



KANNUR UNIVERSITY

BOARD OF STUDIES, PSYCHOLOGY (Cd)

SYLLABUS FOR PSYCHOLOGY

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

CHOICE BASED CREDIT AND SEMESTER SYSTEM

(2024 ADMISSION ONWARDS)

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Kannur University FYUGP - Regulations and Curriculum Framework - 2024

Introduction

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

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

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

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

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

Graduate Attributes

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

Program Outcomes (POs):

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

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

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

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

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

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

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

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

PREFACE

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

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

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

Chairperson
Board of Studies, Psychology
(Cd)
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Programme Specific Outcome of FYUGP Psychology

1. **PSO1:** Analyse the fundamental nature and core concepts underlying individual differences, cognitive processes, and social behaviour.
2. **PSO2:** Evaluate the psychological process behind human behaviour in social, community, clinical, educational, sports and organizational settings through self-development practices, experiments, psychometric testing, field exposures.
3. **PSO3:** Communicate psychological concepts, theories, and research findings clearly and effectively through written and oral presentations.
4. **PSO4:** Apply psychological theories and concepts to analyse and solve real world problems in diverse contexts.
5. **PSO5:** Integrate knowledge from different disciplines and subfields of psychology to develop holistic perspectives on human behaviour and mental processes.
6. **PSO6:** Demonstrate ethical behaviour, self-awareness, and a commitment to lifelong learning and professional growth in the field of psychology.
7. **PSO7:** Engage in scientific inquiry and employ critical thinking skills to explore and comprehend the complexities of human behaviour

Mapping of PSOs to POs

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

Category	Course Code	Course Name	C r e d i t	Hours Per Week			Marks		
				L	P	T	C E	E S A	Tot al
SEMESTER 1									
DSC (Major & Minor)	KU1DSCPSY100	FOUNDATIONS OF PSYCHOLOGY	4	3	2	-	35	65	100
DSC (Major & minor)	KU1DSCPSY101	SOCIAL BEHAVIOUR	4	4	-	1	30	70	100
MDC	KU1MDCPSY100	STRESS MANAGEMENT	3	3	-	-	25	50	75
SEMESTER 2									
DSC (Major & minor)	KU2DSCPSY102	COGNITION AND HUMAN BEHAVIOUR	4	3	2	-	35	65	100
DSC (Major & minor)	KU2DSCPSY103	SOFTSKILLS FOR PERSONAL DEVELOPMENT	4	4	-	1	30	70	100
MDC	KU2MDCPSY101	PSYCHOLOGY OF LOVE AND FRIENDSHIP	3	3	-	-	25	50	75
MDC	KU2MDCPSY102	PSYCHOLOGY FOR PERSONAL GROWTH	3	3	-	-	25	50	75
SEMESTER 3									
DSC	KU3DSCPSY200	COGNITIVE PROCESS	4	3	2	-	35	65	100
DSC	KU3DSCPSY201	PSYCHOLOGY OF INDIVIDUAL DIFFERENCES	4	3	2	-	35	65	100
DSC (Minor)	KU3DSCPSY202	PURSUIT OF POSITIVE LIVING	4	4	-	1	30	70	100
DSC (Minor)	KU3DSCPSY203	CHILD DEVELOPMENT AND FAMILY	4	4	-	1	30	70	100
DSC (Minor)	KU3DSCPSY204	PERSPECTIVES IN PSYCHOLOGY	4	4	-	1	30	70	100
VAC	KU3VACPSY200	SEXUALITY EDUCATION	3	3	-	-	25	50	75
SEMESTER 4									
DSC	KU4DSCPSY205	SOCIAL PSYCHOLOGY	4	3	2	-	35	65	100
DSC	KU4DSCPSY206	BIOPSYCHOLOGY	4	3	2	-	35	65	100
DSC	KU4DSCPSY207	LIFESPAN DEVELOPMENT	4	3	2	-	35	65	100
DSC	KU4DSCPSY208	PSYCHOLOGY OF HEALTH AND LIFESTYLE	4	3	2	-	35	65	100
VAC	KU4VACPSY201	PSYCHOLOGICAL FIRST AID	3	3	-	-	25	50	75
VAC	KU4VACPSY202	PSYCHOLOGY OF DIVERSITY AND INCLUSION	3	3	-	-	25	50	75
VAC	KU4VACPSY203	PROFESSIONAL ETHICS	3	3	-	-	25	50	75
SEC	KU4SECPSY200	SCIENCE OF WELLBEING	3	3	-	-	25	50	75
SEMESTER 5									
DSC	KU5DSCPSY300	NEUROPSYCHOLOGY	4	3	2	-	35	65	100
DSC	KU5DSCPSY301	COUNSELLING AND GUIDANCE	4	3	2	-	35	65	100
DSC	KU5DSCPSY302	CLINICAL PSYCHOLOGY	4	3	2	-	35	65	100
DSE	KU5DSEPSY300	ORGANIZATIONAL BEHAVIOUR	4	4	-	1	30	70	100
DSE	KU5DSEPSY301	PSYCHOLOGY OF INTERPERSONAL RELATIONSHIP	4	4	-	1	30	70	100
DSE	KU5DSEPSY302	ADVERTISEMENT PSYCHOLOGY	4	4	-	1	30	70	100
DSE	KU5DSEPSY303	ADOLESCENT AND YOUTH PSYCHOLOGY	4	4	-	1	30	70	100

