



University of Kerala

**Four Year Under Graduate Programme
(UoK FYUGP)**

Syllabus

Major Discipline: PSYCHOLOGY

University of Kerala
Thiruvananthapuram, Kerala, India

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PREFACE

THE DISCIPLINE OF PSYCHOLOGY

Psychology, as a fast growing field of study, delves into the intricate workings of the human mind and behaviour, offering insights into the complexities of human experience. It encompasses a diverse range of topics, from understanding cognitive processes and emotional dynamics to exploring social interactions and cultural practices, drawing from various disciplines to provide a comprehensive understanding of the human condition. By investigating the factors that influence human behaviour, psychologists contribute to advancements in mental health treatment, education, business, and public policy. Through research, clinical practice, and community engagement, psychology offers evidence-based solutions to improve people's lives and foster positive societal change. The study of psychology fosters critical thinking, empathy, and cultural competence, essential qualities for navigating an increasingly interconnected and diverse world.

The Four Year Undergraduate Programme (FYUGP) in Psychology by the University of Kerala has been designed in a manner that integrates both the empirical nature of the discipline and its rootedness in social phenomena in the context of Kerala and India. By examining the intricacies of human behaviour and thought processes, students of this program gain a deeper understanding of themselves and others, cultivating self-awareness and interpersonal skills vital for personal growth and professional success. As they engage in rigorous academic inquiry and hands-on learning experiences, students in the FYUGP will develop the tools and perspectives needed to thrive in any of the four specializations viz. Counselling Psychology, Clinical Psychology, Organizational Psychology, and School Psychology. Upon completion of this program, graduates are expected to have a solid theoretical understanding and a diverse set of professional skills. Equipped with this knowledge and skill set, graduates will be prepared to pursue post-graduate or research studies in psychology at an advanced level, or embark on their professional journey as entry-level psychologists.

FYUGP GRADUATE ATTRIBUTES- UNIVERSITY OF KERALA

Graduate attributes bridge the gap between academia and the real world, fostering lifelong learning and meaningful contributions. They denote the skills, competencies and high-level qualities that a student should acquire during their university education. Apart from gathering content knowledge, these attributes go beyond the assimilation of information to its application in various contexts throughout a graduate's life. It aims in inculcating the art of critical thinking, problem solving, professionalism, leadership readiness, teamwork, communication skills and intellectual breadth of knowledge. The University of Kerala envisages to pave the path in guiding the student's journey to shape these attributes uniquely, making them integral to personal growth and success in various spheres of life. The University strives to ensure that these graduate attributes are not just checkboxes, but they play a pivotal role in shaping the students into capable, compassionate and responsible individuals with a high degree of social responsibility.

FYUGP PROGRAMME OUTCOMES- UNIVERSITY OF KERALA

No.	Programme Outcomes (POs)
PO-1	Critical thinking <ul style="list-style-type: none"> ● analyze information objectively and make a reasoned judgment ● draw reasonable conclusions from a set of information, and discriminate between useful and less useful details to solve problems or make decisions ● identify logical flaws in the arguments of others ● evaluate data, facts, observable phenomena, and research findings to draw valid and relevant results that are domain-specific
PO-2	Complex problem-solving <ul style="list-style-type: none"> ● solve different kinds of problems in familiar and no-familiar contexts and apply the learning to real-life situations ● analyze a problem, generate and implement a solution and to assess the success of the plan ● understand how the solution will affect both the people involved and the surrounding environment
PO-3	Creativity <ul style="list-style-type: none"> ● produce or develop original work, theories and techniques ● think in multiple ways for making connections between seemingly unrelated concepts or phenomena ● add a unique perspective or improve existing ideas or solutions ● generate, develop and express original ideas that are useful or have values
PO-4	Communication skills <ul style="list-style-type: none"> ● convey or share ideas or feelings effectively ● use words in delivering the intended message with utmost clarity ● engage the audience effectively ● be a good listener who are able to understand, respond and empathize with the speaker ● confidently share views and express himself/herself
PO-5	Leadership qualities <ul style="list-style-type: none"> ● work effectively and lead respectfully with diverse teams ● build a team working towards a common goal ● motivate a group of people and make them achieve the best possible solution. ● help and support others in their difficult times to tide over the adverse situations with courage
PO-6	Learning ‘how to learn’ skills <ul style="list-style-type: none"> ● acquire new knowledge and skills, including ‘learning how to learn skills, that are necessary for pursuing learning activities throughout life, through self-paced and self-directed learning ● work independently, identify appropriate resources required for further learning ● acquire organizational skills and time management to set self-defined goals and targets with timelines

