
|          | 1                                | Functional subdivisions of PNS: Autonomic and Somatic |           |

|   |                                                  |  |
|---|--------------------------------------------------|--|
| 2 | Sympathetic and parasympathetic divisions of ANS |  |
| 3 | The spinal nerves                                |  |
|   | a) Dermatomes                                    |  |
|   | b) Myotomes                                      |  |
|   | c) Peripheral nerves                             |  |
| 4 | The cranial nerves                               |  |
|   | a) CN1: Olfactory (Sensory)                      |  |
|   | b) CN2: Optic (Sensory)                          |  |
|   | c) CN3: Oculomotor (Motor)                       |  |
|   | d) CN4: Trochlear (Motor)                        |  |
|   | e) CN5: Trigeminal (Mixed)                       |  |
|   | f) CN6: Abducens (Motor)                         |  |
|   | g) CN7: Facial (Mixed)                           |  |
|   | h) CN8: Vestibulocochlear (Sensory)              |  |
|   | i) CN9: Glossopharyngeal (Mixed)                 |  |
|   | j) CN10: Vagus (Mixed)                           |  |
|   | k) CN11: Accessory (Motor)                       |  |
|   | l) CN12: Hypoglossal (Motor)                     |  |

|                                                      |                                         |    |
|------------------------------------------------------|-----------------------------------------|----|
| <b>Sensory, Motor and Integrative Neural Systems</b> |                                         |    |
| 1                                                    | Control of movement                     |    |
|                                                      | a) Neural control of movement           |    |
|                                                      | b) Major motor systems                  |    |
|                                                      | c) Motor disturbances                   |    |
| 2                                                    | Somatosensory systems                   |    |
|                                                      | a) Receptors and somatosensory pathways |    |
|                                                      | b) Cortical somatosensory areas         |    |
|                                                      | c) Pain                                 |    |
| 3                                                    | Visual system                           |    |
|                                                      | a) Anatomy and physiology of eye        |    |
|                                                      | b) Visual pathways                      |    |
|                                                      | c) Visual cortex                        |    |
| 4                                                    | Auditory system                         | 15 |
|                                                      | a) Anatomy and function                 |    |
|                                                      | b) Auditory pathways                    |    |
| 5                                                    | Vestibular system                       |    |
|                                                      | a) Anatomy and functions                |    |
|                                                      | b) Vestibular pathways                  |    |
| 6                                                    | Reticular formation                     |    |
|                                                      | a) Anatomy and functions                |    |
| 7                                                    | Limbic system                           |    |
|                                                      | a) Limbic lobe and limbic system        |    |
|                                                      | b) Olfactory system                     |    |
|                                                      | c) Functions and disorders              |    |

|                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |
|--------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| <b>Teacher Specific Module - Practical</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |
| <b>5</b>                                   | Provide students with clinical scenarios illustrating damage to the frontal, temporal, parietal, or occipital lobes. Ask them to analyse each case by identifying the affected lobe based on the presenting symptoms. Students should explain the normal functions of the damaged lobe, describe the resulting neuropsychological deficits, and predict the cognitive, emotional, behavioural, sensory, and functional consequences of the injury. | 10 |
|                                            | <p style="text-align: center;">OR</p> Provide students with labelled and unlabelled diagrams of the brain, spinal cord, cranial nerves, and major neural pathways. Ask students to identify and label the major structures and briefly state their location and basic function. Students can then compare their answers in small groups and discuss any differences.                                                                               |    |

**Essential Readings:**

1. Waxman, S. G. (2020). *Clinical neuroanatomy* (29th ed.). McGraw Hill.
2. Uysal, S. (2023). *Functional neuroanatomy and clinical neuroscience: Foundations for understanding disorders of cognition and behavior*. Oxford University Press.
3. 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 |
|----------|------|---------------|---------|
| <b>1</b> | 1    | 2             |         |
|          | 2    | 2             |         |
|          | 3    | 2             |         |
|          | 4    | 2             |         |
|          | 5    | 1             |         |
|          | 6    | 1             |         |
| <b>2</b> | 1    | 1,2&3         |         |
|          | 2    | 1             |         |
| <b>3</b> | 1    | 2             |         |
|          | 2    | 2             |         |
|          | 3    | 2             |         |
|          | 4    | 2             |         |
| <b>4</b> | 1    | 1             |         |

|  |   |   |  |
|--|---|---|--|
|  | 2 | 1 |  |
|  | 3 | 1 |  |
|  | 4 | 1 |  |
|  | 5 | 1 |  |
|  | 6 | 1 |  |
|  | 7 | 1 |  |

**Assessment Rubrics:**

| <b>Evaluation Type</b>         |                     | <b>Marks</b> |
|--------------------------------|---------------------|--------------|
| End Semester Evaluation Theory |                     | 70           |
| Continuous Evaluation Theory   |                     | 30           |
| a)                             | Test Paper- 1&2     | 10           |
| b)                             | Assignment          | 10           |
| c)                             | Syllabus based quiz | 5            |
| d)                             | Viva                | 5            |
| <b>Total</b>                   |                     | <b>100</b>   |

**KU6DSEPSN305: LIFESPAN DEVELOPMENT**

| Semester | Course Type | Course Level | Course Code  | Credits | Total Hours |
|----------|-------------|--------------|--------------|---------|-------------|
| 6        | DSE         | 300-399      | KU6DSEPSN305 | 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:** Lifespan Development provides a comprehensive understanding of human development from conception to late adulthood. 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.             | A, R             |
| 4      | Understand how morality and idea of gender is formed.                                                    | U                |
| 5      | Understand and evaluate the strengths and limitations of major theories in moral and gender development. | 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:**

| <b>M<br/>O<br/>D<br/>U<br/>L<br/>E</b> | <b>U<br/>N<br/>I<br/>T</b>                      | <b>DESCRIPTION</b>                                                                                             | <b>HOURS</b> |
|----------------------------------------|-------------------------------------------------|----------------------------------------------------------------------------------------------------------------|--------------|
| <b>1</b>                               | <b>Introduction to Developmental Psychology</b> |                                                                                                                | <b>12</b>    |
|                                        | 1                                               | a) Importance of studying life-span development                                                                |              |
|                                        |                                                 | b) Characteristics of the life-span perspective                                                                |              |
|                                        |                                                 | c) Periods of development                                                                                      |              |
|                                        | 2                                               | Theories of development                                                                                        |              |
|                                        |                                                 | a) Psychoanalytic Theories: Freud's theory, Erikson's psychosocial theory                                      |              |
|                                        |                                                 | b) Behavioral and social cognitive theories: Skinner's operant conditioning, Bandura's social cognitive theory |              |
|                                        |                                                 | c) Ecological and eclectic theories                                                                            |              |
| <b>2</b>                               | <b>Physical and Cognitive Development</b>       |                                                                                                                | <b>8</b>     |
|                                        | 1                                               | Body growth and change: patterns of growth, infancy and childhood, adolescence                                 |              |
|                                        | 2                                               | Piaget's Cognitive Developmental Theory                                                                        |              |
|                                        | 3                                               | Vygotsky's socio-cultural perspective                                                                          |              |
|                                        | 4                                               | Developmental information processing                                                                           |              |
| <b>3</b>                               | <b>Language development</b>                     |                                                                                                                | <b>8</b>     |
|                                        | 1                                               | Milestones in language acquisition                                                                             |              |
|                                        | 2                                               | Theories of language development                                                                               |              |
|                                        |                                                 | a) Nativist perspective                                                                                        |              |
|                                        |                                                 | b) Interactionist perspective                                                                                  |              |
|                                        | 3                                               | Pragmatic development                                                                                          |              |

|  |   |                            |  |
|--|---|----------------------------|--|
|  | 4 | How does language develop? |  |
|--|---|----------------------------|--|

|   |                                     |                                                        |    |
|---|-------------------------------------|--------------------------------------------------------|----|
| 4 | <b>Moral and Gender development</b> |                                                        | 12 |
|   | 1                                   | Morality as adoption of societal norms:                |    |
|   |                                     | a) Psychoanalytic theory                               |    |
|   |                                     | b) Social learning theory                              |    |
|   | 2                                   | Morality as social understanding:                      |    |
|   |                                     | a) Piaget's theory of moral development                |    |
|   |                                     | b) Kohlberg's theory of moral development              |    |
|   | 3                                   | Gender identity                                        |    |
|   |                                     | a) Emergence of gender identity                        |    |
|   |                                     | b) Gender identity in middle childhood and adolescence |    |

|   |                                                                                                                                                                                                                                                                                                                                                           |    |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 5 | <b>Teacher Specific Module</b>                                                                                                                                                                                                                                                                                                                            | 20 |
|   | <i>Directions</i>                                                                                                                                                                                                                                                                                                                                         |    |
|   | <ul style="list-style-type: none"><li>• Assignment - Design a moral education program based on Piaget’s or Kohlberg’s theories.</li><li>• Presentation - Critically evaluate research findings on the role of temperament in development.</li><li>• Develop a case study to illustrate the role of genetics in personal and social development.</li></ul> |    |

**Essential Readings:**

1. Berk, L.E. (2014). *Child Development* (7th ed). Pearson Education, Inc
2. Santrock, J.W. (2011). *Life span development* (13<sup>th</sup> ed). McGraw-Hill Education
3. Santrock, J. W. (2011). *Child Development* (13<sup>th</sup> ed). McGraw-Hill Education
4. Sigelman, C.K. & Rider, E.A. (2012). *Life-span Human Development* (7<sup>th</sup> ed). Wadsworth, Inc

**Reference Distribution:**

| Module | Unit | Reference No. | Remarks |
|--------|------|---------------|---------|
| 1      | 1    | 1(c), 2       |         |

|          |   |      |  |
|----------|---|------|--|
|          | 2 | 2    |  |
| <b>2</b> | 1 | 3    |  |
|          | 2 | 3    |  |
|          | 3 | 3    |  |
|          | 4 | 1    |  |
| <b>3</b> | 1 | 1, 3 |  |
|          | 2 | 1, 4 |  |
|          | 3 | 1    |  |
|          | 4 | 3    |  |
| <b>4</b> | 1 | 1    |  |
|          | 2 | 1    |  |
|          | 4 | 1    |  |

**Assessment Rubrics:**

| <b>Evaluation Type</b>  |               | <b>Marks</b> |
|-------------------------|---------------|--------------|
| End Semester Evaluation |               | <b>70</b>    |
| Continuous Evaluation   |               | <b>30</b>    |
| a)                      | Test Paper- 1 | 5            |
| b)                      | Test Paper-2  | 5            |
| c)                      | Assignment    | 5            |
| d)                      | Presentation  | 10           |
| e)                      | Case Study    | 5            |
| <b>Total</b>            |               | <b>100</b>   |

**KU6DSEPSN306: EDUCATIONAL PSYCHOLOGY**

| Semester | Course Type | Course Level | Course Code  | Credits | Total Hours |
|----------|-------------|--------------|--------------|---------|-------------|
| 6        | DSE         | 300-399      | KU6DSEPSN306 | 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 settings. It 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:

| <b>M<br/>O<br/>D<br/>U<br/>L<br/>E</b> | <b>U<br/>N<br/>I<br/>T</b>                    | <b>DESCRIPTION</b>                             | <b>HOURS</b> |
|----------------------------------------|-----------------------------------------------|------------------------------------------------|--------------|
| <b>1</b>                               | <b>Introduction to Educational Psychology</b> |                                                | <b>8</b>     |
|                                        | <b>1</b>                                      | Exploring educational psychology               |              |
|                                        |                                               | a) Historical background                       |              |
|                                        |                                               | b) Nature and scope of educational psychology. |              |
|                                        | <b>2</b>                                      | Effective Teaching                             |              |
|                                        |                                               | a) Professional knowledge and skills           |              |
|                                        |                                               | b) Commitment, motivation, and caring          |              |
|                                        | <b>3</b>                                      | Cognitive Styles and Learning Preferences      |              |
|                                        | <b>4</b>                                      | Dealing with problem behaviors                 |              |
|                                        |                                               | a) Management Strategies                       |              |
|                                        |                                               | b) Dealing with Aggression                     |              |
| <b>2</b>                               | <b>Motivation And Classroom Pedagogy</b>      |                                                | <b>12</b>    |
|                                        | <b>1</b>                                      | Achievement processes                          |              |
|                                        |                                               | d) Extrinsic and Intrinsic Motivation          |              |
|                                        |                                               | e) Attribution                                 |              |
|                                        |                                               | f) Mastery Motivation and Mindset              |              |
|                                        |                                               | g) Self-Efficacy                               |              |
|                                        |                                               | h) Goal Setting, Planning, and Self-Monitoring |              |
|                                        |                                               | i) Expectations                                |              |
|                                        |                                               | j) Values and Purpose                          |              |
|                                        |                                               |                                                |              |

|  |   |                                                                         |  |
|--|---|-------------------------------------------------------------------------|--|
|  | 2 | Achievement difficulties                                                |  |
|  |   | e) Students Who Are Low Achieving and Have Low Expectations for Success |  |
|  |   | f) Students Who Protect Their Self-Worth by Avoiding Failure            |  |
|  |   | g) Students Who Procrastinate                                           |  |
|  |   | h) Students Who Are Perfectionists                                      |  |
|  |   | i) Students with High Anxiety                                           |  |
|  |   | j) Students Who Are Uninterested or Alienated                           |  |
|  | 3 | Creating A Positive Environment for Learning                            |  |
|  |   | a) Classroom management style                                           |  |
|  |   | b) Creating, teaching, and maintaining rules and procedures             |  |
|  |   | c) Strategies to get students cooperate                                 |  |

|          |                                    |                                                                |          |
|----------|------------------------------------|----------------------------------------------------------------|----------|
| <b>3</b> | <b>Thinking And Constructivism</b> |                                                                | <b>8</b> |
|          | 1                                  | Learning and thinking styles                                   |          |
|          |                                    | d) Impulsive/reflective styles                                 |          |
|          |                                    | e) Deep/surface styles                                         |          |
|          | 2                                  | Critical thinking                                              |          |
|          |                                    | d) Mindfulness                                                 |          |
|          |                                    | e) Critical Thinking in Schools                                |          |
|          |                                    | f) Critical Thinking in Adolescence                            |          |
|          |                                    | g) Technology and Critical Thinking                            |          |
|          | 3                                  | Creative thinking                                              |          |
|          |                                    | e) Steps in the Creative Process                               |          |
|          |                                    | f) Teaching and Creativity                                     |          |
|          | 4                                  | Social constructivist approaches to teaching                   |          |
|          |                                    | a) Social Constructivism                                       |          |
|          |                                    | b) Situated Cognition                                          |          |
|          | 5                                  | Teachers and peers as joint contributors to students' learning |          |
|          |                                    | a) Scaffolding                                                 |          |

|  |                             |  |
|--|-----------------------------|--|
|  | b) Cognitive Apprenticeship |  |
|  | c) Tutoring                 |  |
|  | d) Cooperative Learning     |  |

|          |                             |                                                                |           |
|----------|-----------------------------|----------------------------------------------------------------|-----------|
| <b>4</b> | <b>Exceptional Learners</b> |                                                                | <b>12</b> |
|          | 1                           | Learning disability                                            |           |
|          |                             | a) Characteristics and Identification                          |           |
|          |                             | b) Dyslexia, Dysgraphia and Dyscalculia                        |           |
|          |                             | c) Causes and Interventional Strategies                        |           |
|          |                             | d) Teaching students with learning disabilities                |           |
|          | 2                           | Children who are gifted                                        |           |
|          |                             | a) Characteristics                                             |           |
|          |                             | b) Educating Children Who Are Gifted                           |           |
|          | 3                           | Teaching special children                                      |           |
|          |                             | a) Teaching students with ADHD                                 |           |
|          |                             | b) Teaching students with intellectual disabilities            |           |
|          |                             | c) Strategies for teaching students with behavioural disorders |           |

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
|   | <b>Teacher Specific Module</b>                                                                                                                                                                                                                                                                                                                                                                                                     |    |
|   | <i>Directions</i>                                                                                                                                                                                                                                                                                                                                                                                                                  |    |
| 5 | <p>Organize a visit to a special school, interact with a child with special educational needs, and administer any three appropriate assessment tools (e.g., Seguin Form Board Test, Draw-a-Person Test, Raven’s Coloured Progressive Matrices, Bender–Gestalt Test, MISIC, NIMHANS SLD or Developmental Screening Test).</p> <p>Prepare a detailed report on the interaction, test administration, observations, and findings.</p> | 20 |

**References:**

- 1.Santrock, J. W. (2010). *Educational Psychology*. McGraw-Hill Education.
- 2.Mangal, S. K. (2002). *Advanced Educational Psychology* (2<sup>nd</sup> Ed.). PHI Learning Pvt. Ltd.

3. Woolfolk, A.E. (2004). *Educational Psychology* (9th Ed.), Allyn & Bacon, London
4. Moreno, R. (2010). *Educational Psychology*. John Wiley & Sons, Inc.
5. Seifert, k. & Sutton, R. (2011). *Educational Psychology*. Jacobs Foundation, Zurich.