DSE	KU5DSEPSY304	EVOLUTION OF PSYCHOLOGY AND PERSPECTIVES	4	3	2	-	35	65	100
DSE	KU5DSEPSY305	COMMUNITY PSYCHOLOGY	4	3	2	-	35	65	100
SEC	KU5SECPSY300	LIFE CHANGING SKILLS	3	3	-	-	25	50	75
SEMESTER 6									
DSC	KU6DSCPSY303	RESEARCH METHODOLOGY	4	3	2	-	35	65	100
DSC	KU6DSCPSY304	PERSONALITY	4	3	2	-	35	65	100
DSC	KU6DSCPSY305	PSYCHOPATHOLOGY	4	3	2	-	35	65	100
DSE	KU6DSEPSY306	DEVELOPMENTAL PSYCHOLOGY	4	3	2	-	35	65	100
DSE	KU6DSEPSY307	PSYCHOLOGY OF GENDER AND SEXUALITY	4	4	-	1	30	70	100
DSE	KU6DSEPSY308	PSYCHODIAGNOSTICS	4	3	2	-	35	65	100
DSE	KU6DSEPSY309	EDUCATIONAL PSYCHOLOGY	4	3	2	-	35	65	100
DSE	KU6DSEPSY310	POSITIVE PSYCHOLOGY	4	3	2	-	35	65	100
SEC	KU6SECPSY301	PROFESSIONAL SKILLS	3	3	-	-	25	50	75
INT	KU6INTPSY300	SUMMER INTERNSHIP	2	4	-	1	10	-	100
SEMESTER 7									
DSC	KU7DSCPSY400	PSYCHOLOGY OF DIFFERENTLY ABLED AND REHABILITATION	4	4	-	1	30	70	100
DSC	KU7DSCPSY401	ORGANIZATIONAL DEVELOPMENT AND HUMAN RESOURCE MANAGEMENT	4	4	-	-	30	70	100
DSC	KU7DSCPSY402	PSYCHOTHERAPY	4	3	2	-	35	65	100
DSC	KU7DSCPSY403	SPORTS AND EXERCISE PSYCHOLOGY	4	3	2	-	35	65	100
DSC	KU7DSCPSY404	RESEARCH METHODOLOGY AND DATA ANALYSIS	4	3	2	-	35	65	100
DSC	KU7DSCPSY405	CONSUMER PSYCHOLOGY	4	3	2	-	35	65	100
DSC	KU7DSCPSY406	FORENSIC PSYCHOLOGY	4	3	2	-	35	65	100
SEMESTER 8									
DSC	KU8DSCPSY407	COUNSELLING IN SPECIAL SETTINGS	4	3	2	-	35	65	100
DSC	KU8DSCPSY408	DISASTER MANAGEMENT AND PSYCHOLOGICAL FIRSTAID	4	3	2	-	35	65	100
DSC	KU8DSCPSY409	ASSESSMENT AND MANAGEMENT OF NEURODIVERSITY	4	3	2	-	35	65	100
DSC (Minor)	KU8DSCPSY410	PSYCHOLOGY OF MEDIA AND POPULAR CULTURE	4	3	2	-	35	65	100
DSC (Minor)	KU8DSCPSY411	SPORTS PSYCHOLOGY	4	3	2	-	35	65	100
DSC (Minor)	KU8DSCPSY412	PSYCHOLOGICAL FIRST AID	4	3	2	-	35	65	100
DSC (Minor)	KU8DSCPSY413	CAREER COUNSELLING	4	3	2	-	35	65	100
DSE	KU8DSEPSY400	PSYCHOONCOLOGY	4	3	2	-	35	65	100
DSE	KU8DSEPSY401	ACADEMIC WRITING	4	3	2	-	35	65	100
DSE	KU8DSEPSY402	PSYCHOLOGY OF AGING	4	3	2	-	35	65	100
DSE	KU8DSEPSY403	SCHOOL COUNSELLING	4	3	2	-	35	65	100
CIP	KU8CIPPSY400	CAPSTONE INTERNSHIP PROJECT IN HONOURS PROGRAMME	8				30	70	100
RPH	KU8RPHPSY400	CAPSTONE PROJECT IN HONOURS WITH RESEARCH PROGRAMME	12				30	70	100