	<ul style="list-style-type: none"> ● inculcate a healthy attitude to be a lifelong learner
PO-7	Digital and technological skills <ul style="list-style-type: none"> ● use ICT in a variety of learning and work situations, access, evaluate, and use a variety of relevant information sources ● use appropriate software for analysis of data ● understand the pitfalls in the digital world and keep safe from them
PO-8	Value inculcation <ul style="list-style-type: none"> ● embrace and practice constitutional, humanistic, ethical, and moral values in life including universal human values of truth, righteous conduct, peace, love, nonviolence, scientific temper, citizenship values ● formulate a position/argument about an ethical issue from multiple perspectives ● identify ethical issues related to work, and follow ethical practices, including avoiding unethical behaviour such as fabrication, falsification or misrepresentation of data, or committing plagiarism, and adhering to intellectual property rights ● adopt an objective, unbiased, and truthful actions in all aspects of work

FYUGP PSYCHOLOGY- PROGRAMME SPECIFIC OUTCOMES

The Four Year Undergraduate Program in psychology is designed with seven Program Specific Outcomes (PSOs) that align with both the global standards in psychology education and the social context of India. These program specific outcomes are designed to equip students with a comprehensive education in psychology, grounded in the social context, and to prepare them for diverse roles in research, practice, and advocacy within and beyond the country.

1. Gain Foundational Knowledge of Psychology

Graduates will demonstrate a solid understanding of key psychological concepts, theories, and practices. This includes knowledge of various branches of psychology with an appreciation for how these areas are integrated and contribute to understanding human behaviour.

2. Understand Cultural and Social Diversity of the Psychological Phenomena

Students will develop a deep understanding of the cultural, social, and linguistic diversity within and beyond the state and the country, and its impact on psychological phenomena and practice. They will learn to appreciate and integrate cultural contexts in the study of psychology and demonstrate sensitivity and competence in dealing with diverse populations.

3. Acquire Critical Thinking and Research Skills

Graduates will demonstrate the ability to think critically, evaluate evidence and synthesise information from various sources to draw informed conclusions. They will acquire skills in scientific inquiry and research methods specific to psychology. This includes the ability to design, conduct, analyse, and interpret psychological research with an understanding of the ethical considerations involved. Emphasis will be placed on both qualitative and quantitative research methodologies, with an understanding of their relevance to the social context.

4. Design Psychological Intervention Strategies to Address Real-World Problems

Students will learn to apply psychological principles to address real-world problems, including those relevant in the Indian and Kerala contexts. They will develop intervention strategies that are evidence-based and culturally appropriate, demonstrating the ability to work effectively in various settings - schools, hospitals, organizations, and communities.

5. Apply the Principles of Ethical and Professional Conduct in the Area of Psychology

Graduates will understand and adhere to the ethical standards in the practice of psychology,

including confidentiality, informed consent, and non-discrimination. They will be aware of the professional guidelines and ethical codes relevant to psychologists working in India, demonstrating the ability to make ethical decisions in complex situations. They will learn to author academic articles following technical and ethical guidelines relevant to the discipline.

6. Develop Communication and Interpersonal Skills to Convey Psychological Concepts Clearly and Effectively

Students will develop strong communication and interpersonal skills, enabling them to convey psychological concepts clearly and effectively, both in written and oral forms. They will be skilled in interacting with individuals and groups in a manner that is respectful, professional, and conducive to mutual understanding and collaboration. Graduates will acquire skills in psycho-educating the public and in inculcating psychological literacy in the immediate society.

7. Acquire the Skills for Professional Development and Career Preparation in the Area of Psychology

Students will leave the program with a clear understanding of the various career paths available in psychology and related fields. They will be prepared for entry-level positions, post-graduate study, or professional training in psychology.