**Reference Distribution:**

| Module   | Unit | Reference No. | Remarks |
|----------|------|---------------|---------|
| <b>1</b> | 1    | 1(a), 2(b)    |         |
|          | 2    | 1             |         |
|          | 3    | 4             |         |
|          | 4    | 1             |         |
| <b>2</b> | 1    | 1             |         |
|          | 2    | 1             |         |
|          | 3    | 1             |         |
| <b>3</b> | 1    | 1             |         |
|          | 2    | 1             |         |
|          | 3    | 1, 3(d)       |         |
|          | 4    | 1             |         |
|          | 5    | 1             |         |
| <b>4</b> | 1    | 1             |         |
|          | 2    | 1             |         |
|          | 3    | 5             |         |

**Assessment Rubrics:**

| Evaluation Type         |                    | Marks      |
|-------------------------|--------------------|------------|
| End Semester Evaluation |                    | <b>70</b>  |
| Continuous Evaluation   |                    | <b>30</b>  |
| a)                      | Test Paper- 1      | 5          |
| b)                      | Test Paper-2       | 5          |
| e)                      | Field Visit Report | 20         |
| <b>Total</b>            |                    | <b>100</b> |

**KU6SECPSN301: SKILLS IN COUNSELLING**

| Semester | Course Type | Course Level | Course Code  | Credits | Total Hours |
|----------|-------------|--------------|--------------|---------|-------------|
| 6        | SEC         | 300-399      | KU6SECPSN301 | 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 introduces students to the basic concepts, models, and essential skills used in counselling. It focuses on developing effective counselling relationships through rapport building, empathy, listening, communication, and goal setting. Students learn skills used during the working phase, including self-disclosure, confrontation, immediacy, contracting, and rehearsal, along with an understanding of transference and countertransference. The course also covers the process of closing counselling relationships, including timing, types of termination, and resistance to closure.

**Course Prerequisite:** Nil

**Course Outcomes:**

| CO No. | Expected Outcome                                                                 | Learning Domains |
|--------|----------------------------------------------------------------------------------|------------------|
| 1      | Understand the concept of counselling skills                                     | U                |
| 2      | Analyse and apply counselling skills in each stages of counselling               | A, An            |
| 3      | Remember the concept of transference and counter transference                    | R                |
| 4      | Apply basic counselling skills and techniques in simulated counselling sessions. | A                |
| 5      | Evaluate the models of counselling skills                                        | 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:**

| <b>M<br/>O<br/>D<br/>U<br/>L<br/>E</b> | <b>U<br/>N<br/>I<br/>T</b> | <b>DESCRIPTION</b>                                                                                                               | <b>HOURS</b> |
|----------------------------------------|----------------------------|----------------------------------------------------------------------------------------------------------------------------------|--------------|
| <b>1</b>                               |                            | <b>Counselling skills</b>                                                                                                        | <b>5</b>     |
|                                        | 1                          | Concept of counselling skills                                                                                                    |              |
|                                        | 2                          | Models of counselling skill                                                                                                      |              |
|                                        |                            | a) Micro-skills approach<br>b) Three stage models ( Helping skills models, skilled helper model, EMPOWERS model and OSCAR model) |              |

|          |   |                                   |           |
|----------|---|-----------------------------------|-----------|
| <b>2</b> |   | <b>Counselling Relationship</b>   | <b>10</b> |
|          | 1 | Building counselling relationship |           |
|          |   | a) Initial interview              |           |
|          |   | b) Rapport building               |           |
|          |   | c) Empathy                        |           |
|          |   | d) Verbal and nonverbal behaviour |           |
|          |   | e) Identification of goals        |           |
|          | 2 | Listening skills                  |           |
|          |   | a) Primary listening skills       |           |
|          |   | b) Secondary listening skills     |           |

|          |   |                                         |           |
|----------|---|-----------------------------------------|-----------|
| <b>3</b> |   | <b>Skills in working phase</b>          | <b>10</b> |
|          | 1 | Counselling skills in working stage     |           |
|          |   | a) Changing perceptions                 |           |
|          |   | b) Leading and multi-focused responding |           |
|          |   | c) Accurate empathy                     |           |
|          |   | d) Self-disclosure                      |           |
|          |   | e) Immediacy                            |           |
|          |   | f) Confrontation and contracting        |           |
|          |   | g) Rehearsal                            |           |
|          | 2 | Transference and countertransference    |           |

|                                         |   |                                                |    |
|-----------------------------------------|---|------------------------------------------------|----|
| <b>Closing counselling relationship</b> |   |                                                | 10 |
| 4                                       | 1 | Function of closing a counselling relationship |    |
|                                         | 2 | Timing of closing                              |    |
|                                         | 3 | Issues in closing                              |    |
|                                         | 4 | Types of closing                               |    |
|                                         |   | a) Premature closing                           |    |
|                                         |   | b) Counsellor initiated closing                |    |
|                                         | 5 | Resistance to closing                          |    |
|                                         |   | a) Client resistance                           |    |
|                                         |   | b) Counsellor resistance                       |    |

|                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |
|--------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Teacher Specific Module - Practical</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |
|                                            | <p><i>Directions:</i> Conduct a short counselling demonstration in the classroom, either through role-play or video. Ask students to observe the counsellor's use of rapport building, empathy, listening, verbal and nonverbal behaviour, and questioning skills. Students should identify the skills used, explain their purpose, and suggest how the counsellor could improve the interaction.</p> <p style="text-align: center;">OR</p> <p>Divide students into pairs and provide each pair with a simple counselling situation, such as academic stress, relationship difficulties, career confusion, or adjustment problems. One student takes the role of the counsellor and the other as the client, using selected micro-skills during the interaction. Students then reflect on which skills were effective and how the interaction could be improved.</p> |  |

5

10

**Essential Readings:**

1. Gladding, S. T. (2018). *Counseling: A comprehensive profession* (8th ed.). Pearson.
2. McLeod, J., & McLeod, J. (2022). *Counselling skills: Theory, research and practice* (3rd ed.). Open University Press.
3. Nystul, M. S. (2016). *Introduction to counseling: An art and science perspective* (5th ed.). SAGE Publications.

**Reference Distribution:**

| Module   | Unit | Reference No. | Remarks |
|----------|------|---------------|---------|
| <b>1</b> | 1    | 2             |         |
|          | 2    | 2             |         |
| <b>2</b> | 1    | 1             |         |
|          | 2    | 3             |         |
| <b>3</b> | 1    | 1             |         |
|          | 2    | 1             |         |
| <b>4</b> | 1    | 1&2           |         |
|          | 2    | 1             |         |
|          | 3    | 1             |         |
|          | 4    | 1&2           |         |
|          | 5    | 1             |         |

**Assessment Rubrics:**

| Evaluation Type         |                                                                  | Marks     |
|-------------------------|------------------------------------------------------------------|-----------|
| End Semester Evaluation |                                                                  | 50        |
| Continuous Evaluation   |                                                                  | 25        |
| a)                      | Test Paper- 1                                                    | 10        |
| b)                      | Presentation                                                     | 5         |
| c)                      | Focus group discussion on a relevant topic related to the course | 10        |
| <b>Total</b>            |                                                                  | <b>75</b> |

**KU7DSCPSN400: COGNITIVE NEUROSCIENCE**

| Semester | Course Type | Course Level | Course Code  | Credits | Total Hours |
|----------|-------------|--------------|--------------|---------|-------------|
| 7        | DSC         | 400-499      | KU7DSCPSN400 | 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:** Cognitive Neuroscience examines the neural mechanisms underlying human cognition and behaviour through an integration of cognitive psychology and neuroscience. The course introduces students to the major approaches and methods used to investigate brain-behaviour relationships, including behavioural and neuropsychological methods, brain stimulation, structural and functional neuroimaging, electrophysiological techniques such as electroencephalography (EEG), connectivity analysis, and computational approaches. It focuses on the neuroscience of learning and memory, language, cognitive control, consciousness, and social cognition. The course emphasizes the interpretation of empirical evidence and the application of cognitive neuroscience methods to understand how neural systems support complex human cognition.

**Course Prerequisite:** NIL

**Course Outcomes:**

| CO No. | Expected Outcome                                                                                                                                                                            | Learning Domains |
|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| 1      | Explain the basic principles, historical development, and interdisciplinary approaches of cognitive neuroscience, including major methods for investigating brain-behaviour relationships.  | U                |
| 2      | Describe and analyse the neural mechanisms underlying learning, memory, and memory-related disorders, with reference to sensory, working, nondeclarative, declarative, and episodic memory. | An               |
| 3      | Explain the neural bases of language and cognitive control, including language comprehension and production, goal-directed behaviour, planning, selection, and decision-making.             | An               |

|   |                                                                                                                                                                                              |   |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| 4 | Examine major theoretical and empirical approaches to consciousness and social cognition, including neural correlates of conscious experience and understanding the mental states of others. | E |
| 5 | Apply cognitive neuroscience methods, including EEG, to investigate a selected cognitive process and interpret basic patterns of neural activity in relation to behaviour.                   | 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<br>O<br>D<br>U<br>L<br>E | U<br>N<br>I<br>T                                         | DESCRIPTION                                                                                                                                                                                                                                                                                                                                                                                                                                  | HOURS |
|----------------------------|----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 1                          | <b>Foundations and Methods of Cognitive Neuroscience</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                              | 12    |
|                            | 1                                                        | A Brief History of Cognitive Neuroscience:                                                                                                                                                                                                                                                                                                                                                                                                   |       |
|                            | 2                                                        | The Cognitive Neuroscientist's Approach                                                                                                                                                                                                                                                                                                                                                                                                      |       |
|                            | 3                                                        | Methods of Cognitive Neuroscience: Cognitive Psychology and <ul style="list-style-type: none"> <li>Behavioural Methods, Studying the Damaged Brain, Methods to Alter Neural Function, Structural Analysis of the Brain, Methods to Measure Neural Activity, The Combination of Function and Structure: Neuroimaging, Connectivity Maps, Computational Neuroscience, Converging Methods. Neuroimaging – EEG, ERP, fMRI, PET, fNIRS</li> </ul> |       |

|   |                                            |                                                               |    |
|---|--------------------------------------------|---------------------------------------------------------------|----|
| 2 | <b>Neuroscience of Learning and Memory</b> |                                                               | 12 |
|   | 1                                          | Learning, Memory, and Amnesia                                 |    |
|   | 2                                          | Sensory, Short-Term, and Working Memory                       |    |
|   | 3                                          | Nondeclarative Memory                                         |    |
|   | 4                                          | Declarative Memory and the Medial Temporal Lobe Memory System |    |
|   | 5                                          | Episodic Memory: Insights From Brain Imaging                  |    |
|   | 6                                          | Memory Consolidation                                          |    |
|   | 7                                          | Cellular Basis of Learning and Memory                         |    |
|   | 8                                          | Human Brain Inspired Artificial Intelligence Neural Networks  |    |

|   |                                                       |                                                  |    |
|---|-------------------------------------------------------|--------------------------------------------------|----|
| 3 | <b>Neuroscience of Language and Cognitive Control</b> |                                                  | 13 |
|   | 1                                                     | a) The Anatomy of Language and Language Deficits |    |
|   |                                                       | b) Neural Models of Language Comprehension       |    |
|   |                                                       | c) Neural Models of Speech Production            |    |
|   |                                                       | d) Evolution of Language                         |    |
|   | 2                                                     | a) The Anatomy Behind Cognitive Control          |    |
|   |                                                       | b) Cognitive Control Deficits                    |    |
|   |                                                       | c) Goal-Oriented Behaviour                       |    |
|   |                                                       | d) Decision-Making                               |    |
|   |                                                       | e) Goal Planning                                 |    |
|   |                                                       | f) Mechanisms of Goal-Based Selection            |    |
|   |                                                       | g) Ensuring That Goal-Oriented Behaviors Succeed |    |

|   |                                                           |                                                       |    |
|---|-----------------------------------------------------------|-------------------------------------------------------|----|
| 4 | <b>Neuroscience of Consciousness and Social Cognition</b> |                                                       | 13 |
|   | 1                                                         | a) The Consciousness Problem                          |    |
|   |                                                           | b) The Mind–Brain Problem                             |    |
|   |                                                           | c) The Anatomy of Consciousness                       |    |
|   |                                                           | d) Levels of Arousal and Consciousness                |    |
|   |                                                           | e) The Organizational Architecture of Complex Systems |    |

|   |  |                                                                                                                                                   |  |
|---|--|---------------------------------------------------------------------------------------------------------------------------------------------------|--|
|   |  | f) Access to Information - The Contents of Conscious Experience- Can Mental States Affect Brain Processing?- The Contents of Animal Consciousness |  |
| 2 |  | a) Social Cognition - Anatomical Substrates of Social Cognition                                                                                   |  |
|   |  | b) Socrates's Imperative: Know Thyself                                                                                                            |  |
|   |  | c) Understanding the Mental States of Others                                                                                                      |  |
|   |  | d) Neural Correlates of Experience Sharing Theory (Simulation Theory)                                                                             |  |
|   |  | e) Neural Correlates of Mental State Attribution Theory (Theory Theory)                                                                           |  |
|   |  | f) Autism Spectrum Disorder and the Mental States of Others                                                                                       |  |
|   |  | g) Social Knowledge                                                                                                                               |  |

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
|   | <b>Teacher Specific Module</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |
|   | <i>Assignment</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |
| 5 | <p><b>Assignment / Practical: <u>EEG-Based Cognitive Neuroscience Study</u></b></p> <p>Title: <i>Experimental Investigation of a Cognitive Process Using EEG</i></p> <p>Students shall undertake a small-scale group based EEG study to examine the neural correlates of a selected cognitive process such as attention, working memory, perception, language processing, or response inhibition.</p> <p>The study may be conducted in the college EEG/cognitive neuroscience laboratory or, in collaboration with the EEG laboratory of another recognized institution such as a university, research centre, hospital, or neuroscience laboratory.</p> <p>Students are expected to participate in the planning and implementation of the study, observe or assist with EEG data acquisition under appropriate supervision, and prepare a brief scientific report covering the research question, hypothesis, experimental procedure, EEG recording, relevant EEG/ERP measures, findings, interpretation, and conclusion.</p> <p>Suggested output: A 10–15 page report and short presentation, including appropriate documentation of the EEG experiment and ethical/supervisory procedures.</p> | 10 |

|  |                                                                                                              |  |
|--|--------------------------------------------------------------------------------------------------------------|--|
|  | Demonstrations of <b>Neurofeedback</b> and discussing it's Applications, advancements, and future directions |  |
|--|--------------------------------------------------------------------------------------------------------------|--|

### Essential Readings:

1. Gazzaniga, M. S., Ivry, R. B., Mangun, G. R., Bassett, D. S., & Phelps, E. A. (2025). *Cognitive neuroscience: The biology of the mind* (6th ed.). W. W. Norton & Company
2. Postle, B. R. (2026). *Essentials of cognitive neuroscience* (3rd ed.). Wiley.
3. Theotokis, P. (2025). Human brain inspired artificial intelligence neural networks . *Journal of Integrative Neuroscience*, 24(4), Article 26684. <https://doi.org/10.31083/JIN26684>
4. Jubair, H., Mehenaz, M., Islam, M. M., & Yeasmin, N. (2025). Neurofeedback: Applications, advancements, and future directions. *PCN Reports*, 4(4), Article e70 259. <https://doi.org/10.1002/pcn5.70259>

### Reference Distribution:

| Module   | Unit | Reference No. |
|----------|------|---------------|
| <b>1</b> | 1    | 1             |
|          | 2    | 1             |
|          | 3    | 1             |
| <b>2</b> | 1    | 1             |
|          | 2    | 1             |
|          | 3    | 1             |
|          | 4    | 1             |
|          | 5    | 1             |
|          | 6    | 1             |
|          | 7    | 1             |

|          |   |   |
|----------|---|---|
|          | 8 | 3 |
| <b>3</b> | 1 | 1 |
|          | 2 | 1 |
| <b>4</b> | 1 | 1 |
|          | 2 | 1 |

**Assessment Rubrics:**

| <b>Evaluation Type</b>  |               | <b>Marks</b> |
|-------------------------|---------------|--------------|
| End Semester Evaluation |               | <b>70</b>    |
| Continuous Evaluation   |               | <b>30</b>    |
| a)                      | Test Paper- 1 | 5            |
| b)                      | Test Paper-2  | 5            |
| c)                      | Assignment    | 20           |
| <b>Total</b>            |               | <b>100</b>   |

**KU7DSCPSN401: PSYCHODIAGNOSTICS**

| Semester | Course Type | Course Level | Course Code  | Credits | Total Hours |
|----------|-------------|--------------|--------------|---------|-------------|
| 7        | DSC         | 400-499      | KU7DSCPSN401 | 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 students with a practical understanding of clinical interviewing, case history taking, mental status examination, and psychological assessment. It introduces the assessment of personality, intelligence, aptitude, achievement, creativity, developmental functioning, adjustment, general health, and family functioning using established psychological tools. Students will learn the basic principles of test administration, scoring, interpretation, and clinical report writing. Emphasis is placed on developing skills for integrating interview findings and psychological assessment results to understand individual functioning and support appropriate clinical decision-making.