KU1DSCPSY100: FOUNDATIONS OF PSYCHOLOGY

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

*Learning Approach (Hours/ Week)			Marks Distribution				Duration of ESE (Hours)	
Lecture	Practical/ Internship	Tutorial	CCA		ESE			Total
			Practical	Theory	Practical	Theory		
3	2	-	10	25	15	50	100	2

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

Mapping of Course Outcomes to PSOs

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

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
		UNDERSTANDING PSYCHOLOGICAL PROCESSES	
1	1	Psychology in Everyday life	10
		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.	
	SENSATION, ATTENTION, PERCEPTION		
2	1	a) Meaning and concept of Sensation	12
		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	

	LEARNING		
3	1	Concept of Learning.	13
	2	a) Behavioural and cognitive approaches: Classical conditioning: Basic experiment, Processes in classical conditioning: conditioned stimulus, unconditioned stimulus, conditioned response, unconditioned response, stimulus generalization, discrimination, higher order conditioning, extinction, spontaneous recovery. Pavlovian conditioning procedures- delayed, backward, trace conditioning.	
		b) Classical conditioning in everyday life.	

	3	a) Operant conditioning: Experiment, Basic processes in operant conditioning: reinforcement, punishment, positive and negative reinforcement and punishment, shaping and chaining, schedules of reinforcement-interval and ratio.	
		b) Applications	
	4	a) Observational Learning.	
		b) Thorndike and the law of effect.	
		c) Cognitive theories- Kohler- Insight learning, Social learning theory.	
	CONSCIOUSNESS AND ALTERED STATES		
	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	4	a) Dreams: Basic facts. Psychodynamic view, Physiological view, Cognitive View.	10
	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		
	<i>Directions</i>		
	Self-development practices- Practical		
5	<p>1. Communication skill</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>Activities: Students must choose one problem and solution and convey that to the entire class through using any effective method of communication. A fixed time must be given to all students. Various components used for communication and barriers must be analysed.</p> <p>2. Positive communication</p>		30

<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>Activities: 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* (8th ed). USA:Wadsworth
3. Ciccarelli, S. K., & White, J. N. (2020). *Psychology* (6th ed.). Prentice Hall.
4. Myers, G. D., & Dewall, N. C. (2017). *Psychology in Everyday Life*. (4th ed). Worth Publishers.
5. Abraham, A. (2011). *General psychology*. Tata McGraw Hill Education Private Limited
6. Galotti, K.M. (2020). *Cognitive Psychology in and out of the laboratory* (5th ed). SAGE