COURSE CATEGORIES AND LETTER CODES

Sl No	Course Category	Letter Code
1	Discipline Specific Core	DSC
2	Discipline Specific Elective	DSE
3	Ability Enhancement Course	AEC
4	Multi-Disciplinary Course	MDC
5	Value Addition Course	VAC
6	Skill Enhancement Course	SEC

UoK FYUGP - PROGRAMME STRUCTURE

SEM	COURSE	CREDIT	MINIMUM No. OF COURSES TO STUDY	MINIMUM CREDITS TO EARN
1	Discipline Specific Core Course 1 (DSC1 – A1)	4	6	21
	Discipline Specific Core Course 2 (DSC2 – B1)	4		
	Discipline Specific Core Course 3 (DSC3 – C1)	4		
	Ability Enhancement Course 1 (AEC1 - English)	3		
	Ability Enhancement Course 2 (AEC2 – Other Lang.)	3		
	Multi-Disciplinary Course 1 (MDC1)	3		
2	Discipline Specific Core Course 4 (DSC4 – A2)	4	6	21
	Discipline Specific Core Course 5 (DSC5 – B2)	4		
	Discipline Specific Core Course 6 (DSC6 – C2)	4		
	Ability Enhancement Course 3 (AEC3 - English)	3		
	Ability Enhancement Course 4 (AEC4 – Other Lang.)	3		
	Multi-Disciplinary Course 2 (MDC2)	3		
3	Discipline Specific Core Course 7 (DSC7 – A3)	4	6	22
	Discipline Specific Core Course 8 (DSC8 – B3)	4		
	Discipline Specific Core Course 9 (DSC9 – C3)	4		
	Discipline Specific Elective Course 1 (DSE1)	4		
	Multi-Disciplinary Course 3 (MDC3)#	3		
	Value Addition Course 1 (VAC1)	3		
4	Discipline Specific Core Course 10 (DSC10 – A4)	4	6	21
	Discipline Specific Core Course 11 (DSC11 – A5)	4		
	Discipline Specific Elective Course 2 (DSE2)	4		
	Value Addition Course 2 (VAC2)	3		
	Value Addition Course 3 (VAC3)	3		

	Skill Enhancement Course 1 (SEC1)	3		
	SUMMER INTERNSHIP	2		2
5	Discipline Specific Core Course 12 (DSC12 – A6)	4	6	23
	Discipline Specific Core Course 13 (DSC13 – A7)	4		
	Discipline Specific Core Course 14 (DSC14 – A8)	4		
	Discipline Specific Elective Course 3 (DSE3)	4		
	Discipline Specific Elective Course 4 (DSE4)	4		
	Skill Enhancement Course 2 (SEC2)	3		
6	Discipline Specific Core Course 15 (DSC15 – A9)	4	6	23
	Discipline Specific Core Course 16 (DSC16 – A10)	4		
	Discipline Specific Core Course 17 (DSC17 – A11)	4		
	Discipline Specific Elective Course 5 (DSE5)	4		
	Discipline Specific Elective Course 6 (DSE6)	4		
	Skill Enhancement Course 3 (SEC3)	3		
7	Discipline Specific Core Course 18 (DSC18 – A12)	4	6	24
	Discipline Specific Core Course 19 (DSC19 – A13)	4		
	Discipline Specific Core Course 20 (DSC20 – B4/C4)*	4		
	Discipline Specific Core Course 21 (DSC21 – B5/C5)*	4		
	Discipline Specific Core Course 22 (DSC22 – B6/C6)*	4		
	Discipline Specific Elective Course 7 (DSE7)	4		
8	Discipline Specific Core Course 23 (DSC23 – A14)**	4	2	20
	Discipline Specific Core Course 24 (DSC24 – A15)**	4		
	CAPSTONE INTERNSHIP PROJECT / HONOURS WITH RESEARCH PROJECT	12		4 YEARS: 177 Credits

#Kerala Studies- English /Other Languages, *Courses of 300-399 level, ** Online Courses