**Course Prerequisite:** Nil

**Course Outcomes:**

| CO No. | Expected Outcome                                                                                                                   | Learning Domains |
|--------|------------------------------------------------------------------------------------------------------------------------------------|------------------|
| 1      | Remember the basic concepts, principles, and procedures of clinical interviewing, case history taking and MSE.                     | R                |
| 2      | Understand the purpose, uses, and basic characteristics of different psychological assessment tools.                               | U                |
| 3      | Apply appropriate procedures for conducting clinical interviews                                                                    | A                |
| 4      | Analyse information obtained from clinical interviews and assessment findings to identify relevant psychological characteristics.  | An               |
| 5      | Evaluate psychological assessment findings by considering test scores, clinical observations, and relevant contextual information. | 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:

| M<br>O<br>D<br>U<br>L<br>E | U<br>N<br>I<br>T | DESCRIPTION                                             | HOURS |
|----------------------------|------------------|---------------------------------------------------------|-------|
| 1                          |                  | <b>Scheme for case taking :Case history and MSE</b>     |       |
|                            |                  | 1 History taking                                        | 13    |
|                            |                  | a) Demographic details                                  |       |
|                            |                  | b) Family history                                       |       |
|                            |                  | c) Personal history                                     |       |
|                            |                  | d) Premorbid personality                                |       |
|                            |                  | 2 Mental status examination                             |       |
|                            |                  | a) General behaviour                                    |       |
|                            |                  | b) Psychomotor activity                                 |       |
|                            |                  | c) Speech and thought                                   |       |
|                            |                  | d) Mood                                                 |       |
|                            |                  | e) Perception and cognitive functions                   |       |
|                            |                  | f) Summary                                              |       |
|                            |                  | g) Treatment and follow-up                              |       |
|                            |                  | 3 Clinical assessment of cognitive functions            |       |
|                            |                  | d) Orientation                                          |       |
|                            |                  | e) Attention and concentration                          |       |
|                            |                  | f) Memory                                               |       |
|                            |                  | g) Intelligence                                         |       |
|                            |                  | h) Judgement                                            |       |
|                            |                  | 4 Examination of non-co-operative or stuporose patients |       |

|   |  |                                                                |    |
|---|--|----------------------------------------------------------------|----|
| 2 |  | <b>Principles and Practice of Clinical Interviewing</b>        |    |
|   |  | 1 Clinical interview                                           | 12 |
|   |  | f) Structured and unstructured clinical interviews             |    |
|   |  | g) Commonly used structured clinical interviews                |    |
|   |  | h) Diagnostic Interview Schedule (DIS)                         |    |
|   |  | i) Schedules for Clinical Assessment in Neuropsychiatry (SCAN) |    |
|   |  | j) Anxiety Disorders Interview Schedule for DSM-IV (ADIS-IV)   |    |

|   |                                           |                                                              |  |
|---|-------------------------------------------|--------------------------------------------------------------|--|
|   |                                           | k) Schedule for Affective Disorders and Schizophrenia (SADS) |  |
|   |                                           | l) The Clinical Interview as Therapeutic Intervention        |  |
| 2 | Conducting a clinical interview           |                                                              |  |
|   | f) Setting the stage and introduction     |                                                              |  |
|   | g) Conducting the interview               |                                                              |  |
|   | h) Case formulation and treatment options |                                                              |  |

| Psychological Assessments-1 |   |                                                          |    |
|-----------------------------|---|----------------------------------------------------------|----|
| 3                           | 1 | Assessment of Personality                                |    |
|                             |   | a) Minnesota multiphasic personality inventory (MMPI)    |    |
|                             |   | b) 16 Personality factor (16 PF)                         |    |
|                             |   | c) Eysenck personality questionnaire EPQ                 |    |
|                             |   | d) Thematic apperception test (TAT)                      |    |
|                             | 2 | Assessment of Aptitude                                   |    |
|                             |   | a) General aptitude test battery                         |    |
|                             |   | b) Differential aptitude test                            |    |
|                             |   | c) DBDA                                                  |    |
|                             | 3 | Assessment of achievement                                |    |
|                             |   | a) NIMHANS Educational Achievement Test (NIMHANS-EAT)    |    |
|                             | 3 | Test of creativity                                       |    |
|                             |   | a) Torrance test of creativity                           |    |
|                             |   | b) Wallach-Kogan Creativity Tests (WKCT)                 |    |
|                             |   | c) Remote Associates Test (RAT)                          |    |
|                             | 4 | Assessments of Milestone functioning:                    |    |
|                             |   | m) Developmental Screening Test (DST)                    |    |
|                             |   | n) Vineland Social Maturity Scale (VSMS)                 |    |
|                             |   | o) Enquiry for Mental Status – Screening Battery EMS- SB |    |
|                             |   |                                                          | 15 |

| Psychological Assessment-2 |   |                                                           |    |
|----------------------------|---|-----------------------------------------------------------|----|
| 4                          | 1 | Assessment of Intelligence                                |    |
|                            |   | d) Wechsler Adult Intelligence Scale (WAIS)               |    |
|                            |   | e) Binet Kamat Test (BKT)                                 |    |
|                            |   | f) Malin's Intelligence Scale for Indian Children (MISIC) |    |
|                            |   | g) Bhatia's Battery of Performance Tests of Intelligence  |    |
|                            |   | h) Emotional Intelligence Scale (EIS)                     |    |
|                            | 2 | Assessment of Adjustment                                  |    |
|                            |   | d) Bells Adjustment                                       |    |
|                            |   | e) School Adjustment                                      |    |
|                            | 3 | Assessment of General Health                              |    |
|                            |   | d) General Health Questionnaire                           |    |
|                            |   | e) PGI Health Questionnaire                               |    |
|                            | 4 | Assessments of Family Functioning                         |    |
|                            |   | c) Marital Satisfaction Scale                             |    |
|                            |   | d) Marital Conflict Scale                                 |    |
|                            |   |                                                           | 15 |

|  |                             |  |
|--|-----------------------------|--|
|  | e) Family Environment Scale |  |
|  | f) Parenting Style Scale    |  |

| Teacher specific module-Practical |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |
|-----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 5                                 | <b>Directions:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 20 |
|                                   | Students should visit an appropriate clinical setting and observe the clinical assessment process. They should conduct detailed case history taking and mental status examinations for three psychological cases, covering demographic information, presenting complaints, personal and family history, premorbid personality, general behaviour, speech, mood, thought, perception, and cognitive functioning. Students should prepare a brief case summary and document their observations and findings in a structured clinical report while maintaining confidentiality and adhering to relevant ethical guidelines. |    |

**Essential Readings:**

1. Anastasi. A. & Urbina. S. (2016). Psychological Testing (7th ed.) Boston: Pearson
2. Geisinger, K. F. (Ed.). (2013). *APA handbook of testing and assessment in psychology: Volume 2. Testing and assessment in clinical and counseling psychology*. American Psychological Association.
3. Gregory. R. J. (2017). Psychological testing: History. Principles and applications. Boston: Pearson
4. National Institute of Mental Health and Neuro Sciences. (2014). *Case history and mental status examination: A practical guide*. NIMHANS.
5. Singh, A. K. (2010). Tests, measurements and Research Methods in behavioural sciences. New Delhi: Bharathi bhawan.
6. Tampi, R. R., Muralee, S., Weder, N., & Wilkins, K. N. (2010). *Clinical assessments in psychiatry: Mastering skills and passing exams*. Lippincott Williams & Wilkins.

**Reference Distribution:**

| Module | Unit | Reference No. | Remarks |
|--------|------|---------------|---------|
| 1      | 1    | 4             |         |

|          |   |     |  |
|----------|---|-----|--|
|          | 2 | 4   |  |
|          | 3 | 4   |  |
|          | 4 | 4   |  |
|          | 5 | 4   |  |
|          | 6 | 4   |  |
| <b>2</b> | 1 | 2   |  |
|          | 2 | 6   |  |
| <b>3</b> | 1 | 1&3 |  |
|          | 2 | 1&3 |  |
|          | 3 | 1&3 |  |
|          | 4 | 1&3 |  |
| <b>4</b> | 1 | 1&3 |  |
|          | 2 | 1&3 |  |
|          | 3 | 1&3 |  |
|          | 4 | 1&3 |  |

**Assessment Rubrics:**

| <b>Evaluation Type</b>            |                                                                                                                                                                                | <b>Marks</b> |
|-----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| End Semester Evaluation Theory    |                                                                                                                                                                                | 50           |
| End Semester Evaluation Practical |                                                                                                                                                                                | 15           |
| Continuous Evaluation Theory      |                                                                                                                                                                                | 25           |
| Continuous Evaluation Practical   |                                                                                                                                                                                | 10           |
| a)                                | Test Paper- 1&2                                                                                                                                                                | 10           |
| b)                                | Role-play: Students work in pairs, with one acting as the clinician and the other as the client, to practise introducing, conducting, and concluding brief clinical interview. | 10           |
| c)                                | Presentation                                                                                                                                                                   | 5            |
| d)                                | Practical Record                                                                                                                                                               | 10           |
| <b>Total</b>                      |                                                                                                                                                                                | <b>100</b>   |

**KU7DSCPSN402: EVOLUTIONARY PSYCHOLOGY**

| Semester | Course Type | Course Level | Course Code  | Credits | Total Hours |
|----------|-------------|--------------|--------------|---------|-------------|
| 7        | DSC         | 400-499      | KU7DSCPSN402 | 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 introduces students to the scientific study of human behaviour and psychological processes from an evolutionary perspective. It examines the historical foundations of evolutionary thinking, the principles of natural and sexual selection, and the concept of evolved psychological mechanisms. The course explores how evolutionary processes have shaped human cognition, emotion, language, thought, and behaviour. It also examines evolutionary approaches to human survival and adaptation, as well as evolutionary explanations of psychological disorders and psychopathology. Students will develop an understanding of how evolutionary theory can be applied to explain human psychological functioning while critically evaluating evolutionary explanations using scientific evidence and appropriate research methods.

**Course Prerequisite:** NIL

**Course Outcomes:**

| CO No. | Expected Outcome                                                                                                                       | Learning Domains |
|--------|----------------------------------------------------------------------------------------------------------------------------------------|------------------|
| 1      | Explain the basic concepts, historical development, principles, and major theoretical foundations of Evolutionary Psychology.          | U                |
| 2      | Apply evolutionary principles and the concept of evolved psychological mechanisms to understand human behaviour and adaptive problems. | A                |
| 3      | Analyse the evolutionary basis of cognition, memory, reasoning, language, emotions, and other psychological processes.                 | An               |

|   |                                                                                                                                                                                         |   |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| 4 | Evaluate evolutionary explanations of psychological disorders, including anxiety, depression, and schizophrenia, using scientific evidence and critical reasoning.                      | E |
| 5 | Critically evaluate and communicate evolutionary psychological perspectives on human behaviour by integrating evidence from psychology, biology, neuroscience, and related disciplines. | 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:

| M<br>O<br>D<br>U<br>L<br>E | U<br>N<br>I<br>T                                                   | DESCRIPTION                                                                                               | HOURS |
|----------------------------|--------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|-------|
| 1                          | <b>Introduction to Evolutionary Psychology</b>                     |                                                                                                           | 12    |
|                            | 1                                                                  | Evolutionary Psychology: Definition                                                                       |       |
|                            | 2                                                                  | Landmarks in the History of Evolutionary Thinking                                                         |       |
|                            | 3                                                                  | Common Misunderstandings About Evolutionary Theory- Agreement and Disagreement in Evolutionary Psychology |       |
|                            | 4                                                                  | Milestones in the Origins of Modern Humans                                                                |       |
|                            | 5                                                                  | Landmarks in the Field of Psychology                                                                      |       |
|                            | 6                                                                  | Cultural variability, Decline in radical behaviourism, Rise of cognitive revolution                       |       |
|                            | 7                                                                  | Methods for Evaluating Evolutionary Theories                                                              |       |
| 2                          | <b>Evolved Psychological Mechanisms, Survival and Reproduction</b> |                                                                                                           | 12    |

|  |   |                                                                            |  |
|--|---|----------------------------------------------------------------------------|--|
|  | 1 | The Origins of Human Nature                                                |  |
|  | 2 | The Core of Human Nature: Fundamentals of Evolved Psychological Mechanisms |  |
|  | 3 | Identifying Adaptive Problems                                              |  |
|  | 4 | Human Survival Problems                                                    |  |
|  | 5 | Food Acquisition and Selection                                             |  |
|  | 6 | The evolution of Human Mate Choice                                         |  |

|          |                                                   |                                                                    |           |
|----------|---------------------------------------------------|--------------------------------------------------------------------|-----------|
| <b>3</b> | <b>Evolution of Emotion Thought and Cognition</b> |                                                                    | <b>13</b> |
|          | 1                                                 | What Are Minds, What Are Brains and What Are They For?             |           |
|          | 2                                                 | Cognition and the Evolution of Thought – Vision, Memory, Reasoning |           |
|          | 3                                                 | The evolution of language                                          |           |
|          | 4                                                 | The evolution of emotions                                          |           |

|          |                                     |                                                     |           |
|----------|-------------------------------------|-----------------------------------------------------|-----------|
| <b>4</b> | <b>Evolutionary Psychopathology</b> |                                                     | <b>13</b> |
|          | 1                                   | Why Can't Evolution Rid Us of Psychiatric Problems? |           |
|          | 2                                   | Anxiety – Why Worry?                                |           |
|          | 3                                   | Depression – an Epidemic of Modern Times?           |           |
|          | 4                                   | The Schizophrenia Spectrum                          |           |
|          | 5                                   | Evolutionary Clinical Psychology                    |           |

|   |                                                                                                                                                                                                                                                                                                      |    |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 5 | <b>Teacher Specific Module</b>                                                                                                                                                                                                                                                                       | 10 |
|   | <i>Assignment</i>                                                                                                                                                                                                                                                                                    |    |
|   | <b>An Evolutionary Analysis of a Human Psychological Behaviour</b>                                                                                                                                                                                                                                   |    |
|   | Select one human psychological behaviour or characteristic—such as jealousy, mate preference, cooperation, aggression, fear, food preference, language, memory, or emotional behaviour.<br><br>Prepare an assignment addressing the following:<br><br>Describe the selected psychological behaviour. |    |

|  |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  | <p>Explain the possible adaptive problems associated with it.</p> <p>Discuss relevant evolved psychological mechanisms.</p> <p>Examine evidence supporting the evolutionary explanation.</p> <p>Discuss alternative explanations or limitations of the evolutionary perspective.</p> <p>Provide a brief conclusion on the usefulness of an evolutionary approach to understanding the behaviour.</p> |  |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

### Essential Readings:

1. Buss, D. M. (2025). *Evolutionary Psychology: The New Science of the Mind* (7th ed.). Routledge.
2. Workman, L., & Reader, W. (2021). *Evolutionary Psychology: An Introduction* (4th ed.). Cambridge University Press.
3. Shackelford, T. K. (Ed.). (2021). *The SAGE Handbook of Evolutionary Psychology*. SAGE Publications.

### Reference Distribution:

| Module   | Unit | Reference No. |
|----------|------|---------------|
| <b>1</b> | 1    | 2             |
|          | 2    | 1             |
|          | 3    | 1, 2          |
|          | 4    | 1             |
|          | 5    | 1             |
|          | 6    | 1             |
|          | 7    | 2             |
| <b>2</b> | 1    | 1             |
|          | 2    | 1             |
|          | 3    | 1             |
|          | 4    | 1             |
|          | 5    | 1             |
|          | 6    | 2             |
| <b>3</b> | 1    | 2             |
|          | 2    | 2             |
|          | 3    | 2             |

|          |   |   |
|----------|---|---|
|          | 4 | 2 |
| <b>4</b> | 1 | 2 |
|          | 2 | 2 |
|          | 3 | 2 |
|          | 4 | 2 |
|          | 5 | 3 |

**Assessment Rubrics:**

| <b>Evaluation Type</b>  |               | <b>Marks</b> |
|-------------------------|---------------|--------------|
| End Semester Evaluation |               | <b>70</b>    |
| Continuous Evaluation   |               | <b>30</b>    |
| a)                      | Test Paper- 1 | 5            |
| b)                      | Test Paper-2  | 5            |
| c)                      | Assignment    | 20           |
| <b>Total</b>            |               | <b>100</b>   |

**KU7DSCPSN403: REHABILITATION PSYCHOLOGY**

| Semester | Course Type | Course Level | Course Code  | Credits | Total Hours |
|----------|-------------|--------------|--------------|---------|-------------|
| 7        | DSC         | 400-499      | KU7DSCPSN403 | 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 introduces students to the principles, concepts, and applications of rehabilitation psychology in supporting individuals with disabilities across the lifespan. The course examines psychological adjustment, coping, cognitive-behavioural approaches, psychological management of health conditions, and assessment of functioning and quality of life. The course also introduces contemporary applications of rehabilitation psychology, including neuropsychological practice, vocational rehabilitation, positive psychology, artificial intelligence, robotics, and virtual reality. Emphasis is placed on evidence-based practice and holistic rehabilitation.