Reference Distribution:

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

	2	2
	3	3
	4	1
	5	2

Suggested Readings:

1. Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (2001). *Introduction to Psychology* (7th Edition), McGraw Hill Book Company.
2. Plotnik, R. & Kouyoumdjian, H. (2014). *Introduction to Psychology* (10th Edition). An Cengage Learning.
3. Myers, D. G. (2009). *Psychology in modules (Spiral)*. Macmillan

Assessment Rubrics:

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

KU1DSCPSY101: SOCIAL BEHAVIOR

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

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

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

Course Prerequisite: Nil

Course Outcomes:

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

	language, and paralanguage cues, as well as the role of attribution in understanding others' behaviour.	
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 O D U L E	U N I T	DESCRIPTION	HOURS
1	The Science of the Social Side of Life		12
	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
		Social Cognition: How We Think About the Social World	13
2	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

		Social Perception: Seeking to Understand Others	13
3	1	Nonverbal Communication	1
		a) Basic Channels of Nonverbal Communication: Facial expression, body language, touching,	1
	2	b) Nonverbal Cues in Social Life: Paralanguage, facial feedback hypothesis	1
		c) Recognizing Deception	1
		d) Dark Personality and Person Perception	1
	3	Attribution: Understanding the Causes of Behaviour	1
		a) Theories of Attribution: How We Attempt to Make Sense of the Social World – Correspondent Inference, Kelley’s covariation theory: How we answer “why” behaviour occurs	2

	b) Basic Sources of Error in Attribution- Fundamental Attribution Error, Actor–Observer Effect, Self-Serving Bias	2
	c) Applications of Attribution Theory: Interventions and Insights - attribution and depression, attribution and terrorism	1
	d) Impression Formation and Management: Combining Information About others – Impression formation and management	2

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

	Teacher Specific Module	6
5	<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
3	1	1	89
	2	1	94
	3	1	102
4	1	1	167
	2	1	173
	3	1	179
	4	1	181

Suggested Readings:

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

Assessment Rubrics:

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

KU1MDCPSY100: STRESS MANAGEMENT

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

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

Course Description:

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

Course Prerequisite: NIL

Course Outcomes:

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

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

Mapping of Course Outcomes to PSOs

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

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T			HOURS
1		Understanding Stress		18
	1	The concept of Stress		
		a) Define Stress stressor, Eustress, Acute Stress, Chronic Stress.		
		b) Sources of Stress. Measurement of Stress.		
	2	Stress And Changes in Physiology and Behaviour		
		a) Changes in Physiology - Sympathetic activation, Hypothalamic-pituitary-adrenocortical (HPA) activation		
		b) Changes in Behaviour – Smoking, Alcohol, Eating, Exercise, Accidents. Stress, COVID, and Behaviour Change.		
	3	Stress causes Illness		
		a) How Does Stress Cause Illness? - The Direct/Indirect Pathways, and the Chronic/Acute Stress Model.		
		b) Physiological moderators of the stress–illness link - stress reactivity, stress recovery, allostatic load, and stress resistance.		
	4	Theories of Stress		
		a) Selye’s View, Lazarus’s View, Cannon’s Fight-or-Flight Model		
	b) The Transactional Model of Stress - The Role of Appraisal, Appraisal Influence the Stress Response, Events are Appraised as Stressful			

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

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

	Living a Healthy Lifestyle		
4	1	Living a Healthy Lifestyle – Nutrition, Physical Exercise, Restoration	8
	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.	

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

Essential Readings:

1. Brannaon, L. E., Updegraff, J. A., & Feist, J. (2021). Health Psychology An Introduction to Behavior and Health (10th ed.). Cengage Learning.
2. Harrington, R. (2012). Stress, health, and well-being thriving in the 21st century (7th ed.). Wadsworth Cengage Learning.
3. Ogden, J. (2023). Health Psychology (7th ed.). McGraw Hill.
4. Taylor, S. E. (2018). Health Psychology (10th ed.). McGraw-Hill Education.