LIST OF COURSES OFFERED BY PSYCHOLOGY DISCIPLINE

SI No	SEMESTER	COURSE TYPE	COURSE CODE	COURSE TITLE
1	1	DSC	UK1DSCPSY100	FOUNDATIONS AND METHODS OF PSYCHOLOGY
2		DSC	UK1DSCPSY101	FUNDAMENTALS OF PSYCHOLOGY
3		DSC	UK1DSCPSY102	PSYCHOLOGY FOR PERSONAL GROWTH
4		DSC	UK1DSCPSY103	INTRODUCTION TO PSYCHOLOGY
5		DSC	UK1DSCPSY104	FOUNDATIONS OF PSYCHOLOGY
6		DSC	UK1DSCPSY105	PSYCHOLOGY OF WELL-BEING
7		DSC	UK1DSCPSY106	SOCIAL PSYCHOLOGY
8		DSC	UK1DSCPSY107	ADOLESCENT PSYCHOLOGY
9		MDC	UK1MDCPSY100	ESSENTIAL PSYCHOLOGY FOR GRADUATE STUDENTS
10		MDC	UK1MDCPSY101	PSYCHOLOGY OF HAPPINESS
11		MDC	UK1MDCPSY102	YOGA AND STRESS MANAGEMENT
12	2	DSC	UK2DSCPSY108	COGNITIVE PROCESSES
13		DSC	UK2DSCPSY109	PSYCHOLOGICAL PROCESSES
14		DSC	UK2DSCPSY110	INTRODUCTION TO SOCIAL PSYCHOLOGY
15		DSC	UK2DSCPSY111	FOUNDATIONS OF PSYCHOLOGICAL PROCESSES
16		DSC	UK2DSCPSY112	BASIC PSYCHOLOGICAL PROCESSES
17		DSC	UK2DSCPSY113	POSITIVE PSYCHOLOGY
18		DSC	UK2DSCPSY114	PSYCHOLOGY OF RELATIONSHIPS
19		DSC	UK2DSCPSY115	STRESS MANAGEMENT
20		MDC	UK2MDCPSY103	UNDERSTANDING ADOLESCENCE AND YOUTH
21		MDC	UK2MDCPSY104	PSYCHO-CULTURAL ANALYSIS OF FILM AND CULTURAL PRODUCTS
22		MDC	UK2MDCPSY105	INDIAN PSYCHOLOGY FOR PERSONAL GROWTH
23		MDC	UK2MDCPSY106	LIFE SKILLS DEVELOPMENT
24	3	DSC	UK3DSCPSY200	MOTIVATION, EMOTION AND INDIVIDUAL DIFFERENCES
25		DSC	UK3DSCPSY201	INDIVIDUAL DIFFERENCES
26		DSC	UK3DSCPSY202	PSYCHOLOGY OF HUMAN DEVELOPMENT
27		DSC	UK3DSCPSY203	EXPLORING MOTIVATION, EMOTION, INTELLIGENCE AND PERSONALITY
28		DSC	UK3DSCPSY204	PSYCHOLOGY OF INDIVIDUAL DIFFERENCES
29		DSC	UK3DSCPSY205	PSYCHOLOGICAL FIRST AID