**Course Prerequisite:** Nil

**Course Outcomes:**

| CO No. | Expected Outcome                                                                                                                                                                                  | Learning Domains |
|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| 1      | Explain the psychological, developmental, and social factors influencing adjustment and rehabilitation among persons with disabilities across the lifespan.                                       | U                |
| 2      | Apply cognitive-behavioural and psychological principles to address coping, adjustment, and psychological difficulties associated with physical and psychological rehabilitation.                 | A                |
| 3      | Analyse the psychological and developmental needs of individuals with disabilities by considering factors such as functioning, strengths, family, environment, and quality of life.               | An               |
| 4      | Analyse the roles of family, school, community, and multidisciplinary professionals in facilitating rehabilitation and developmental outcomes across different stages of life.                    | An               |
| 5      | Evaluate the potential applications, benefits, limitations, and ethical considerations of emerging technologies such as artificial intelligence, robotics, and virtual reality in rehabilitation. | 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:

| <b>M<br/>O<br/>D<br/>U<br/>L<br/>E</b> | <b>U<br/>N<br/>I<br/>T</b>                          | <b>DESCRIPTION</b>                                                                                                                     | <b>HOURS</b> |
|----------------------------------------|-----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|--------------|
| <b>1</b>                               | <b>Foundations Of Disability and Rehabilitation</b> |                                                                                                                                        | <b>10</b>    |
|                                        | 1                                                   | Understanding disability                                                                                                               |              |
|                                        |                                                     | d) Concept and definitions of disability                                                                                               |              |
|                                        |                                                     | e) Models of disability: Biomedical Model, Functional and Environmental models, Sociopolitical model                                   |              |
|                                        | 2                                                   | Rehabilitation                                                                                                                         |              |
|                                        |                                                     | d) Definition of rehabilitation                                                                                                        |              |
|                                        |                                                     | e) History of psychosocial rehabilitation                                                                                              |              |
|                                        |                                                     | f) Principles of psychosocial rehabilitation                                                                                           |              |
|                                        |                                                     | g) Distinguish medical model and rehabilitation model                                                                                  |              |
|                                        | 3                                                   | The four phases of psychosocial rehabilitation: assessment phase, planning phase, intervention phase, and continuous evaluation phase. |              |

|          |                                                |                                                                                                                              |           |
|----------|------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|-----------|
| <b>2</b> | <b>Psychological Aspects of Rehabilitation</b> |                                                                                                                              | <b>15</b> |
|          | 1                                              | Importance of psychology in rehabilitation                                                                                   |           |
|          | 2                                              | Coping and cognitive behavioural models in physical and psychological rehabilitation                                         |           |
|          | 3                                              | Psychological management of Stroke, Chronic pain, Spinal cord injuries, COPD, Cardiovascular diseases                        |           |
|          | 4                                              | Assessments: Impairment, Functioning, Insight, Side-effects, Recovery, Empowerment, Strengths, Quality of life, Satisfaction |           |

|                                                                |                                                                             |           |
|----------------------------------------------------------------|-----------------------------------------------------------------------------|-----------|
| <b>Developmental Perspectives in Rehabilitation Psychology</b> |                                                                             | <b>10</b> |
| 1                                                              | Developmental perspectives: predictors and intervening variables            |           |
| 2                                                              | Infants and toddlers (0–3 years)                                            |           |
| 3                                                              | The role of family, school, and community in the rehabilitation of children |           |
| 4                                                              | Preschool-age children (3–6 years)                                          |           |
| 5                                                              | School-age children (6–12 years)                                            |           |
| 6                                                              | Educational policies and acts related with disability in India              |           |
| 7                                                              | Adolescents (12–18 years)                                                   |           |
| 8                                                              | Transition to adulthood                                                     |           |

|                                                      |                                                                 |           |
|------------------------------------------------------|-----------------------------------------------------------------|-----------|
| <b>Emerging Topics for Rehabilitation Psychology</b> |                                                                 | <b>10</b> |
| 1                                                    | Neuropsychological practice in rehabilitation                   |           |
|                                                      | c) Inpatient setting                                            |           |
|                                                      | d) Outpatient setting                                           |           |
|                                                      |                                                                 |           |
| 2                                                    | Forensic psychological evaluation in rehabilitation             |           |
| 3                                                    | Vocational rehabilitation                                       |           |
| 4                                                    | Application of positive psychology to rehabilitation psychology |           |
| 5                                                    | Artificial intelligence and robotics in rehabilitation          |           |
| 6                                                    | Virtual reality and rehabilitation                              |           |

|                                            |                                                                                                                                                                                                                                                                                                                                        |           |
|--------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| <b>Teacher Specific Module - Practical</b> |                                                                                                                                                                                                                                                                                                                                        | <b>30</b> |
| 5                                          | <i>Directions:</i>                                                                                                                                                                                                                                                                                                                     |           |
|                                            | <ul style="list-style-type: none"> <li>Field visit to a rehabilitation centre</li> <li>Presentation: Rehabilitation of Persons with Chronic Illness – Each student will select a specific chronic illness and present its psychological and rehabilitation aspects.</li> <li>Discussion: Disability awareness and inclusion</li> </ul> |           |

**Essential Readings:**

1.Reynolds, C. R. & Fletcher-Janzen, E. (2007). *Encyclopedia of Special education: a reference for the education of children, adolescents, and adults with disabilities and other exceptional individuals*. John Wiley & Sons.

2. Marini, I., & Stebnicki, M. A. (Eds.). (2018). *The Psychological and Social Impact of Illness and Disability* (7th ed.). Springer Publishing.
3. King, R., Lloyd, C., Meehan, T., Deane, F., & Kavanagh, D. (Eds.). (2012). *Manual of psychosocial rehabilitation*. John Wiley & Sons.
4. Kennedy, P. (2007). *Psychological Management of Physical Disabilities: A Practitioner's Guide*. Routledge.
5. Hughes, R. A., Weinstein, D., & Baron, R. C. (2000). *Best practices in Psychosocial Rehabilitation*. International Association of Psychosocial.
6. Sofi, M. A., Dar, A. A., & Banoo, F. (2017). A critical analysis of educational policies and acts related with disability in India. *International Journal of Multidisciplinary Education and Research*, 2(4), 51–55.
7. Frank, R. G., Rosenthal, M., & Caplan, B. (2010). *Handbook of Rehabilitation Psychology* (2nd ed.). American Psychological Association.
8. Brenner, L. A., Reid-Arndt, S. A., Elliott, T. R., Frank, R. G., & Caplan, B. (2019). *Handbook of Rehabilitation Psychology* (3rd ed.). American Psychological Association

**Reference Distribution:**

| Module | Unit | Reference No. | Remarks |
|--------|------|---------------|---------|
| 1      | 1    | 1, 2(b)       |         |
|        | 2    | 5, 3(c)       |         |
|        | 3    | 5             |         |
| 2      | 1    | 4             |         |
|        | 2    | 7             |         |
|        | 3    | 7             |         |
|        | 4    | 3             |         |
| 3      | 1    | 8             |         |
|        | 2    | 8             |         |
|        | 3    | 7             |         |
|        | 4    | 8             |         |
|        | 5    | 8             |         |
|        | 6    | 6             |         |
|        | 7    | 8             |         |
|        | 8    | 8             |         |
| 4      | 1    | 7             |         |
|        | 2    | 7             |         |
|        | 3    | 7             |         |
|        | 4    | 7             |         |
|        | 5    | 8             |         |
|        | 6    | 8             |         |

**Assessment Rubrics:**

| Evaluation Type         | Marks |
|-------------------------|-------|
| End Semester Evaluation | 70    |
| Continuous Evaluation   | 30    |

|              |               |            |
|--------------|---------------|------------|
| a)           | Test Paper- 1 | 5          |
| b)           | Test Paper-2  | 5          |
| c)           | Discussion    | 5          |
| d)           | Presentation  | 5          |
| e)           | Field Report  | 10         |
| <b>Total</b> |               | <b>100</b> |

**KU7DSCPSN404: COUNSELLING IN SPECIAL SETTING**

| Semester | Course Type | Course Level | Course Code  | Credits | Total Hours |
|----------|-------------|--------------|--------------|---------|-------------|
| 7        | DSC         | 400-499      | KU7DSCPSN404 | 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 application of counselling principles and techniques within specialized environments that cater to individuals with unique needs. Students will explore the theoretical frameworks for counselling in settings including schools, college, family, group, abuse and other marginalised groups

**Course Prerequisite:** Nil

**Course Outcomes:**

| CO No. | Expected Outcome                                                                                                                             | Learning Domains |
|--------|----------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| 1      | Understand the principles of counselling psychology in various settings                                                                      | U                |
| 2      | Remember stages and steps involved in various counselling settings                                                                           | R                |
| 3      | Understand the                                                                                                                               | U                |
| 4      | Analyse the applications of counselling principles in different setting and understand, evaluate the needs and issues in different settings. | U,A, An          |
| 5      | Evaluate the relevance of counselling in different settings                                                                                  | E                |

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

**Mapping of Course Outcomes to PSO**

|      | 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:**

| <b>M<br/>O<br/>D<br/>U<br/>L<br/>E</b> | <b>U<br/>N<br/>I<br/>T</b> | <b>DESCRIPTION</b>                    | <b>HOURS</b> |
|----------------------------------------|----------------------------|---------------------------------------|--------------|
| <b>1</b>                               |                            | <b>School And College Counselling</b> | <b>8</b>     |
|                                        | 1                          | The ASCA National model               |              |
|                                        | 2                          | Levels of school counselling          |              |
|                                        |                            | h) Elementary school counselling      |              |
|                                        |                            | i) Middle school counselling          |              |
|                                        |                            | j) Secondary school counselling       |              |
|                                        | 3                          | College counselling                   |              |
|                                        |                            | e) Models of college counselling      |              |
|                                        |                            | f) Activities of college counsellors  |              |

|          |   |                                           |           |
|----------|---|-------------------------------------------|-----------|
| <b>2</b> |   | <b>Marriage And Family Counselling</b>    | <b>10</b> |
|          | 1 | Marriage counselling                      |           |
|          |   | a) Counselling process                    |           |
|          |   | b) Skills-Based Marriage Counselling      |           |
|          |   | c) Marital Assessment                     |           |
|          | 2 | Forms of family life                      |           |
|          | 2 | Family life and the family life cycle     |           |
|          | 3 | Couple and family counselling-an overview |           |
|          | 4 | Process of couple and family counselling  |           |
|          |   | c) Precession planning                    |           |
|          |   | d) Initial session                        |           |
|          |   | e) Middle phase                           |           |
|          |   | f) Termination/Closure                    |           |

|          |   |                                               |           |
|----------|---|-----------------------------------------------|-----------|
| <b>3</b> |   | <b>Abuse, Addiction and Group Counselling</b> | <b>12</b> |
|          | 1 | Abuse counselling                             |           |
|          |   | f) The cycle of abuse                         |           |
|          |   | g) Interpersonal abuse                        |           |
|          |   | h) Intrapersonal abuse                        |           |

|  |   |                                                      |  |
|--|---|------------------------------------------------------|--|
|  | 2 | Addiction counselling                                |  |
|  |   | e) The process of addiction                          |  |
|  |   | f) Types of addiction                                |  |
|  | 3 | Group counselling                                    |  |
|  |   | f) The process of group counselling                  |  |
|  |   | g) Stages in group counselling                       |  |
|  |   | h) Advantages and Disadvantages of Group Counselling |  |
|  |   | i) Group counselling versus individual counselling   |  |

|   |                                           |                                                                    |    |
|---|-------------------------------------------|--------------------------------------------------------------------|----|
| 4 | <b>Counselling in marginalised groups</b> |                                                                    | 10 |
|   | 1                                         | Counselling of differently abled persons                           |    |
|   | 2                                         | Definition and process of geriatric counselling- needs of the aged |    |
|   | 3                                         | Counselling the LGBTQ Population                                   |    |
|   | 4                                         | Rehabilitation and counselling the legal offenders                 |    |
|   | 5                                         | Rehabilitation and counselling of victims of abuse and violence    |    |
|   | 6                                         | Legal and ethical issues in correctional counselling               |    |

|   |                                                                                                                                                                                                                                                                                                                                       |    |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
|   | <b>Teacher Specific Module - Practical</b>                                                                                                                                                                                                                                                                                            |    |
| 5 | <p>Visit a rehabilitation centre to observe the real cases and submit reports Screen students with technology addiction and conduct awareness program.</p> <p>Visit Schools and conduct awareness sessions on a specific topic and submit a record detailing the observations, reactions, and insights gained from the experience</p> | 20 |

### Essential Readings:

1. Gladding, S. T. (2018). *Counseling: A comprehensive profession* (8th ed.). Pearson.
2. Journals Pub, Geriatric Counselling,  
<https://jiarjammu.in/adminpanel/files/892021348121135.pdf>
3. Nystul, M. S. (2016). *Introduction to counseling: An art and science perspective* (5th ed.). SAGE Publications.
4. Rao, S.N. & Sahajpal P. (2013). *Counselling and Guidance*, Tata Mc GrawHill.

**Reference Distribution:**

| Module   | Unit | Reference No. | Remarks |
|----------|------|---------------|---------|
| <b>1</b> | 1    | 1             |         |
|          | 2    | 1             |         |
|          | 3    | 1             |         |
| <b>2</b> | 1    | 1             |         |
|          | 2    | 1             |         |
|          | 3    | 1             |         |
|          | 4    | 3             |         |
| <b>3</b> | 1    | 1&3           |         |
|          | 2    | 1&3           |         |
|          | 3    | 3&4           |         |
| <b>4</b> | 1    | 1&2           |         |
|          | 2    | 1&2           |         |
|          | 3    | 1&2           |         |

**Assessment Rubrics:**

| Evaluation Type                   |                                               | Marks      |
|-----------------------------------|-----------------------------------------------|------------|
| End Semester Evaluation Theory    |                                               | 50         |
| End Semester Evaluation Practical |                                               | 15         |
| Continuous Evaluation Theory      |                                               | 25         |
| Continuous Evaluation Practical   |                                               | 10         |
| 1                                 | Test paper 1                                  | 5          |
| 2                                 | Presentation                                  | 10         |
| 3                                 | School and rehabilitation centre visit report | 10         |
| 4                                 | Practical report                              | 10         |
| <b>Total</b>                      |                                               | <b>100</b> |

**KU7DSCPSN405: THEORIES AND APPLICATIONS OF PSYCHOTHERAPY**

| Semester | Course Type | Course Level | Course Code  | Credits | Total Hours |
|----------|-------------|--------------|--------------|---------|-------------|
| 7        | DSC         | 400-499      | KU7DSCPSN405 | 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 introduces students to the major theories, principles, and applications of psychotherapy, providing a comprehensive understanding of evidence-based approaches to psychological intervention. Theories that will be covered include cognitive, and behavioural approaches. The course emphasizes the theoretical foundations, therapeutic processes, techniques, indications, and limitations of each approach, while highlighting the importance of the therapeutic alliance, ethical practice, and cultural sensitivity in psychotherapy.

**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 | ✓     | ✓     |       |       | ✓     | ✓     |       |

## COURSE CONTENTS

## Contents for Classroom Transaction:

| Contents for Classroom Transaction: |                                      |                                                                                                                                                                                                                                                 |       |
|-------------------------------------|--------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| M<br>O<br>D<br>U<br>L<br>E          | U<br>N<br>I<br>T                     | DESCRIPTION                                                                                                                                                                                                                                     | HOURS |
| 1                                   |                                      | <b>Introduction to Psychotherapy</b>                                                                                                                                                                                                            | 10    |
|                                     | 1                                    | a) Definition of psychotherapy                                                                                                                                                                                                                  |       |
|                                     |                                      | b) Basic Assumptions: Psychoanalytic Therapy, Adlerian Therapy, Existential Therapy, Person-Centered Therapy, Gestalt Therapy, Behaviour Therapy, Cognitive Behavioural Approaches, Reality Therapy, Feminist Therapy and Postmodern Approaches |       |
|                                     | 2                                    | Psychoeducation                                                                                                                                                                                                                                 |       |
|                                     |                                      | a) Definition of psychoeducation                                                                                                                                                                                                                |       |
|                                     |                                      | b) Models of psychoeducation                                                                                                                                                                                                                    |       |
|                                     |                                      | c) Psychoeducation in various psychiatric disorders: Schizophrenia, Bipolar disorder, Anxiety and depressive disorders, Substance use disorder, Personality disorders                                                                           |       |
|                                     | 3                                    | a) Types of diagnosis: Medical diagnosis, Psychological diagnosis, Differential diagnosis                                                                                                                                                       |       |
|                                     | b) General guidelines for assessment |                                                                                                                                                                                                                                                 |       |

|                            |                   |                                                      |    |
|----------------------------|-------------------|------------------------------------------------------|----|
| 2                          | Behaviour Therapy |                                                      | 15 |
|                            | 1                 | Basic Concepts                                       |    |
|                            |                   | a) Positive reinforcement and Negative reinforcement |    |
|                            |                   | b) Extinction, Generalization and Discrimination,    |    |
|                            |                   | c) Shaping                                           |    |
|                            |                   | d) Observational Learning                            |    |
|                            | 2                 | Goals of Behaviour Therapy                           |    |
|                            | 3                 | General Treatment Approach                           |    |
|                            |                   | a) Systematic Desensitization                        |    |
|                            |                   | b) Flooding                                          |    |
| c) In Vivo Therapies       |                   |                                                      |    |
| d) Virtual Reality Therapy |                   |                                                      |    |

|  |                                                  |  |
|--|--------------------------------------------------|--|
|  | e) Exposure and Response Prevention              |  |
|  | f) Modelling Techniques                          |  |
|  | g) Eye-Movement Desensitization and Reprocessing |  |
|  | h) Habit Reversal Training                       |  |
|  | i) Aversion Therapy                              |  |
|  | j) Jacobson's Progressive Muscular Relaxation    |  |

|          |                                                      |           |
|----------|------------------------------------------------------|-----------|
|          | <b>Cognitive Therapies</b>                           |           |
| <b>3</b> | 1 Basic Concepts                                     | <b>10</b> |
|          | a) Automatic Thoughts                                |           |
|          | b) The Cognitive Model of the Development of Schemas |           |
|          | c) Cognitive Schemas in Therapy                      |           |
|          | d) Cognitive Distortions                             |           |
|          | 2 Goals of Therapy                                   |           |
|          | 3 Therapeutic Processes                              |           |
|          | 4 Therapeutic Techniques                             |           |
|          | 5 REBT                                               |           |
|          | a) A-B-C-D-E Therapeutic Approach                    |           |

|          |                                             |           |
|----------|---------------------------------------------|-----------|
|          | <b>Recent Developments in Psychotherapy</b> |           |
| <b>4</b> | 1 Mindfulness based therapies               | <b>10</b> |
|          | 2 Dialectical behaviour therapy             |           |
|          | 3 Acceptance and commitment therapy         |           |
|          | 4 Multimodal therapy                        |           |
|          | 5 Narrative therapy                         |           |
|          | 6 Solution focused therapy                  |           |
|          | 7 Trauma-informed therapy                   |           |

|          |                                            |           |
|----------|--------------------------------------------|-----------|
| <b>5</b> | <b>Teacher Specific Module - Practical</b> | <b>30</b> |
|          | <i>Directions:</i>                         |           |

|  |                                                                                                                                                                                                                                                                                                                                               |  |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  | <ul style="list-style-type: none"> <li>• Demonstration and practice of selected therapeutic techniques</li> <li>• Preparation of psychoeducational materials (brochures, posters, or infographics) on psychotherapy and mental health.</li> <li>• Discussion of ethical and cultural issues in psychotherapy using case scenarios.</li> </ul> |  |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

**Essential Readings:**

1. Corey, G. (2008). *Theory and Practice of Counseling and Psychotherapy* (8th ed.). Cengage Learning.
2. Sharf, R. S. (2000). *Theories of Psychotherapy and Counselling*. Cengage Learning.
3. 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
4. Singh, O. P., Sarkhel, S., & Arora, M. (2020) Clinical Practice Guidelines for Psychoeducation in Psychiatric Disorders General Principles of Psychoeducation. *Indian J Psychiatry*, 62(S3), 19-23. DOI: 10.4103/psychiatry.IndianJPsychiatry\_780\_19
5. Sundel, M., & Sundel, S. S. (2018) *Behaviour Change in the Human Services*. (6th Edn) Sage Publications.