Reference Distribution:

Module	Unit	Reference No.	Page Nos.
1	1	3,1	286 to 288, 106 to 114
	2	3	293 to 297
	3	3	297 to 302
	4	1, 3	103 to 105, 289 to 293
2	1	3, 1, 4	303 to 305, 116, 141 to 144
	2	3	305 to 308
	3	3	308 & 309
	4	3	309 to 311
3	1	1	119 to 125
	2	4	147 to 150

4	1	4	454 to 459
	2	4	459 to 465
	3	4	465 to 470
	4	4	150 & 151

Suggested Readings:

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

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		25
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	5
d)	Field Report/Debate/ Discussion/Seminar	10
Total		100

KU2DSCPSY102: COGNITION AND HUMAN BEHAVIOUR

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
2	DSC	100-199	KU2DSCPSY103	4	75

Learning Approach (Hours/ Week)			Marks Distribution				Duration of ESE (Hours)	
Lecture	Practical/ Internship	Tutorial	CCA		ESE			Total
			Practical	Theory	Practical	Theory		
3	2	-	10	15	25	50	100	2

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:

M O D U L E	U N I T	DESCRIPTION	HOURS
1	MOTIVATION		10
	1	Meaning and concept of Motivation, Biological Motives: Hunger, thirst, sleep, sex.	
	2	Social Motives: Achievement, Affiliation and Power motives.	
	3	Approaches to Motivation: Instinct Approaches, Drive-reduction Approaches, Arousal Approaches, Incentive Approaches, Humanistic Approaches, Self-determination theory.	

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

	b) Culture and Emotion	
	c) Rasa Bhava theory of emotion: An Indigenous Perspective	

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

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

	Teacher Specific Module	30
5	<i>Directions</i>	
	Self-Development Practices- Practical	30
	1.Listening skills	

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

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

2. Interviewing skill

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

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

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

Essential Readings:

1. Baron, & Misra. (2016). *Psychology* (5th ed.). Pearson Education India.
2. Weiten, W. (2021). *Psychology Themes and Variation* (8th ed). USA: Wadsworth
3. Ciccarelli, S. K., & White, J. N. (2020). *Psychology* (6th ed.). Prentice Hall.
4. Galotti, K.M. (2020). *Cognitive Psychology in and out of the laboratory* (5th ed). SAGE

Reference Distribution:

Module	Unit	Reference No.
1	1	1
	2	1
	3	3
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* (10thEdition). An Cengage Learning.
3. Myers, D. G. (2009). *Psychology in modules (Spiral)*. Macmillan.

Assessment Rubrics:

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

KU2DSCPSY103: SOFTSKILLS FOR PERSONAL DEVELOPMENT

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
2	DSC	100-199	KU2DSCPSY105	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:

M O D U L E	U N I T	DESCRIPTION	HOURS
		KNOWING SELF AND SOFTSKILLS	
1	1	Soft-skills Vs Hard Skills	
		a) Skills to master-Academia Industry Connect- Softening of the hard skills- Interdisciplinary relevance- Global perspectives on soft skills- National Initiatives and priority: National Skill Development Corporation	
		b) Characteristics of soft skills	
		c) Misconceptions about soft skills, Dimensions of soft skill	
	2	Self-Concept	

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

	IMPROVING COMMUNICATION SKILLS	
	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	14
	a) Elements of Nonverbal Communication - Personal Space, Facial Expression, Eye Contact, Body Language, Touch, Paralanguage	
2	3 Toward More Effective Communication	
	a) The Significance of Nonverbal Communication	
	b) Conversational Skills	
	c) Self-Disclosure	
	d) Effective Listening	
	4 Listening Skills	
	a) Steps in active listening	
	5 Developing an Assertive Communication Style	

	a) The Nature of Assertiveness	
	b) Steps in Assertiveness Training	

	DEVELOPING PRESENTATION SKILLS		
3	1	Objectives of presentation	12
	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	
		b) Vocal Variety: Using the Voice Channel- Pronunciation and Articulation, Emphasis, Pace, Pitch, Volume, Pause	
	7	Delivering the presentation	
		a) Coping with stage fear	
	b) Rehearsing presentation delivery		
	c) Giving the presentation – Analysing your performance post presentation		