30		DSC	UK3DSCPSY206	LIFESPAN DEVELOPMENT
31		DSC	UK3DSCPSY207	CRIMINAL PSYCHOLOGY
32		DSE	UK3DSEPSY200	PSYCHOLOGICAL TECHNIQUES FOR ACADEMIC ACHIEVEMENT
33		DSE	UK3DSEPSY201	ACADEMIC WRITING IN PSYCHOLOGY
34		VAC	UK3VACPSY200	ESSENTIALS OF PSYCHOLOGICAL FIRST AID
35		VAC	UK3VACPSY201	PSYCHOLOGICAL FIRST AID: THEORY AND PRACTICE
36		VAC	UK3VACPSY202	THEME-CENTERED INTERACTION FOR PERSONAL AND PROFESSIONAL DEVELOPMENT
37	4	DSC	UK4DSCPSY208	BIOPSYCHOLOGY
38		DSC	UK4DSCPSY209	HEALTH PSYCHOLOGY
39		DSC	UK4DSCPSY210	DEVELOPMENTAL PSYCHOLOGY
40		DSE	UK4DSEPSY202	INTRODUCTION TO CRIMINAL PSYCHOLOGY
41		DSE	UK4DSEPSY203	PSYCHOLOGY OF ADOLESCENCE
42		DSE	UK4DSEPSY204	ENVIRONMENTAL PSYCHOLOGY
43		DSE	UK4DSEPSY205	CULTURAL PSYCHOLOGY: UNDERSTANDING IDENTITY AND DIVERSITY
44		DSE	UK4DSEPSY206	CYBERPSYCHOLOGY
45		DSE	UK4DSEPSY207	COMMUNITY PSYCHOLOGY
46		INTERNSHIP	UK4INTPSY200	SUMMER INTERNSHIP
47		SEC	UK4SECPSY200	BETTERING COMMUNICATIONS THROUGH TRANSACTIONAL ANALYSIS
48		SEC	UK4SECPSY201	SKILLS FOR EMOTION MANAGEMENT
49		SEC	UK4SECPSY202	YOGA AND SELF EMPOWERMENT TECHNIQUES
50		VAC	UK4VACPSY203	PSYCHOLOGY OF RELATIONSHIPS
51		VAC	UK4VACPSY204	PSYCHOLOGY OF WELLBEING
52		VAC	UK4VACPSY205	GENDER, SEXUALITY AND YOUTH MENTAL HEALTH
53		VAC	UK4VACPSY206	SERVICE LEARNING AND SOCIAL INTERVENTIONS
54		VAC	UK4VACPSY207	PSYCHOLOGY OF GENDER ROLES AND SOCIALIZATION
55	5	DSC	UK5DSCPSY300	COUNSELLING PSYCHOLOGY
56		DSC	UK5DSCPSY301	SOCIAL BEHAVIOUR
57		DSC	UK5DSCPSY302	ABNORMAL PSYCHOLOGY-I
58		DSE	UK5DSEPSY300	ADVANCED HEALTH PSYCHOLOGY

59		DSE	UK5DSEPSY301	PSYCHOLOGICAL TESTING AND TEST CONSTRUCTION
60		DSE	UK5DSEPSY302	INTRODUCTION TO EVOLUTIONARY PSYCHOLOGY
61		DSE	UK5DSEPSY303	ADVERTISING AND PSYCHOLOGY
62		DSE	UK5DSEPSY306	FORENSIC PSYCHOLOGY
63		DSE	UK5DSEPSY307	APPLYING PSYCHOLOGY TO EDUCATION
64		DSE	UK5DSEPSY308	PSYCHO-ONCOLOGY
65		DSE	UK5DSEPSY309	SPORTS PSYCHOLOGY
66		DSE	UK5DSEPSY310	SUICIDE PREVENTION
67		DSE	UK5DSEPSY311	GERIATRIC COUNSELLING
68		SEC	UK5SECPY300	ESSENTIAL SKILLS FOR COUNSELLING
69		SEC	UK5SECPY301	MINDFULNESS AND RELAXATION TECHNIQUES
70	6	DSC	UK6DSCPSY303	FUNDAMENTALS OF PSYCHOLOGICAL RESEARCH
71		DSC	UK6DSCPSY304	ABNORMAL PSYCHOLOGY-II
72		DSC	UK6DSCPSY305	THEORIES OF PERSONALITY
73		DSC	UK6DSCPSY306	ORGANIZATIONAL BEHAVIOUR
74		DSC	UK6DSCPSY307	INTRODUCTION TO COUNSELLING PSYCHOLOGY
75		DSC	UK6DSCPSY308	THEORIES AND TECHNIQUES IN COUNSELLING
76		DSC	UK6DSCPSY309	FOUNDATIONS OF ORGANIZATIONAL BEHAVIOUR
77		DSC	UK6DSCPSY310	PSYCHOLOGY IN ORGANIZATIONS
78		DSC	UK6DSCPSY311	FOUNDATIONS OF ABNORMAL PSYCHOLOGY
79		DSC	UK6DSCPSY312	UNDERSTANDING PSYCHOLOGICAL DISORDERS
80		DSE	UK6DSEPSY312	ADVANCED DEVELOPMENTAL PSYCHOLOGY
81		DSE	UK6DSEPSY313	CAREER COUNSELLING
82		DSE	UK6DSEPSY314	CORPORATE GROOMING AND PERSONALITY DEVELOPMENT
83		DSE	UK6DSEPSY315	PERSONALITY THEORIES
84		DSE	UK6DSEPSY316	DISORDERS OF CHILDHOOD
85		DSE	UK6DSEPSY317	COUNSELLING IN ORGANISATIONS
86		DSE	UK6DSEPSY318	COUNSELLING IN SCHOOLS AND COLLEGES
87		DSE	UK6DSEPSY319	PSYCHOLOGY OF ADDICTIVE BEHAVIOURS
88		DSE	UK6DSEPSY320	IDENTIFICATION AND MANAGEMENT OF CHILDREN WITH SPECIAL NEEDS
89		DSE	UK6DSEPSY321	DATA AND DATA ANALYSIS