**Reference Distribution:**

| Module | Unit | Reference No. | Remarks |
|--------|------|---------------|---------|
| 1      | 1    | 2(a), 1(b)    |         |
|        | 2    | 3(a,b), 4(c)  |         |
|        | 3    | 1             |         |
| 2      | 1    | 2,5           |         |
|        | 2    | 2,5           |         |
|        | 3    | 2,5           |         |
| 3      | 1    | 2             |         |
|        | 2    | 2             |         |
|        | 3    | 2             |         |
|        | 4    | 2             |         |
|        | 5    | 2             |         |
| 4      | 1    | 2             |         |
|        | 2    | 2             |         |
|        | 3    | 2             |         |
|        | 4    | 2             |         |
|        | 5    | 2             |         |
|        | 6    | 2             |         |
|        | 7    | 2             |         |

**Assessment Rubrics:**

| Evaluation Type | Marks |
|-----------------|-------|
|-----------------|-------|

|                         |                                               |            |
|-------------------------|-----------------------------------------------|------------|
| End Semester Evaluation |                                               | <b>70</b>  |
| Continuous Evaluation   |                                               | <b>30</b>  |
| a)                      | Test Paper- 1                                 | 5          |
| b)                      | Test Paper-2                                  | 5          |
| c)                      | Therapy demonstration                         | 10         |
| d)                      | Preparation of<br>psychoeducational materials | 5          |
| e)                      | Discussion                                    | 5          |
| <b>Total</b>            |                                               | <b>100</b> |

**KU8DSCPSN406: RESEARCH METHODOLOGY AND DATA ANALYSIS**

| Semester | Course Type | Course Level | Course Code  | Credits | Total Hours |
|----------|-------------|--------------|--------------|---------|-------------|
| 8        | DSC         | 400-499      | KU8DSCPSN406 | 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 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                                            | An               |
| 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:**

| <b>M<br/>O<br/>D<br/>U<br/>L<br/>E</b> | <b>U<br/>N<br/>I<br/>T</b> | <b>DESCRIPTION</b>                               | <b>HOURS</b> |
|----------------------------------------|----------------------------|--------------------------------------------------|--------------|
| <b>1</b>                               | <b>Research Design</b>     |                                                  | <b>10</b>    |
|                                        | 1                          | Between-subject design and Within-subject design |              |
|                                        |                            | f) Randomized group design                       |              |
|                                        |                            | g) Matched group design                          |              |
|                                        |                            | h) Factorial design                              |              |
|                                        | 2                          | Pre-experimental design                          |              |
|                                        | 3                          | True experimental design                         |              |
|                                        | 4                          | Quasi-experimental design                        |              |
|                                        | 5                          | Quantitative and qualitative research            |              |

|          |                                      |                                                                                                                 |           |
|----------|--------------------------------------|-----------------------------------------------------------------------------------------------------------------|-----------|
| <b>2</b> | <b>Quantitative Analysis of Data</b> |                                                                                                                 | <b>15</b> |
|          | 1                                    | Parametric and nonparametric statistical tests                                                                  |           |
|          | 2                                    | Testing difference between conditions                                                                           |           |
|          |                                      | e) Parametric; Student's t test, ANOVA                                                                          |           |
|          |                                      | f) Non parametric; Wilcoxon signed rank test, Mann- Whitney U test, Kruskal–Wallis one-way analysis of variance |           |
|          |                                      | g) Performing these tests using SPSS                                                                            |           |
|          | 3                                    | Comparing variance                                                                                              |           |
|          |                                      | a) Chi- square test                                                                                             |           |
|          |                                      | b) Performing this test using SPSS                                                                              |           |
|          | 4                                    | Measures of relationship                                                                                        |           |
|          |                                      | e) Parametric; Pearson's (r) product-moment correlation                                                         |           |

|   |            |                                                               |  |
|---|------------|---------------------------------------------------------------|--|
|   |            | f) Non parametric; Spearman's rho ( $\rho$ ) rank correlation |  |
|   |            | g) Performing these tests using SPSS                          |  |
| 5 | Regression |                                                               |  |
|   |            | a) Regression and multiple regression                         |  |
|   |            | b) Performing these tests using SPSS                          |  |

|   |   |                                          |    |
|---|---|------------------------------------------|----|
|   |   | <b>Qualitative Analysis of Data</b>      |    |
|   | 1 | Thematic analysis                        |    |
|   | 2 | Grounded theory                          |    |
| 3 | 3 | Discourse analysis                       | 10 |
|   | 4 | Conversation analysis                    |    |
|   | 5 | Interpretative phenomenological analysis |    |
|   | 6 | Content analysis                         |    |

|   |   |                                                                                                                                             |    |
|---|---|---------------------------------------------------------------------------------------------------------------------------------------------|----|
|   |   | <b>Report Writing and Ethics</b>                                                                                                            |    |
|   | 1 | Structure of a report                                                                                                                       |    |
|   | 2 | Student paper setup (APA style)                                                                                                             |    |
|   |   | f) Basic setup                                                                                                                              |    |
|   |   | g) Title page, Text, Tables and Figures                                                                                                     |    |
|   |   | h) Reference list                                                                                                                           |    |
| 4 | 3 | Ethical issues in psychological research                                                                                                    | 10 |
|   |   | a) The four Ethical Principles and associated Statements of Value from the British Psychological Society's Code of Ethics and Conduct, 2010 |    |
|   |   | b) Deception, Debriefing and Informed consent                                                                                               |    |
|   |   | c) Confidentiality, Anonymity and Privacy                                                                                                   |    |
|   |   | d) Involuntary participation                                                                                                                |    |

|   |                    |                                                                                                                                                                            |    |
|---|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
|   |                    | <b>Teacher Specific Module - Practical</b>                                                                                                                                 |    |
| 5 | <i>Directions:</i> |                                                                                                                                                                            | 30 |
|   |                    | <ul style="list-style-type: none"> <li>Carryout statistical analysis with software and prepare report in APA style (Based on the data given by the instructor).</li> </ul> |    |

|  |                                                                                                                                                               |  |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  | <ul style="list-style-type: none"> <li>• Carryout basic coding of a transcript given by the instructor and carryout quantitative content analysis.</li> </ul> |  |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

**Essential Readings:**

- 1.Kothari, C.R (2008). *Research Methodology*. New age International
- 2.Singh, A. K. (2017). *Tests, measurements and Research Methods in behavioral sciences*. Bharathibhawan
- 3.<https://www.questionpro.com/blog/research-process-steps/>
- 4.Howitt, D. & Cramer. D. *Research Methods in Psychology* (6<sup>th</sup> ed.). Pearson
- 5.American Psychological Association. (2025). *Student paper setup guide*.  
<https://apastyle.apa.org/instructional-aids/student-paper-setup-guide.pdf>
- 6.Coolican, H. *Research methods and statistics in psychology* (5th ed). Hodder education.

**Reference Distribution:**

| Module | Unit | Reference No. | Remarks |
|--------|------|---------------|---------|
| 1      | 1    | 1             |         |
|        | 2    | 2             |         |
|        | 3    | 1             |         |
|        | 4    | 3             |         |
| 2      | 1    | 6             |         |
|        | 2    | 6             |         |
|        | 3    | 6             |         |
|        | 4    | 6             |         |
|        | 5    | 6             |         |
| 3      | 1    | 4             |         |
|        | 2    | 4             |         |
|        | 3    | 4             |         |
|        | 4    | 4             |         |
|        | 5    | 4             |         |
|        | 6    | 2             |         |
| 4      | 1    | 4             |         |
|        | 2    | 5             |         |
|        | 3    | 6             |         |

**Assessment Rubrics:**

| <b>Evaluation Type</b>            |                      | <b>Marks</b> |
|-----------------------------------|----------------------|--------------|
| End Semester Evaluation Theory    |                      | <b>50</b>    |
| End Semester Evaluation Practical |                      | <b>15</b>    |
| Continuous Evaluation Theory      |                      | <b>25</b>    |
| Continuous Evaluation Practical   |                      | <b>10</b>    |
| a)                                | Test Paper- 1&2      | 10           |
| b)                                | Practical Record     | 10           |
| c)                                | Statistical analysis | 10           |
| d)                                | Content analysis     | 5            |
| <b>Total</b>                      |                      | <b>100</b>   |

**KU8DSCPSN407: PSYCHOLOGY OF DISASTER MANAGEMENT**

| Semester | Course Type | Course Level | Course Code  | Credits | Total Hours |
|----------|-------------|--------------|--------------|---------|-------------|
| 8        | DSC         | 400-499      | KU8DSCPSN407 | 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 comprehensive course on Disaster Management 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 crisis situations.

**Course Prerequisite:** Nil

**Course Outcomes:**

| CO No. | Expected Outcome                                                                                                                                                                                                                 | Learning Domains |
|--------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| 1      | Explain the concepts, types, phases, and management cycle of disasters, and describe their psychological and social impact on individuals and communities.                                                                       | U                |
| 2      | Analyse disaster-related mental health issues, including normal and abnormal psychological responses, common mental disorders, resilience, and populations at risk.                                                              | An               |
| 3      | Apply principles of disaster mental health, including psychological first aid, post-disaster counselling, risk communication, and community-based interventions to support disaster-affected individuals and groups.             | A                |
| 4      | Evaluate the ethical, professional, and self-care responsibilities of psychologists and counsellors in disaster settings, and recommend appropriate strategies to prevent caregiver burnout and promote professional well-being. | 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:

| M<br>O<br>D<br>U<br>L<br>E | U<br>N<br>I<br>T                               | DESCRIPTION                                                                                                                                  | HOURS |
|----------------------------|------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 1                          | Introduction to disaster                       |                                                                                                                                              | 8     |
|                            | 1                                              | Disaster: Definition, Types; natural and man-made disasters                                                                                  |       |
|                            | 2                                              | Impact of disaster, Needs of persons affected in a disaster; Pyramid of disaster survivors’ needs                                            |       |
|                            | 3                                              | Phases of disaster; Warning phase, Impact phase, Heroic phase, Honeymoon phase, Inventory phase, Disillusionment phase, Reconstruction phase |       |
|                            | 4                                              | Disaster management cycle                                                                                                                    |       |
| 2                          | Disaster Management: Mental Health Perspective |                                                                                                                                              | 10    |
|                            | 1                                              | Different phases of disaster mental health                                                                                                   |       |
|                            | 2                                              | Role of psychologists in disaster management                                                                                                 |       |
|                            |                                                | a) Before an Emergency                                                                                                                       |       |
|                            |                                                | b) During an Emergency                                                                                                                       |       |
|                            |                                                | c) After an Emergency                                                                                                                        |       |
|                            | 3                                              | Psychological responses to disaster                                                                                                          |       |
|                            |                                                | a) Normal and abnormal human responses to a disaster                                                                                         |       |
|                            |                                                | b) Common mental disorders seen in the disaster affected population                                                                          |       |
|                            |                                                | c) Populations at risk for disaster-related mental health morbidity                                                                          |       |
|                            | 4                                              | Resilience                                                                                                                                   |       |
| 3                          | Post Disaster Counselling                      |                                                                                                                                              | 14    |
|                            | 1                                              | Post-disaster time frames; Responses and assistance                                                                                          |       |

|   |                                            |                                                                                                                              |  |
|---|--------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|--|
|   |                                            | a) Impact phase; Outreach, Assisting families, Assisting survivors in shelters                                               |  |
|   |                                            | b) Short-term phase                                                                                                          |  |
|   |                                            | c) Long-term phase                                                                                                           |  |
| 2 | Principles of Risk Communication           |                                                                                                                              |  |
|   |                                            | a) Risk communication models; Risk perception model, Mental noise model, Negative dominance model, Trust determination model |  |
|   |                                            | b) Strategies for the effective development of risk communication messages                                                   |  |
|   |                                            | c) Strategies for the effective delivery of risk communication messages                                                      |  |
|   |                                            | d) Strategies for effective risk communication with the mass media                                                           |  |
| 3 | Psychological interventions                |                                                                                                                              |  |
|   |                                            | a) Psychological first aid                                                                                                   |  |
|   |                                            | b) Debriefing                                                                                                                |  |
|   |                                            | c) Cognitive behavioural intervention                                                                                        |  |
|   |                                            | d) Community-based interventions                                                                                             |  |
| 4 | Working with children affected by disaster |                                                                                                                              |  |
|   |                                            | a) Factors contributing to resilience in children                                                                            |  |
|   |                                            | b) Risk factors for children in disaster                                                                                     |  |
|   |                                            | c) Secondary adversity, cognitive and physiological effects, developmental consequences                                      |  |
|   |                                            | d) School-based initiatives for children regarding disasters                                                                 |  |

|   |                                              |   |
|---|----------------------------------------------|---|
|   | <b>Professional Well-being and Self-Care</b> |   |
|   | 1 'Burnout syndrome' of caregivers           |   |
| 4 | 2 Issues faced by counsellors                |   |
|   | a) Personal experience                       |   |
|   | b) Professional issues                       | 8 |
|   | c) Ethical issues                            |   |
|   | 3 Caring for the carers                      |   |
|   | 4 Self-care strategies                       |   |
|   | a) Self-relaxation skills                    |   |

|  |                      |  |
|--|----------------------|--|
|  | b) Stress management |  |
|--|----------------------|--|

|   |                                                                                                                                                                                                                                                                                                                            |    |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 5 | <b>Teacher Specific Module</b>                                                                                                                                                                                                                                                                                             | 20 |
|   | <i>Directions:</i>                                                                                                                                                                                                                                                                                                         |    |
|   | <ul style="list-style-type: none"> <li>Recent national and international disaster case studies (e.g., Kerala floods, COVID-19 pandemic, earthquakes, landslides)</li> <li>Assignment - use of technology and digital tools in disaster response and mental health support</li> <li>Community awareness campaign</li> </ul> |    |

**Essential Readings:**

- 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>
- Habib, U., & Habib, O. (2017). Psychology and Disaster Management. *International Journal of Current Research*, 9(12), 62787-62789.
- Sekhar, K. (2023). *National Disaster Management Training Module: Psychosocial First Aid*. NIMHANS, NDMA. (1st Module)
- Cohen, R. E. (2002). Mental health services for victims of disasters. *World psychiatry: official journal of the World Psychiatric Association*, 1(3), 149–152.
- Cooper, L., Briggs, L., & Bagshaw, S. (2018). Postdisaster Counselling: Personal, Professional, and Ethical Issues. *Australian social work*, 71(4), 430–443. <https://doi.org/10.1080/0312407X.2018.1492622>
- Greenstone, J. L. (2008). *The Elements of Disaster Psychology: Managing Psychosocial Trauma - an Integrated Approach to Force Protection*. Charles C Thomas Publisher.
- Brenner, G. H., Bush, D. H., & Moses, J. (2010). *Creating spiritual and psychological resilience: Integrating Care in Disaster Relief Work*. Routledge.