	COPING SKILLS FOR MANAGING DIFFICULT SITUATIONS		
4	1	The Concept of Coping	15
	2	Common Coping Patterns of Limited Value- Giving Up, Acting Aggressively, Indulging Yourself, Blaming Yourself, Using Defensive Coping	
	3	The Nature of Constructive Coping	
		a) Appraisal-Focused Constructive Coping- Ellis's Rational Thinking, Humour as a Stress Reducer, Positive Reinterpretation	
		b) Problem-Focused Constructive Coping- Using Systematic Problem Solving, Seeking Help, Improving Time Management	
	c) Emotion-Focused Constructive Coping- Enhancing Emotional Intelligence, Expressing Emotions, Managing Hostility and Forgiving Others, Exercising, Using Meditation and Relaxation, Spirituality		

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

Essential Readings:

1. Weiten, W., Dunn, D., & Hammer, E. (2018). Psychology applied to Modern life: Adjustment in the 21st Century (12th ed.). Wadsworth Cengage Learning.
2. Kirsh, S., Duffy, K. G., & Atwater, E. G. (2015). Psychology for Living: Adjustment, Growth, and Behavior Today (11th ed.). Pearson.
3. Ramesh, G., Ramesh, M. (2010). The Ace of soft skills- attitude, communication & etiquette for success. Dorling Kindersley Pvt. Ltd.
4. Chauhan, G.S., Sharma, S. (2016). Soft Skills: An integrated approach to maximize personality. New Delhi: Wiley India Pvt. Ltd.

Reference Distribution:

Module	Unit	Reference No.	Page Nos.
1	1	4	72
	1b ,c	3	3
	2	1	159
	3	1	167
	4	1	179
	5	2	72
2	1	1	221
	1b	3	143
	2	1	227
	3	1	236
	4	3	182
	5	1	244
3	1	3	164

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

Assessment Rubrics:

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

KU2MDCPSY101: PSYCHOLOGY OF LOVE AND FRIENDSHIP

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

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

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

Course Prerequisite: Nil

Course Outcomes:

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

5	Explain patterns of behaviour and outcomes associated with different stages of relationship development, friendship dynamics, romantic relationship maintenance, and sexual expression.	R
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**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

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

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
1	Relationship Development		10
	1	Relationship development:	
		a) Initial Encounter- Proximity	
		b) Familiarity	
		c) Physical attractiveness	
	2	What makes someone attractive?	
		a) Matching up on looks	
		b) Attractiveness and resource exchange	
	3	Getting Acquainted	
		a) Reciprocal liking	
	b) Similarity		

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

2	Psychology of Friendship		12
	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	Psychology of Romantic Love		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	

	Psychology of human sexuality and it's expression		
4	1	Becoming a Sexual Person- Sexual Orientation	12
		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	

5	Teacher Specific Module	1
	<i>Directions</i>	
	Practical Issues in Sexual Activity-Contraception- Sexually Transmitted Diseases- Enhancing Sexual Relationships-Toxic relationships	1

Suggested Readings:

1. Weiten, W., Dunn, D., & Hammer, E. (2018). Psychology applied to Modern life: Adjustment in the 21st Century (12th ed.). Wadsworth Cengage Learning.
2. Kirsh, S., Duffy, K. G., & Atwater, E. G. (2015). Psychology for Living: Adjustment, Growth, and Behavior Today (11th ed.). Pearson.

Reference Distribution:

Module	Unit	Reference No.	Page Nos.
1	1	1	251
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	3	1	256
	4	1	257
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	2	2	152
	3	2	157
	4	2	163
3	1	1	261
	2	1	262
	3	1	265
	4	1	268
4	1	1	335
	2	1	341
	3	1	344
	4	1	346
	5	1	350

Essential Readings:

1. Branscombe, N. R., & Baron, R. A. (2017). Social Psychology (14th ed.). Pearson.
2. Crisp, R. J., & Turner, R. N. (2020). Essential Social Psychology (4th ed.). SAGE Publications Ltd.