90		DSE	UK6DSEPSY322	SOCIAL PSYCHOLOGICAL PROCESSES
91		SEC	UK6SECPSY302	PREMARITAL COUNSELLING
92		SEC	UK6SECPSY303	SKILLS FOR PARENT EDUCATION AND SUPPORT
93		SEC	UK6SECPSY304	ASSERTIVENESS SKILLS
94		SEC	UK6SECPSY305	SKILLS TRAINING IN ORGANISATIONS
95	7	DSC	UK7DSCPSY400	ADVANCED RESEARCH METHODOLOGY
96		DSC	UK7DSCPSY401	ADVANCED COGNITIVE PROCESSES
97		DSC	UK7DSCPSY402	PSYCHOTHERAPY
98		DSE	UK7DSEPSY400	COUNSELLING IN SPECIAL SETTINGS
99		DSE	UK7DSEPSY401	LEADERSHIP AND MOTIVATION
100		DSE	UK7DSEPSY402	NEUROPSYCHOLOGY
101		DSE	UK7DSEPSY403	ADVANCED COGNITIVE PSYCHOLOGY
102		DSE	UK7DSEPSY404	MENTAL HEALTH PROMOTION AND PREVENTION IN SCHOOLS
103	8	INT PROJECT	UK8CIPPSY400	CAPSTONE INTERNSHIP PROJECT IN HONOURS PROGRAMME
104		RES PROJECT	UK8RPHPHY400	CAPSTONE PROJECT IN HONOURS WITH RESEARCH PROGRAMME

SPECIALISATIONS STREAMS OF FYUGP PSYCHOLOGY

The FYUGP Psychology program provides four distinct specialisations: Counseling Psychology, Clinical Psychology, Organizational Behavior, and School Psychology. Each specialisation requires students to complete a minimum of four elective courses tailored to their chosen field. Some courses are shared among multiple specialisations. Three specialisations have specific core prerequisites.

SPECIALISATION 1: Counselling Psychology

Prerequisite: UK5DSCPSY300

This specialisation allows students to select any four courses from the following options:

Sem	Course Code	Course Title
5	UK5DSEPSY310	SUICIDE PREVENTION
5	UK5DSEPSY311	GERIATRIC COUNSELLING
6	UK6DSEPSY313	CAREER COUNSELLING
6	UK6DSEPSY317	COUNSELLING IN ORGANIZATIONS
6	UK6DSEPSY318	COUNSELLING IN SCHOOLS AND COLLEGES
6	UK6DSEPSY319	PSYCHOLOGY OF ADDICTIVE BEHAVIOURS
7	UK7DSEPSY400	COUNSELLING IN SPECIAL SETTINGS
7	UK7DSEPSY404	MENTAL HEALTH PROMOTION AND PREVENTION IN SCHOOLS

SPECIALISATION 2: Clinical Psychology

Prerequisites: UK5DSCPSY302 and UK6DSCPSY304

This specialisation comprises the following four courses:

Sem	Course Code	Course Title
5	UK5DSEPSY310	SUICIDE PREVENTION
6	UK6DSEPSY316	DISORDERS OF CHILDHOOD
6	UK6DSEPSY319	PSYCHOLOGY OF ADDICTIVE BEHAVIOURS
7	UK7DSEPSY402	NEUROPSYCHOLOGY