**Reference Distribution:**

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

|          |   |      |  |
|----------|---|------|--|
| <b>2</b> | 1 | 1    |  |
|          | 2 | 1, 2 |  |
|          | 3 | 1    |  |
|          | 4 | 2    |  |
| <b>3</b> | 1 | 4    |  |
|          | 2 | 7    |  |
|          | 3 | 1    |  |
|          | 4 | 7    |  |
| <b>4</b> | 1 | 4    |  |
|          | 2 | 5    |  |
|          | 3 | 3    |  |
|          | 4 | 6    |  |

**Assessment Rubrics:**

| <b>Evaluation Type</b>  |                              | <b>Marks</b> |
|-------------------------|------------------------------|--------------|
| End Semester Evaluation |                              | <b>70</b>    |
| Continuous Evaluation   |                              | <b>30</b>    |
| a)                      | Test Paper- 1                | 5            |
| b)                      | Test Paper-2                 | 5            |
| c)                      | Case study analysis          | 5            |
| d)                      | Assignment                   | 5            |
| e)                      | Community awareness campaign | 10           |
| <b>Total</b>            |                              | <b>100</b>   |

**KU8DSCPSN408: RECENT TRENDS IN NEUROPSYCHOLOGY**

| Semester | Course Type | Course Level | Course Code  | Credits | Total Hours |
|----------|-------------|--------------|--------------|---------|-------------|
| 8        | DSC         | 400-499      | KU8DSCPSN408 | 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 overview of the meaning, scope, and contemporary developments in neuropsychology, with emphasis on advances in neurosurgery, psychometrics, technology, and emerging research areas. It introduces students to neuropsychological assessment and modern brain-imaging techniques. The course further explores the digital evolution of neuropsychology, including computerized cognitive testing, digital screening tools, virtual reality, and their applications in clinical practice. Students will also examine the benefits, challenges, accessibility issues, and future implications of integrating emerging technologies into neuropsychological assessment and clinical practice.

**Course Prerequisite:** Nil

**Course Outcomes:**

| CO No. | Expected Outcome                                                                                                                                  | Learning Domains |
|--------|---------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| 1      | Recall the basic concepts, scope, modern developments, assessment methods, and emerging areas of neuropsychology.                                 | R                |
| 2      | Analyse neuropsychological data, assessment findings, and the applications of emerging technologies in different clinical and research contexts.  | An               |
| 3      | Explain emerging approaches to neuropsychological assessment.                                                                                     | U                |
| 4      | Develop appropriate approaches for integrating emerging technologies and digital tools into neuropsychological assessment and clinical practice.  | C                |
| 5      | Evaluate the benefits, limitations, accessibility, ethical concerns, and effectiveness of modern neuropsychological techniques and digital tools. | E                |

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

**Mapping of Course Outcomes to PSO**

|      | 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:**

| <b>M<br/>O<br/>D<br/>U<br/>L<br/>E</b> | <b>U<br/>N<br/>I<br/>T</b>                                         | <b>DESCRIPTION</b>                                              | <b>HOURS</b> |
|----------------------------------------|--------------------------------------------------------------------|-----------------------------------------------------------------|--------------|
| <b>1</b>                               | <b>Developments In Neuropsychology</b>                             |                                                                 | <b>10</b>    |
|                                        | 1                                                                  | Meaning and scope of neuropsychology                            |              |
|                                        | 2                                                                  | Modern developments in neuropsychology                          |              |
|                                        |                                                                    | Neurosurgery                                                    |              |
|                                        |                                                                    | Psychometrics and statistical evaluation                        |              |
|                                        |                                                                    | Advances in technology                                          |              |
|                                        | 3                                                                  | Emerging research areas in neuropsychology                      |              |
|                                        |                                                                    | Forensic neuropsychology                                        |              |
|                                        |                                                                    | Sports neuropsychology                                          |              |
|                                        |                                                                    | Terrorism, law enforcement and military                         |              |
| <b>2</b>                               | <b>Digital tools in clinical practice</b>                          |                                                                 | <b>10</b>    |
|                                        | 1                                                                  | Benefits of Integrating Digital Neuropsychological Assessment   |              |
|                                        | 2                                                                  | Data Collection and Interpretation Challenges and opportunities |              |
|                                        | 3                                                                  | Virtual reality in clinical practice                            |              |
|                                        |                                                                    | VR in psychotherapy                                             |              |
|                                        |                                                                    | Enhancing Mindfulness Through VR                                |              |
|                                        |                                                                    | Barriers to Pragmatic VR Interventions                          |              |
|                                        |                                                                    | Accessibility and Cost Considerations                           |              |
|                                        | 4                                                                  | Applications in clinical practice                               |              |
|                                        | 5                                                                  | Key Accessibility Barriers and Approaches to Addressing Them    |              |
| <b>3</b>                               | <b>Brain imaging techniques and Neuropsychological Assessments</b> |                                                                 | <b>15</b>    |

|  |   |                                        |  |
|--|---|----------------------------------------|--|
|  | 1 | Single cell imaging                    |  |
|  |   | Electroencephalography                 |  |
|  |   | Magnetoencephalography                 |  |
|  |   | Transcranial Magnetic Stimulation      |  |
|  | 2 | Static brain imaging                   |  |
|  |   | Conventional Radiography               |  |
|  |   | Angiography                            |  |
|  |   | Computerized Tomography                |  |
|  | 3 | Dynamic brain imaging                  |  |
|  |   | Positron Emission Tomography           |  |
|  |   | Magnetic Resonance Imaging             |  |
|  |   | Functional Magnetic Resonance Imaging. |  |
|  | 4 | Neuropsychological assessments         |  |
|  | 5 | Behavioural examinations               |  |
|  |   | Neurologic examination                 |  |
|  |   | Neuropsychological examination         |  |
|  | 6 | New advances in imaging techniques     |  |
|  |   | Subtraction procedures                 |  |
|  |   | Image analysis and quantification      |  |

|   |                                             |                                                         |    |
|---|---------------------------------------------|---------------------------------------------------------|----|
|   | <b>Digital Evolution in Neuropsychology</b> |                                                         |    |
| 4 | 1                                           | Computerized neuropsychological testing                 | 15 |
|   | 2                                           | Digital revolution in neuropsychology                   |    |
|   | 3                                           | Digital cognitive screening tools                       |    |
|   |                                             | Cambridge neuropsychological test auto mated battery    |    |
|   |                                             | The brain health assessment                             |    |
|   |                                             | Montreal cognitive assessment digital version           |    |
|   |                                             | Cognivue                                                |    |
|   |                                             | Nih toolbox-cognition battery                           |    |
|   |                                             | Neurotrack                                              |    |
|   |                                             | Braincheck                                              |    |
|   |                                             | Integrated cognitive assessment                         |    |
|   |                                             | Immediate Post-Concussion and Cognitive Testing         |    |
|   |                                             | Neurotrax                                               |    |
|   |                                             | The microcog                                            |    |
|   | Mci screen                                  |                                                         |    |
|   | 4                                           | Imperative for continued use of technological evolution |    |

|   |                                                                                                                                       |  |  |  |    |
|---|---------------------------------------------------------------------------------------------------------------------------------------|--|--|--|----|
|   | Teacher Specific Module                                                                                                               |  |  |  |    |
| 5 | Directions: Provide students with a brief introduction to electroencephalography (EEG), emphasizing its basic principles, major brain |  |  |  | 10 |

|                                                                                                                                                                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| waves, and essential requirements for EEG recording. Provide simple EEG examples for students to identify different brain waves and discuss their relevance in neuropsychological assessment and clinical practice. |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Essential Readings:**

- 1.Kolb,B., & Whishaw, I.Q (2021) *Fundamentals of Human Neuropsychology* (8th ed). Worth Publishers.
- 2.Singh, S., & Weisenbach, S. L. (Eds.). (2025). *Neuropsychology in the age of digital health: Exploration, application, and practical implementation*. Wiley.
- 3.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 |
|----------|------|---------------|---------|
| <b>1</b> | 1    | 1             |         |
|          | 2    | 1             |         |
|          | 3    | 3             |         |
| <b>2</b> | 1    | 2             |         |
|          | 2    | 2             |         |
|          | 3    | 2             |         |
|          | 4    | 2             |         |
|          | 5    | 2             |         |
| <b>3</b> | 1    | 1             |         |
|          | 2    | 1             |         |
|          | 3    | 1             |         |
|          | 4    | 3             |         |
|          | 5    | 3             |         |
|          | 6    | 3             |         |
| <b>4</b> | 1    | 2             |         |
|          | 2    | 2             |         |
|          | 3    | 2             |         |
|          | 4    | 2             |         |

**Assessment Rubrics:**

| Evaluation Type                | Marks |
|--------------------------------|-------|
| End Semester Evaluation Theory | 70    |
| Continuous Evaluation Theory   | 30    |

|       |                                                                                                                                                                                                                                                                                                                                                                                                                             |     |
|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
|       |                                                                                                                                                                                                                                                                                                                                                                                                                             |     |
| 1     | Test paper 1                                                                                                                                                                                                                                                                                                                                                                                                                | 10  |
| 2     | Presentation                                                                                                                                                                                                                                                                                                                                                                                                                | 10  |
| 3     | Prepare a report or review of a recent developments in neuropsychology, focusing on topics such as digital neuropsychological assessment, artificial intelligence, virtual reality, modern neuroimaging techniques, or emerging applications in clinical practice. The report should include an introduction to the selected topic, its major developments, applications, advantages and limitations, and future prospects. | 10  |
| Total |                                                                                                                                                                                                                                                                                                                                                                                                                             | 100 |

**KU8DSCPSN409: PSYCHOONCOLOGY**

| Semester | Course Type | Course Level | Course Code  | Credits | Total Hours |
|----------|-------------|--------------|--------------|---------|-------------|
| 8        | DSC         | 400-499      | KU8DSCPSN409 | 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:**

| <b>M<br/>O<br/>D<br/>U<br/>L<br/>E</b> | <b>U<br/>N<br/>I<br/>T</b>                | <b>DESCRIPTION</b>                                                                                                                                                                                           | <b>HOUR<br/>S</b> |
|----------------------------------------|-------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| <b>1</b>                               | <b>Introduction to Psycho-Oncology</b>    |                                                                                                                                                                                                              | <b>15</b>         |
|                                        | <b>1</b>                                  | <b>Definition and History</b>                                                                                                                                                                                |                   |
|                                        |                                           | <b>Definition.</b> Introduction to the field Psycho-oncology                                                                                                                                                 |                   |
|                                        |                                           | History of Psycho-Oncology                                                                                                                                                                                   |                   |
|                                        | <b>2</b>                                  | <b>Psychosocial Impact of Cancer</b>                                                                                                                                                                         |                   |
|                                        |                                           | a) · Psychological Reaction to the Cancer Diagnosis<br>· Denial<br>· Co-morbid Mental Health Conditions<br>· Potential Positive Impact<br>· Social Impact<br>· Socio-economic Position<br>· Social Relations |                   |
|                                        | <b>3</b>                                  | <b>Fear of Progression in Cancer Patients and survivors;</b>                                                                                                                                                 |                   |
|                                        |                                           | Introduction<br>Fear of disease progression<br>Assessment of Fear of Progression                                                                                                                             |                   |
| <b>2</b>                               | <b>Rehabilitation for Cancer Patients</b> |                                                                                                                                                                                                              | <b>15</b>         |
|                                        | 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                                                                                                                                   |                   |
| <b>3</b>                               | <b>Special Populations</b>                |                                                                                                                                                                                                              | <b>15</b>         |
|                                        | 1                                         | Pediatric Psycho-oncology                                                                                                                                                                                    |                   |
|                                        | 2                                         | Life-stage Approach to Psycho-oncology                                                                                                                                                                       |                   |
|                                        |                                           | Psycho-oncology in Underserved and Minority Populations                                                                                                                                                      |                   |
|                                        |                                           | Future Research in Psycho-Oncology                                                                                                                                                                           |                   |

|   |                                                                                   |                                                                                                                                    |    |
|---|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|----|
| 4 | <b>Psycho-Oncological Interventions and Psychotherapy in the Oncology Setting</b> |                                                                                                                                    | 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 center                                                                                                             |    |

**Essential Readings:**

1. Goerling, U. & Mehnert, A. (2018). *Psycho-Oncology*. (2nd ed.). Springer International Publishing.
2. Holland, J.C. Breitbart, 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     |

**KU8DSCPSN410: SPORTS PSYCHOLOGY**

| Semester | Course Type | Course Level | Course Code  | Credits | Total Hours |
|----------|-------------|--------------|--------------|---------|-------------|
| 8        | DSC         | 400-499      | KU8DSCPSN410 | 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:**

| <b>M<br/>O<br/>D<br/>U<br/>L<br/>E</b> | <b>U<br/>N<br/>I<br/>T</b>                             | <b>DESCRIPTION</b>                                                    | <b>HOURS</b> |
|----------------------------------------|--------------------------------------------------------|-----------------------------------------------------------------------|--------------|
| <b>1</b>                               | <b>Sports and exercise Psychology</b>                  |                                                                       | <b>15</b>    |
|                                        | 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                                                          |              |
| <b>2</b>                               | <b>Identifying the psychological needs of athletes</b> |                                                                       | <b>12</b>    |
|                                        | 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                                              |              |

|          |                                                |                                                                        |           |
|----------|------------------------------------------------|------------------------------------------------------------------------|-----------|
| <b>3</b> | <b>Developing mental skills among athletes</b> |                                                                        | <b>13</b> |
|          | 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                            |           |

|          |                                                         |                                                                 |           |
|----------|---------------------------------------------------------|-----------------------------------------------------------------|-----------|
| <b>4</b> | <b>Staying Competitive: Sports Psychology in Action</b> |                                                                 | <b>10</b> |
|          | 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.<br><br>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 |
|----------|------|---------------|---------|
| <b>1</b> | 1    | 1             |         |
|          | 2    | 2             |         |
|          | 3    | 2             |         |

|          |   |   |  |
|----------|---|---|--|
|          | 4 | 2 |  |
| <b>2</b> | 1 | 2 |  |
|          | 2 | 2 |  |
| <b>3</b> | 1 | 2 |  |
|          | 2 | 2 |  |
|          | 3 | 2 |  |
|          | 4 | 2 |  |
|          | 5 | 2 |  |
|          | 6 | 2 |  |
| <b>4</b> | 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:**

| <b>Evaluation Type</b>  |                  | <b>Marks</b> |
|-------------------------|------------------|--------------|
| End Semester Evaluation |                  | <b>70</b>    |
| Continuous Evaluation   |                  | <b>30</b>    |
| a)                      | Test Paper- 1    | 6            |
| b)                      | Test Paper-2     | 6            |
| c)                      | Assignment       | 6            |
| d)                      | Practical Report | 12           |
| <b>Total</b>            |                  | <b>100</b>   |

**KU8DSCPSN411: BEHAVIOURAL MEDICINE AND ITS APPLICATIONS**

| Semester | Course Type | Course Level | Course Code  | Credits | Total Hours |
|----------|-------------|--------------|--------------|---------|-------------|
| 8        | DSC         | 400-499      | KU8DSCPSN411 | 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 provides an advanced understanding of behavioural medicine as an interdisciplinary field integrating behavioural, psychological, biological, social, and cultural perspectives in the promotion of health and prevention and management of illness. It examines major theoretical foundations of health behaviour and behaviour change, including psychophysiological stress, social cognitive approaches, behavioural principles, and behavioural economics. The course focuses on applications of behavioural medicine in tobacco control, physical activity, obesity, chronic illness, quality of life, women's health, palliative and end-of-life care, and global health settings. Emphasis is placed on evidence-based behavioural interventions, person-centred outcomes, cultural competence, and innovative approaches to delivering behavioural healthcare in diverse and resource-limited settings.