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		25
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	10
d)	Case study/Group Discussion/Book review/Survey	5
Total		100

KU2MDCPSY102: PSYCHOLOGY FOR PERSONAL GROWTH

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
2	MDC	100-199	KU2MDCPSY102	3	45

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

Course Description: This course provides a 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
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**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

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

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
1	KNOWING SELF AND SOFTSKILLS		12
	1	Soft-skills Vs Hard Skills	
		a) Skills to master-Academia Industry Connect- Softening of the hard skills- Interdisciplinary relevance- Global perspectives on soft skills- National Initiatives and priority – National Skill Development Corporation	
		b) Characteristics of soft skills	
		c) Misconceptions about soft skills, Dimensions of soft skill	
	2	Self-Concept	
		a) The Nature of the Self-Concept	

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

		IMPROVING COMMUNICATION SKILLS	
	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	
2	3	Toward More Effective Communication	
		a) The Significance of Nonverbal Communication	
		b) Conversational Skills	
		c) Self-Disclosure	
		d) Effective Listening	
	4	Listening Skills	
		a) Steps in active listening	
	5	Developing an Assertive Communication Style	
		a) The Nature of Assertiveness	

10

	b) Steps in Assertiveness Training	
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	DEVELOPING PRESENTATION SKILLS	
3	1 Objectives of presentation	10
	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	
	b) Vocal Variety: Using the Voice Channel- Pronunciation and Articulation, Emphasis, Pace, Pitch, Volume, Pause	
	7 Delivering the presentation	
	a) Coping with stage fear	
b) Rehearsing presentation delivery		
c) Giving the presentation – Analysing your performance post presentation		

	COPING SKILLS FOR MANAGING DIFFICULT SITUATIONS	
4	1 The Concept of Coping	10
	2 Common Coping Patterns of Limited Value- Giving Up, Acting Aggressively, Indulging Yourself, Blaming Yourself, Using Defensive Coping	
	3 The Nature of Constructive Coping	
	a) Appraisal-Focused Constructive Coping- Ellis's Rational Thinking, Humor as a Stress Reducer, Positive Reinterpretation	
	b) Problem-Focused Constructive Coping- Using Systematic Problem Solving, Seeking Help, Improving Time Management	
	c) Emotion-Focused Constructive Coping- Enhancing Emotional Intelligence, Expressing Emotions, Managing Hostility and Forgiving Others, Exercising, Using Meditation and Relaxation, Spirituality	

5	Teacher Specific Module	3
	<i>Directions</i>	
	Application : Using Time More Effectively- The Causes of Wasted Time- The Problem of Procrastination- Time-Management Techniques	

Essential Readings:

1. Weiten, W., Dunn, D., & Hammer, E. (2018). Psychology applied to Modern life: Adjustment in the 21st Century (12th ed.). Wadsworth Cengage Learning.
2. Kirsh, S., Duffy, K. G., & Atwater, E. G. (2015). Psychology for Living: Adjustment, Growth, and Behavior Today (11th ed.). Pearson.
3. Ramesh, G., Ramesh, M. (2010). The Ace of soft skills- attitude, communication & etiquette for success. Dorling Kindersley Pvt. Ltd.
4. Chauhan, G.S., Sharma, S. (2016). Soft Skills: An integrated approach to maximize personality. New Delhi: Wiley India Pvt. Ltd.

Reference Distribution:

Module	Unit	Reference No.	Page Nos.
1	1	4	72
	1b ,c	3	3
	2	1	159
	3	1	167
	4	1	179
	5	2	72
2	1	1	221
	1b	3	143
	2	1	227
	3	1	236
	4	3	182
	5	1	244
3	1	3	164
	2	3	167

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

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)	Field Report/Debate/ Discussion/Seminar	5
Total		100