SPECIALISATION 3: Organizational Behaviour

Prerequisite: UK6DSCPSY306

This specialisation comprises the following four courses:

Sem	Course Code	Course Title
5	UK5DSEPSY303	ADVERTISING AND PSYCHOLOGY
6	UK6DSEPSY314	CORPORATE GROOMING AND PERSONALITY DEVELOPMENT
6	UK6DSEPSY317	COUNSELLING IN ORGANIZATIONS
7	UK7DSEPSY401	LEADERSHIP AND MOTIVATION

SPECIALISATION 4: School Psychology

This specialisation entails selecting any combination of four courses from the following options:

Sem	Course Code	Course Title
5	UK5DSEPSY307	APPLYING PSYCHOLOGY TO EDUCATION
6	UK6DSEPSY312	ADVANCED DEVELOPMENTAL PSYCHOLOGY
6	UK6DSEPSY313	CAREER COUNSELLING
6	UK6DSEPSY316	DISORDERS OF CHILDHOOD
6	UK6DSEPSY318	COUNSELLING IN SCHOOLS AND COLLEGES
6	UK6DSEPSY320	IDENTIFICATION AND MANAGEMENT OF CHILDREN WITH SPECIAL NEEDS
7	UK7DSEPSY404	MENTAL HEALTH PROMOTION AND PREVENTION IN SCHOOLS

COURSES

SEMESTER 1



University of Kerala

Discipline	PSYCHOLOGY				
Course Code	UK1DSCPSY100				
Course Title	FOUNDATIONS AND METHODS OF PSYCHOLOGY				
Type of Course	DSC				
Semester	I				
Academic Level	100 - 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hours	5
Pre-requisites	A pass in 12th or equivalent				
Course Summary	This introductory course is designed as an invitation to the fascinating and scientific world of the discipline Psychology. The course provides a comprehensive overview of the foundational principles, milestones, methods, and ethical considerations in psychology. Students explore the origins of psychology, major theoretical perspectives, specialties within the field, and essential skills for psychological practice. Through critical thinking exercises, debunking myths, and activity-based learning, students learn to engage with key concepts and apply them to real-world scenarios, fostering a deeper understanding of psychology as a science and its relevance to everyday life.				

Detailed Syllabus

Module	Unit	Content	Hrs
I	Foundations of Psychology		18
	1	What is Psychology: Brief introduction, Definition What is meant by a psychological process? (Examples, demonstrations) Define and demonstrate the basic psychological processes: behaviour, emotion, cognition Psychology's focus on behaviour	3
	2	Goals of Psychology	1
	3	What not is Psychology- Pseudo-psychologies: Palmistry, Astrology, Graphology, Ouija board, Mentalism	3
	4	Reasons for the acceptance of pseudopsychologies- Uncritical acceptance, Positive instances, The Barnum Effect	2
	5	Origins of Psychology: Philosophical and Biological Origins	1
	6	Philosophical Origins: Early Greek thought (Socrates, Plato, Aristotle) Major ideas of Descartes, Locke Indian thought: Trigunas, Tridoshas, Ashtanga yoga, Noble Eightfold path in Buddhism	1
	7	Biological Origins: Genetics, Evolutionary theory	1
	8	Milestones in the development of modern psychology:	2