**Course Prerequisite:** NIL

**Course Outcomes:**

| CO No. | Expected Outcome                                                                                                                         | Learning Domains |
|--------|------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| 1      | Explain the concepts, scope, historical development, and interdisciplinary foundations of behavioural medicine.                          | U                |
| 2      | Analyse theoretical perspectives and behavioural, psychological, social, and biological factors underlying health behaviour and illness. | An               |
| 3      | Apply behavioural medicine principles to the prevention and management of health-risk behaviours and common chronic illnesses.           | A                |

|   |                                                                                                                                         |      |
|---|-----------------------------------------------------------------------------------------------------------------------------------------|------|
| 4 | Apply evidence-based behavioural interventions to enhance health, quality of life, treatment outcomes, and person-centred care.         | A    |
| 5 | Evaluate and design culturally appropriate behavioural medicine interventions for diverse populations and emerging healthcare 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:

| M<br>O<br>D<br>U<br>L<br>E | U<br>N<br>I<br>T                                       | DESCRIPTION                                             | HOURS |
|----------------------------|--------------------------------------------------------|---------------------------------------------------------|-------|
| 1                          | <b>Introduction to Behavioural Medicine</b>            |                                                         | 12    |
|                            | 1                                                      | Definition and concept of Behavioural Medicine          |       |
|                            | 2                                                      | Scope of Behaviour and Health                           |       |
|                            | 3                                                      | Global Trends in Health and Behaviour                   |       |
|                            | 4                                                      | Historical and Conceptual Roots of Behavioural Medicine |       |
|                            | 5                                                      | Key Concepts of Behavioural Medicine                    |       |
|                            | 6                                                      | Behavioural Medicine: Who Does It and Where             |       |
| 2                          | <b>Theoretical Foundations in Behavioural Medicine</b> |                                                         | 12    |
|                            | 1                                                      | The Role of Theory in Behavioural Medicine Research     |       |
|                            | 2                                                      | General Theories on Psychophysiological Stress          |       |

|  |   |                                                                                                                                               |  |
|--|---|-----------------------------------------------------------------------------------------------------------------------------------------------|--|
|  | 3 | General Social Cognitive Theories of Health Behaviour Change- Two Approaches to Global Theories: Continuum Models and Stage Models            |  |
|  | 4 | Occupational Stress Model                                                                                                                     |  |
|  | 5 | Focused Theory: Functional Decline in Osteoarthritis                                                                                          |  |
|  | 6 | Behavioural Medicine's Roots in Behaviourism: Concepts and Applications – Operant Conditioning, Classical Conditioning, Behavioural Economics |  |

|          |                                                                      |                                                                    |           |
|----------|----------------------------------------------------------------------|--------------------------------------------------------------------|-----------|
| <b>3</b> | <b>Key Areas of Application in Prevention and Disease Management</b> |                                                                    | <b>13</b> |
|          | 1                                                                    | Tobacco Control: Preventing Smoking and Facilitating Cessation     |           |
|          | 2                                                                    | Promoting Physical Activity Behaviour: Interventions and Mediators |           |
|          | 3                                                                    | Behavioural Management of Obesity                                  |           |
|          | 4                                                                    | Behavioural Management of Common Chronic Illnesses                 |           |

|          |                                                                    |                                                                                                            |           |
|----------|--------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|-----------|
| <b>4</b> | <b>Interventions to Enhance Quality of Life and Emerging Areas</b> |                                                                                                            | <b>13</b> |
|          | 1                                                                  | Quality of Life and Person-- Centered Outcomes: Considerations for Behavioural Medicine                    |           |
|          | 2                                                                  | End of Life Issues in Behavioural Medicine                                                                 |           |
|          | 3                                                                  | Women's Health: Behavioural Medicine Interventions for Women During Childbearing and Menopause             |           |
|          | 4                                                                  | Early Palliative Care for Patients with Advanced Cancer                                                    |           |
|          | 5                                                                  | Task Shifting and Delivery of Behavioural Medicine Interventions in Resource-Poor Global Settings          |           |
|          | 6                                                                  | Cultural Competence Within Behavioural Medicine: Culturally Competent CBT with Diverse Medical Populations |           |

|   |                                                                                                                                                                                                |    |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 5 | Teacher Specific Module                                                                                                                                                                        | 10 |
|   | Assignment                                                                                                                                                                                     |    |
|   | Behavioural Medicine Intervention Plan                                                                                                                                                         |    |
|   | Select one health-related problem such as smoking cessation, physical inactivity, obesity, medication non-adherence, chronic pain, stress, sleep problems, or management of a chronic illness. |    |
|   | Prepare a brief evidence-informed Behavioural Medicine Intervention Plan covering:                                                                                                             |    |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  | <ol style="list-style-type: none"> <li>1. Description of the selected health problem and its behavioural determinants.</li> <li>2. Application of an appropriate behavioural medicine theory or model.</li> <li>3. Identification of relevant behavioural, psychological, social, and environmental factors.</li> <li>4. Design of an appropriate behavioural intervention.</li> <li>5. Strategies for behaviour change, adherence, and maintenance.</li> <li>6. Expected outcomes and methods for evaluating the intervention.</li> <li>7. Consideration of cultural and individual differences.</li> </ol> |  |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

**Essential Readings:**

1. Fisher, E. B., Cameron, L. D., Ehlert, U., Oldenburg, B., Christensen, A. J., Guo, Y., & Snoek, F. J. (Eds.). (2018). *Principles and concepts of behavioral medicine: A global handbook*. Springer.

2. Vranceanu, A.-M., Greer, J. A., & Safren, S. A. (Eds.). (2016). *The Massachusetts General Hospital handbook of behavioral medicine*. Humana Press.

**Reference Distribution:**

| Module   | Unit | Reference No. |
|----------|------|---------------|
| <b>1</b> | 1    | 1             |
|          | 2    | 1             |
|          | 3    | 1             |
|          | 4    | 1             |
|          | 5    | 1             |
|          | 6    | 1             |
| <b>2</b> | 1    | 1             |
|          | 2    | 1             |
|          | 3    | 1             |
|          | 4    | 1             |
|          | 5    | 1             |
|          | 6    | 1             |
| <b>3</b> | 1    | 1,2           |
|          | 2    | 1,2           |
|          | 3    | 1,2           |
|          | 4    | 1,2           |
| <b>4</b> | 1    | 1             |
|          | 2    | 1             |
|          | 3    | 2             |
|          | 4    | 2             |
|          | 5    | 2             |

|  |   |   |
|--|---|---|
|  | 6 | 2 |
|--|---|---|

**Assessment Rubrics:**

| <b>Evaluation Type</b>  |               | <b>Marks</b> |
|-------------------------|---------------|--------------|
| End Semester Evaluation |               | <b>70</b>    |
| Continuous Evaluation   |               | <b>30</b>    |
| a)                      | Test Paper- 1 | 5            |
| b)                      | Test Paper-2  | 5            |
| c)                      | Assignment    | 20           |
| <b>Total</b>            |               | <b>100</b>   |

**KU8DSCPSN412: CAREER COUNSELLING**

| Semester | Course Type | Course Level | Course Code  | Credits | Total Hours |
|----------|-------------|--------------|--------------|---------|-------------|
| 8        | DSC         | 400-499      | KU8DSCPSN412 | 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 provides an overview of the principles, theories, assessment techniques, and practices of career counselling. It introduces students to the concepts of career, along with major career development theories. The course develops an understanding of career assessment. Students will learn to facilitate career exploration, decision-making, information gathering, action planning, and career entry preparation. Ethical and professional issues are emphasized to promote responsible and effective career counselling practice.

**Course Prerequisite:** Nil

**Course Outcomes:**

| CO No. | Expected Outcome                                                                                                                                              | Learning Domains |
|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| 1      | Identify and describe the principles, benefits, limitations, and ethical considerations involved in career assessment and psychometric testing                | R, U             |
| 2      | Apply appropriate career assessment techniques to facilitate career exploration.                                                                              | A                |
| 3      | Analyse career-related information, interests, abilities, and life roles to support career decision-making, action planning, and career transitions.          | An               |
| 4      | Evaluate career counselling practices and professional decisions in relation to career transitions, work–life conflicts, workplace stress, and ethical issues | E                |
| 5      | Develop appropriate career action plans and career-entry materials, including CVs/resumes, based on individual career goals and developmental needs.          | 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:

| M<br>O<br>D<br>U<br>L<br>E | U<br>N<br>I<br>T                          | DESCRIPTION                                                                                                                 | HOURS |
|----------------------------|-------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|-------|
| 1                          | <b>Introduction to Career counselling</b> |                                                                                                                             | 15    |
|                            | 1                                         | Difference between work, job, occupation, vocation and career                                                               |       |
|                            | 2                                         | Definition and evolution of career counselling                                                                              |       |
|                            | 3                                         | Myths and realities about career counselling                                                                                |       |
|                            | 4                                         | Career development theories                                                                                                 |       |
|                            |                                           | a) Theory of John L. Holland                                                                                                |       |
|                            |                                           | b) Theory of Donald E. Super                                                                                                |       |
|                            |                                           | c) The narrative approach of Mark L. Savickas                                                                               |       |
|                            |                                           | d) Theory of John Krumboltz                                                                                                 |       |
| 2                          | <b>Basics of Career Assessment</b>        |                                                                                                                             | 15    |
|                            | 1                                         | The benefits and dangers of using tests in career counselling                                                               |       |
|                            | 2                                         | Assessment techniques                                                                                                       |       |
|                            |                                           | h) Systematic reflection on experience                                                                                      |       |
|                            |                                           | i) Assessing career themes                                                                                                  |       |
|                            |                                           | j) Graphic and written portrayals                                                                                           |       |
|                            |                                           | k) Card sorts                                                                                                               |       |
|                            | 3                                         | Psychometric tests and inventories                                                                                          |       |
|                            |                                           | c) Instruments assessing the content of career choices: Strong Interest Inventory, Minnesota Importance Questionnaire, 16PF |       |

|   |  |                                                                                                            |  |
|---|--|------------------------------------------------------------------------------------------------------------|--|
|   |  | d) Instruments assessing career choice processes: Career Maturity Inventory, Career Development Inventory, |  |
| 4 |  | Guiding the students to prepare for career entry by designing good CV/resume                               |  |

|   |   |                                                             |    |
|---|---|-------------------------------------------------------------|----|
|   |   | <b>Career Exploration and Decision Making</b>               |    |
|   | 1 | Consolidation, decision making, and action planning         |    |
|   | 2 | Implementing action plans                                   |    |
|   | 3 | Career Information                                          |    |
|   |   | a) Clients' needs for information                           |    |
|   |   | b) Purposes of information                                  |    |
|   |   | c) Types of career information                              |    |
| 3 | 4 | Unemployment and underemployment                            |    |
|   | 5 | Career counselling for gifted and persons with disabilities | 10 |

|   |   |                                                                    |  |
|---|---|--------------------------------------------------------------------|--|
|   |   | <b>Career Transitions and Adult Career Development Concerns</b>    |  |
|   | 1 | Career transitions                                                 |  |
|   |   | a) School-to-work transition stage                                 |  |
|   |   | b) Workforce participation stage                                   |  |
|   |   | c) Work-to-retirement transition stage                             |  |
|   |   | d) Job loss and transitions                                        |  |
|   |   | e) Nancy Schlossberg's transition theory                           |  |
| 4 | 2 | Discovering the significance of life roles and potential conflicts |  |
|   | 3 | Stress at work                                                     |  |
|   | 4 | Ethical issues                                                     |  |
|   |   | a) Dual Relationships                                              |  |
|   |   | b) Confidentiality                                                 |  |
|   |   | c) Accountability                                                  |  |
|   |   | d) Referral                                                        |  |

|   |                                |  |    |
|---|--------------------------------|--|----|
| 5 | <b>Teacher Specific Module</b> |  | 20 |
|---|--------------------------------|--|----|

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  | <p><i>Directions:</i></p> <ul style="list-style-type: none"> <li>• Design an effective CV/resume and conduct a mock interview and feedback session</li> <li>• Students identify and present information about selected careers, including educational qualifications, skills, employment opportunities, and future prospects</li> <li>• Administration, scoring, and interpretation of selected career interest and aptitude inventories</li> </ul> |  |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

**Essential Readings:**

1. Savickas, M. L. (2019). *Career Counseling* (2<sup>nd</sup> ed.). American Psychological Association.
2. Brown, S. D. & Lent, R. W. (2020). *Career Development and Counseling* (3<sup>rd</sup> ed.). Wiley.
3. Amundson, N. E., Harris-Bowlsbey, J., & Niles, S. G. (2009). *Essential Elements of Career Counseling: Processes and Techniques*. Pearson.
4. Doyle, A. (2024). *The difference between a resume and a curriculum vitae*. The Balance. <https://www.thebalancemoney.com/cv-vs-resume-2058495>
5. Nathan, R. & Hill, L. (2006). *Career Counselling* (2<sup>nd</sup> ed.). Sage.
6. Kidd, J. M. (2006). *Understanding Career Counselling: Theory, Research and Practice*. Sage.
7. Zunker, V. G. (2016). *Career Counseling; A Holistic Approach*. Cengage.
8. Bets, A. (2025). *Nancy Schlossberg's Transition Theory: A Detailed Guide*. Buyassignment. <https://buyassignmentonline.com/resources/nancy-schlossbergs-transition-theory/>
9. Walsh, W. B., Flores, L. Y., Hartung, P. J. & Leong, F. T. L. (2023). *Career Psychology: Models, Concepts, and Counseling for Meaningful Employment*. American Psychological Association

**Reference Distribution:**

| Module | Unit | Reference No. | Remarks |
|--------|------|---------------|---------|
| 1      | 1    | 2             |         |

|          |   |               |  |
|----------|---|---------------|--|
|          | 2 | 1             |  |
|          | 3 | 2             |  |
|          | 4 | 3             |  |
|          | 1 | 5             |  |
| <b>2</b> | 2 | 6             |  |
|          | 3 | 6             |  |
|          | 4 | 4             |  |
|          | 1 | 3             |  |
| <b>3</b> | 2 | 3             |  |
|          | 3 | 6             |  |
|          | 4 | 9             |  |
|          | 5 | 9             |  |
|          | 1 | 9, 7(d), 8(e) |  |
| <b>4</b> | 2 | 7             |  |
|          | 3 | 7             |  |
|          | 4 | 6             |  |

**Assessment Rubrics:**

| <b>Evaluation Type</b>  |                                   | <b>Marks</b> |
|-------------------------|-----------------------------------|--------------|
| End Semester Evaluation |                                   | <b>70</b>    |
| Continuous Evaluation   |                                   | <b>30</b>    |
| a)                      | Test Paper- 1                     | 5            |
| b)                      | Test Paper-2                      | 5            |
| c)                      | Presentation                      | 5            |
| d)                      | CV preparation and mock interview | 5            |
| e)                      | Test administration and scoring   | 10           |
| <b>Total</b>            |                                   | <b>100</b>   |

**KU8DSEPSN400: SEX, SEXUALITY AND THERAPY**

| Semester | Course Type | Course Level | Course Code  | Credits | Total Hours |
|----------|-------------|--------------|--------------|---------|-------------|
| 8        | DSE         | 400-499      | KU8DSEPSN400 | 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 integrated understanding of human sexuality from biological, psychological, social, developmental, and therapeutic perspectives. It examines sexual anatomy and physiology, sexual response and arousal, gender, sexual orientation, reproductive processes, sexually transmitted infections, and the psychological dimensions of sexuality. Particular emphasis is given to the identification and understanding of common sexual problems and dysfunctions, including disorders of sexual desire, interest/arousal, erection, ejaculation, orgasm, and sexual pain. The course introduces major approaches to sex therapy, including cognitive-behavioural, systemic, psychodynamic, attachment based, parts based, and medical approaches, with emphasis on their application to sexual and relationship concerns.

**Course Prerequisite:** NIL

**Course Outcomes:**

| CO No. | Expected Outcome                                                                                                                                       | Learning Domains |
|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| 1      | Recall major concepts related to human sexuality, sexual anatomy and physiology, sexual response, gender, sexual orientation, and reproductive health. | R                |
| 2      | Explain the biological, psychological, social, and cultural factors influencing human sexuality and sexual behaviour.                                  | U                |
| 3      | Apply knowledge of human sexuality to identify and understand common sexual problems and dysfunctions in diverse individuals and relationships.        | A                |

|   |                                                                                                                                                                              |    |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 4 | Analyse the psychological, relational, and biological factors associated with sexual problems and critically examine different approaches to sex therapy.                    | An |
| 5 | Evaluate major sex-therapy approaches and their applicability to different sexual and relationship concerns while considering ethical, cultural, and individual differences. | 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:

| M<br>O<br>D<br>U<br>L<br>E | U<br>N<br>I<br>T | DESCRIPTION                                                                                                                                                         | HOURS |
|----------------------------|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 1                          | <b>SEXUALITY</b> |                                                                                                                                                                     | 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 – fetal development, maternal health problems during pregnancy, childbirth, psychological & physiological adjustment after childbirth |       |

|   |                                          |                                                                                                                                                                            |    |
|---|------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 2 | <b>THE PSYCHOLOGY OF HUMAN SEXUALITY</b> |                                                                                                                                                                            | 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 |  |

|          |                        |                                                                                        |           |
|----------|------------------------|----------------------------------------------------------------------------------------|-----------|
|          | <b>SEXUAL PROBLEMS</b> |                                                                                        |           |
| <b>3</b> | 1                      | Arousal and desire disorders, discrepancy of desire, hypoactive sexual desire disorder | <b>13</b> |
|          | 2                      | Sexual interest/arousal disorder, erectile difficulties                                |           |
|          | 3                      | Pain and sensation disorders                                                           |           |
|          | 4                      | Persistent genital arousal disorder                                                    |           |
|          | 5                      | Premature early ejaculation, delayed ejaculation                                       |           |
|          | 6                      | Female orgasmic disorder                                                               |           |

|          |                    |                            |           |
|----------|--------------------|----------------------------|-----------|
|          | <b>SEX THERAPY</b> |                            |           |
| <b>4</b> | 1                  | What is sex therapy        | <b>13</b> |
|          | 2                  | CBT model                  |           |
|          | 3                  | Single session sex therapy |           |
|          | 4                  | Systemic therapy           |           |
|          | 5                  | Parts therapies            |           |
|          | 6                  | Internal family systems    |           |
|          | 7                  | Psychodynamic approaches   |           |
|          | 8                  | Attachment                 |           |
|          | 9                  | Medical model              |           |

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |   |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
|   | <b>Teacher Specific Module</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |   |
|   | <i>Directions:</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |   |
| 5 | <p>Assignment</p> <p>Select a fictional or appropriately anonymised case involving a sexual or relationship concern such as low sexual desire, erectile difficulties, premature or delayed ejaculation, orgasmic difficulties, sexual pain, sexual arousal difficulties, or discrepancy in sexual desire. Briefly describe the presenting concern, identify relevant biological, psychological, relational, and sociocultural factors, and explain the possible contributing factors. Apply an appropriate sex-therapy framework and propose a suitable therapeutic approach.</p> | 8 |

|                                                                                                                                                                                                                               |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| such as CBT, systemic, psychodynamic, attachment-based, parts-based, or medical approaches. Discuss relevant ethical and cultural considerations and briefly evaluate the strengths and limitations of the proposed approach. |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

**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*. Open Oregon Educational Resources.
4. Rathus, S. A., Nevid, J. S., & Rathus, T. L. (2021). *Human sexuality in a changing world* (11th ed.). Pearson.
5. Campbell, C. (2023). *Sex therapy: The basics*. Routledge.

**Reference Distribution:**

| Module   | Unit | Reference No. |
|----------|------|---------------|
| <b>1</b> | 1    | 1,4           |
|          | 2    | 1,4           |
|          | 3    | 2,4           |
|          | 4    | 3,4           |
| <b>2</b> | 1    | 1             |
|          | 2    | 3             |
|          | 3    | 3             |
|          | 4    | 1             |
| <b>3</b> | 1    | 5             |
|          | 2    | 5             |
|          | 3    | 5             |
|          | 4    | 5             |
|          | 5    | 5             |
|          | 6    | 5             |
| <b>4</b> | 1    | 5             |
|          | 2    | 5             |
|          | 3    | 5             |
|          | 4    | 5             |
|          | 5    | 5             |
|          | 6    | 5             |
|          | 7    | 5             |
|          | 8    | 5             |

|  |   |   |
|--|---|---|
|  | 9 | 5 |
|--|---|---|

**Assessment Rubrics:**

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

**KU8DSEPSN401: POSITIVE PSYCHOLOGICAL INTERVENTIONS**

| Semester | Course Type | Course Level | Course Code  | Credits | Total Hours |
|----------|-------------|--------------|--------------|---------|-------------|
| 8        | DSE         | 400-499      | KU8DSEPSN401 | 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 introduces students to the principles, theories, and applications of positive psychological interventions aimed at enhancing well-being, happiness, life satisfaction, and human strengths. It examines major concepts and interventions related to subjective well-being, positive emotions, mindfulness, savoring, flow, and positive psychotherapy. The course also familiarizes students with the application of positive psychological approaches in areas such as depression, anxiety, counselling, and education, with emphasis on understanding the processes and mechanisms underlying positive interventions.

**Course Prerequisite:** NIL

**Course Outcomes:**

| CO No. | Expected Outcome                                                                                                                                           | Learning Domains |
|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| 1      | Explain the fundamental concepts, theoretical perspectives, and major themes of positive psychology, well-being, and positive psychological interventions. | U                |
| 2      | Describe and apply evidence-based strategies for enhancing happiness, life satisfaction, positive emotions, mindfulness, savoring, and flow.               | A                |
| 3      | Analyse the principles, processes, and mechanisms of positive psychotherapy and selected positive interventions for psychological problems.                | An               |
| 4      | Apply positive psychological approaches in counselling, education, and other relevant settings to promote well-being and positive functioning.             | A                |

|   |                                                                                                                                                                                              |      |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 5 | Evaluate the usefulness and potential applications of positive psychological interventions and develop appropriate intervention-oriented activities based on identified psychological needs. | 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:

| M<br>O<br>D<br>U<br>L<br>E | U<br>N<br>I<br>T | DESCRIPTION                                      | HOURS |
|----------------------------|------------------|--------------------------------------------------|-------|
| 1                          |                  | <b>Positive psychology and wellbeing</b>         | 12    |
|                            | 1                | Positive psychology: Definition                  |       |
|                            | 2                | Positive Psychology: An Introduction             |       |
|                            | 3                | PERMA theory of wellbeing Varieties of wellbeing |       |
|                            | 4                | Varieties of wellbeing                           |       |
|                            | 5                | Positive emotions                                |       |
|                            | 6                | Basic Themes of Positive Psychology              |       |

|   |   |                                                              |    |
|---|---|--------------------------------------------------------------|----|
| 2 |   | <b>Subjective Well-Being and Interventions to enhance it</b> | 12 |
|   | 1 | Measurement Of Subjective Well-Being                         |    |
|   | 2 | Top-Down Predictors of Subjective Well-Being                 |    |
|   | 3 | Bottom-Up Predictors of Subjective Well-Being                |    |

|  |   |                                                                                                                                                                                                                                                       |  |
|--|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  | 4 | Increasing Happiness and Life Satisfaction - Intensity and Frequency of Positive Emotion, Strategies for Creating a Good Mood, Fordyce's Happiness Training Program, Sustainable Happiness, Barbara Fredrickson's Positivity, Quality of Life Therapy |  |
|--|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

|   |                                                             |                                                                                                               |    |
|---|-------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|----|
| 3 | <b>Present-Moment Focus: Mindfulness, Savoring and Flow</b> |                                                                                                               | 13 |
|   | 1                                                           | Why Does Present-Moment Focus Matter?                                                                         |    |
|   | 2                                                           | Savouring                                                                                                     |    |
|   | 3                                                           | Flow                                                                                                          |    |
|   | 4                                                           | Mindfulness                                                                                                   |    |
|   | 5                                                           | Practice Present-Moment Focus: Meditate on the Present Moment, Savor the Past, Present, and Future, Find Flow |    |

|   |                               |                                                                     |    |
|---|-------------------------------|---------------------------------------------------------------------|----|
| 4 | <b>Positive Psychotherapy</b> |                                                                     | 13 |
|   | 1                             | Positive Psychotherapy: Practice, Process, and Mechanisms of Change |    |
|   | 2                             | Positive Interventions in Depression                                |    |
|   | 3                             | Positive Interventions in Anxiety Disorders                         |    |
|   | 4                             | Positive Pedagogy and Counselling                                   |    |
|   | 5                             | The Search: A Meaning-Centered Psychotherapy                        |    |
|   | 6                             | Positive Interpretation as a Tool in Psychotherapy                  |    |

|   |                                                                                                                                                                                                                                                       |    |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 5 | <b>Teacher Specific Module</b>                                                                                                                                                                                                                        | 10 |
|   | <i>Assignment</i>                                                                                                                                                                                                                                     |    |
|   | <b>Positive Psychological Intervention</b>                                                                                                                                                                                                            |    |
|   | Select one positive psychological intervention such as gratitude, mindfulness, savoring, happiness training, or character strengths. Briefly explain its purpose, procedure, and expected benefits. Prepare a short report based on the intervention. |    |

### Essential Readings:

1.Carr, A. (2024). *Positive psychology: The science of wellbeing and human strengths* (3rd ed.). Routledge.

- 2.Messias, E., & Peseschkian, H. (Eds.). (2024). *Positive Psychiatry, Psychotherapy and Psychology: Clinical Applications for Positive Mental Health* (2nd ed.). Springer.
- 3.Compton, W. C., & Hoffman, E. (2024). *Positive psychology: The science of happiness and flourishing* (3rd ed.). SAGE Publications.
- 4.Cheavens, J. S., & Feldman, D. B. (Eds.). (2019). *The science and application of positive psychology*. Cambridge University Press.
- 5.Rashid, T., & Seligman, M. P. (2018). *Positive psychotherapy: Clinician manual*. Oxford University Press.

**Reference Distribution:**

| Module   | Unit | Reference No. |
|----------|------|---------------|
| <b>1</b> | 1    | 1             |
|          | 2    | 2             |
|          | 3    | 1             |
|          | 4    | 1             |
|          | 5    | 1             |
|          | 6    | 3             |
| <b>2</b> | 1    | 4             |
|          | 2    | 4             |
|          | 3    | 4             |
|          | 4    | 4             |
| <b>3</b> | 1    | 4             |
|          | 2    | 1             |
|          | 3    | 1             |
|          | 4    | 1             |
|          | 5    | 4             |
| <b>4</b> | 1    | 5,1           |
|          | 2    | 2             |
|          | 3    | 2             |
|          | 4    | 2             |
|          | 5    | 2             |
|          | 6    | 2             |

**Assessment Rubrics:**

| Evaluation Type         | Marks     |
|-------------------------|-----------|
| End Semester Evaluation | <b>70</b> |

|                       |               |            |
|-----------------------|---------------|------------|
| Continuous Evaluation |               | <b>30</b>  |
| a)                    | Test Paper- 1 | 5          |
| b)                    | Test Paper-2  | 5          |
| c)                    | Assignment    | 20         |
| <b>Total</b>          |               | <b>100</b> |

**KU8DSEPSN402: COGNITIVE BEHAVIOUR THERAPY**

| Semester | Course Type | Course Level | Course Code  | Credits | Total Hours |
|----------|-------------|--------------|--------------|---------|-------------|
| 8        | DSE         | 400-499      | KU8DSEPSN402 | 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:** Cognitive Behaviour Therapy (CBT) is an evidence based psychological intervention that emphasizes the relationship between cognition, emotion, behaviour, and psychological difficulties. This course introduces students to the historical development, theoretical foundations, principles, and cognitive conceptualization of CBT. It provides systematic training in evaluation, therapeutic relationship, structuring sessions, activity scheduling, action planning, identification and modification of automatic thoughts and beliefs, and relapse prevention. The course also familiarizes students with the application and adaptation of CBT for anxiety disorders, obsessive-compulsive and related disorders, post-traumatic stress disorder, depression, psychosis, and complex mental health presentations. Practical learning through case studies, projects, and group discussions enables students to develop an understanding of the application of CBT principles in clinical contexts.

**Course Prerequisite:** NIL

**Course Outcomes:**

| CO No. | Expected Outcome                                                                                                                                                        | Learning Domains |
|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| 1      | Explain the historical development, theoretical foundations, core principles, cognitive conceptualization, and therapeutic relationship in Cognitive Behaviour Therapy. | U                |
| 2      | Apply basic CBT principles and procedures in evaluation, initial sessions, activity scheduling, action planning, and structuring of therapy sessions.                   | A                |

|   |                                                                                                                                                                            |    |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 3 | Identify, evaluate, and modify automatic thoughts and maladaptive beliefs using appropriate cognitive and behavioural techniques.                                          | A  |
| 4 | Analyse the application of CBT principles and techniques to anxiety disorders, obsessive-compulsive and related disorders, post-traumatic stress disorder, and depression. | An |
| 5 | Demonstrate an understanding of the adaptation of CBT for psychosis and complex mental health presentations and formulate appropriate case based intervention strategies.  | 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:

| M<br>O<br>D<br>U<br>L<br>E | U<br>N<br>I<br>T                                      | DESCRIPTION                                             | HOURS |
|----------------------------|-------------------------------------------------------|---------------------------------------------------------|-------|
| 1                          | <b>An Introduction to Cognitive Behaviour Therapy</b> |                                                         | 12    |
|                            | 1                                                     | An Historical Overview of Cognitive Behavioural Therapy |       |
|                            | 2                                                     | The Supporting Theory of Cognitive Behavioural Therapy  |       |
|                            | 3                                                     | Efficacy of CBT: A Brief Outline and Review             |       |
|                            | 4                                                     | What Is Cognitive Behavioural Therapy?                  |       |
|                            | 5                                                     | Cognitive conceptualization                             |       |
|                            | 6                                                     | The therapeutic relationship                            |       |

|          |                                                                                  |                           |           |
|----------|----------------------------------------------------------------------------------|---------------------------|-----------|
| <b>2</b> | <b>Evaluation, First session, Activity scheduling, Action plans, Structuring</b> |                           | <b>12</b> |
|          | 1                                                                                | The evaluation session    |           |
|          | 2                                                                                | The first therapy session |           |
|          | 3                                                                                | Activity scheduling       |           |
|          | 4                                                                                | Action plans              |           |
|          | 5                                                                                | Structuring sessions      |           |

|          |                                                                                                                              |                                    |           |
|----------|------------------------------------------------------------------------------------------------------------------------------|------------------------------------|-----------|
| <b>3</b> | <b>Automatic thoughts, Emotions, Modifying Beliefs, Techniques for Modifying Beliefs, Termination and Relapse Prevention</b> |                                    | <b>13</b> |
|          | 1                                                                                                                            | Identifying automatic thoughts     |           |
|          | 2                                                                                                                            | Emotions                           |           |
|          | 3                                                                                                                            | Evaluating automatic thoughts      |           |
|          | 4                                                                                                                            | Responding to Automatic thoughts   |           |
|          | 5                                                                                                                            | Introduction to beliefs            |           |
|          | 6                                                                                                                            | Modifying beliefs                  |           |
|          | 7                                                                                                                            | Additional techniques and Imagery  |           |
|          | 8                                                                                                                            | Termination and Relapse Prevention |           |

|          |                                                                        |                                                                                                            |           |
|----------|------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|-----------|
| <b>4</b> | <b>CBT Application and Adaptations for Mental Health Presentations</b> |                                                                                                            | <b>13</b> |
|          | 1                                                                      | Anxiety Disorders- Specific Phobias- Panic disorder- Social Anxiety Disorder- Generalised Anxiety Disorder |           |
|          | 2                                                                      | Obsessive Compulsive or Related Disorders - Obsessive Compulsive Disorder                                  |           |
|          | 3                                                                      | Body Dysmorphic Disorder- Illness Anxiety Disorder                                                         |           |
|          | 4                                                                      | Post-traumatic stress disorder                                                                             |           |
|          | 5                                                                      | Depression                                                                                                 |           |
|          | 6                                                                      | CBT for Psychosis and Complex Mental Health                                                                |           |

|   |                                                |    |
|---|------------------------------------------------|----|
| 5 | Teacher Specific Module                        | 10 |
|   | Assignment                                     |    |
|   | CBT Case Formulation and Intervention Planning |    |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  | Students shall select or be provided with a suitable case vignette representing a psychological disorder and prepare a Cognitive Behaviour Therapy-based case formulation. The activity should include identification of the presenting problems, relevant situations, automatic thoughts, emotions, behaviours, underlying beliefs, and maintaining factors. Students shall then demonstrate or propose appropriate CBT techniques, such as identification and evaluation of automatic thoughts, cognitive restructuring, activity scheduling, behavioural activation, and action planning, and develop a preliminary intervention and relapse-prevention plan. The activity may be completed individually or in small groups and presented through a case study, practical demonstration, project, or seminar. |  |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

**Essential Readings:**

1.Beck, J. S. (2021). *Cognitive behavior therapy: Basics and beyond* (3rd ed.).

Guilford Press.

2.Davies, J., Salkovskis, P., & Laidlaw, K. (Eds.). (2024). *The Cambridge guide to cognitive behavioural therapy (CBT)*. Cambridge University Press.

**Reference Distribution:**

| Module   | Unit | Reference No. |
|----------|------|---------------|
| <b>1</b> | 1    | 2             |
|          | 2    | 2             |
|          | 3    | 2             |
|          | 4    | 2             |
|          | 5    | 1             |
|          | 6    | 1             |
| <b>2</b> | 1    | 1             |
|          | 2    | 1             |
|          | 3    | 1             |
|          | 4    | 1             |
|          | 5    | 1             |
| <b>3</b> | 1    | 1             |
|          | 2    | 1             |
|          | 3    | 1             |
|          | 4    | 1             |
|          | 5    | 1             |
|          | 6    | 1             |
|          | 7    | 1             |
|          | 8    | 1             |
| <b>4</b> | 1    | 2             |

|  |   |   |
|--|---|---|
|  | 2 | 2 |
|  | 3 | 2 |
|  | 4 | 2 |
|  | 5 | 2 |
|  | 6 | 2 |

**Assessment Rubrics:**

| <b>Evaluation Type</b>  |               | <b>Marks</b> |
|-------------------------|---------------|--------------|
| End Semester Evaluation |               | <b>70</b>    |
| Continuous Evaluation   |               | <b>30</b>    |
| a)                      | Test Paper- 1 | 5            |
| b)                      | Test Paper-2  | 5            |
| c)                      | Assignment    | 20           |
| <b>Total</b>            |               | <b>100</b>   |

**KU8RPHPSN400 - CAPSTONE PROJECT IN HONOURS WITH RESEARCH**

**PROGRAMME**

**PROJECT EVALUATION - HONORS WITH RESEARCH**

- A project evaluation of 12 credits
- 300 marks, of which 210 marks will be evaluated externally 90 (CCA) marks will be evaluated Internally.

| <b>Project type</b>            | <b>Maximum Marks</b> | <b>CCA (30%)</b> | <b>ESE (70%)</b> |
|--------------------------------|----------------------|------------------|------------------|
| 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, font 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-(split)**

(CCA) Continuous Comprehensive evaluation

**Total Marks 90**

1. Synopsis presentation- 30
2. Student involvement (Punctuality, contributions etc)- 30
3. Report (At last can be evaluated in each stage)- 30

## **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.

### **Total Marks 210**

- 1.Relevance of the topic, Rationale of the study, Introduction- 35
2. Review of Literature-30
3. Method- 40
4. Data Analysis and Ethical Consideration-35
5. Result and Discussion- 30
6. Summary Conclusion, Implications - 20
7. Reference, Appendix – 20

**KU8CIPPSN400 - CAPSTONE INTERNSHIP PROJECT IN HONOURS  
PROGRAMME  
8TH SEMESTER HONORS WITHOUT RESEARCH**

- A project evaluation of 8 credits
- 200 marks, of which 140 marks will be evaluated externally 60 (CCA) 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, font size 12, line spacing 2).

**Evaluation**

(CCA) Continuous Comprehensive evaluation 60

1. Synopsis presentation- 30
2. Student involvement (Punctuality, contributions etc)- 15
3. Report (At last 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.

**Total Marks 200**

1. Relevance of the topic, Rationale of the study, Introduction- 35
2. Review of Literature-25
3. Method- 35
4. Data Analysis and Ethical Consideration-35
5. Result and Discussion- 25
6. Summary Conclusion, Implications - 25
7. Reference, Appendix - 20