		Structuralism, Functionalism, Behaviourism, Psychoanalysis, Gestalt psychology, Humanistic approach, Cognitive approach, Socio-cultural perspectives	
	9	Basic principles, assumptions and major practical applications of Behaviourism, Psychoanalysis, Gestalt psychology, Humanistic approach and Cognitive approach	1
	10	Specialties in Psychology Major Professional Specialities: Clinical Psychology, Counselling Psychology, School Psychology, Industrial/ Organisational Psychology	1
	11	Major Research Specialities: Developmental Psychology, Social Psychology, Educational Psychology, Health Psychology, Physiological Psychology, Neuropsychology, Experimental Psychology, Cognitive Psychology, Personality Psychology, Community Psychology, Cultural Psychology, Evolutionary Psychology	1
	12	Recently developed Specialities- Examples: Sports Psychology, Criminal Psychology, Forensic Psychology	1
II	Methods of Psychology		17
	13	Psychology as a science - Scientific method. Characteristics of science	2
	14	Steps in scientific investigation	2
	15	Non-experimental methods: Naturalistic observation, Case study, Survey, Interview, Correlational methods (Illustrations of methods: Observation- Piaget; Case study- Phineas Gage, Anna O; Correlation- Ebbinghaus' memory study for nonsense syllables)	4
	16	Experimental method: Characteristics of experimental method: Variables (Independent Variables, Dependent Variables, Extraneous Variables), Experimental & Control Group, Lab and field experiments	2
	17	Errors & biases in research methods: Confounding, Placebo effect, Experimenter bias	1
	18	Techniques to reduce errors and biases: Randomization and Control techniques, Single blind and Double blind methods Correlation vs. Causation	1
	19	Psychology is not common sense (Illustrations) Illustrations of Errors in Intuitive thinking: Confirmation bias, Availability heuristics	2
	20	Need for critical thinking in psychological practices. Guidelines for critical thinking	1
	21	Psychology as a social science. Examples of social factors forming behaviour. Family, Society and Culture as determinants of behaviour	2
III	Key Considerations for Studying Psychology		15
	22	Multiple levels of explanation in Psychology. Overcoming reductionist approaches. Illustrations	4
	23	The unifying themes of Psychology: Empiricism, Theoretical diversity, Sociohistorical context, Multifactorial causation (Biological, Psychological, Social-Cultural determinants. Illustrations), Heredity & Environment, Subjectivity of experience, Cultural heritage (collectivistic vs individualistic - Example of Michigan Fish spotting experiment)	5

	24	Essential skills in Psychology: Observation Skills, Critical thinking, Sensitivity to diversity, Empathy, Reflective skills, Interpersonal skills, Affective skills	4
IV	Ethical Practices in Psychology		13
	25	Overview of APA code of ethics for Psychologists - 5 general principles: Beneficence & Nonmaleficence, Fidelity & Responsibility, Integrity, Justice, and Respect for People's Rights & Dignity.	6
	26	Ethics in psychological assessment, research and practice: Informed consent, Deception, Debriefing, Confidentiality, Integrity, No lasting harm, Competence, Humane care and use of animals in research, Plagiarism	6
	27	Activity: Can you identify academic dishonesty? (Kuther page numbers 11-12)	1
V	Debunking Myths and Activity based Learning		12
	28	Myths on brain power, interpersonal behaviour, personality	5
	29	Evolution and growth of modern psychology: A timeline- International, Indian (pages xxv to xxx -Baron & Mishra) and Kerala History of Psychology	4
	30	Essential Study Skills for Undergraduate Students (The Psychology of Studying- Coon page numbers 1-10)	3
	Total Hours		75

Mode of Classroom Transaction

Direct instruction, ICT based instruction, Brainstorming, Interactive instruction, Flipped learning, Group Assignments

Suggested Activities

- Understand and demonstrate public perception of the discipline Psychology
 - Speak to laypersons and tell them that you are studying psychology. Collect their responses, comments and queries, and identify the perception regarding the psychology.
- Critical Thinking Exercises:
 - Through discussion and illustrations, practice to differentiate fact, opinion, and inference. Engage in group discussions or debates on controversial topics in psychology, encouraging analysis of evidence and presentation of reasoned arguments.
 - Reflect on personal thought processes, biases, and assumptions through thought diary exercises.
 - Discuss the perils of anecdotal evidence.
 - Conduct debates or panel discussions on controversial topics in Psychology. (e.g., nature vs. nurture, free will vs. determinism), presenting evidence-based arguments and engaging in critical dialogue.
 - Identify the causal factors of certain behaviours (Ex: Helping behaviour, mental illness).
- Interactive Demonstrations:

- Attend interactive demonstrations or simulations illustrating psychological concepts and processes, such as perception, illusions or memory experiments.
 - Engage in role-playing exercises to simulate counselling sessions, practising communication and empathy skills.
4. Debunking Myths and Pseudoscience:
 - Investigate and debunk common myths or pseudoscientific claims in psychology through research projects.
 - Attend guest lectures or panel discussions with experts to discuss pseudoscientific practices and their implications.
 5. Ethical Dilemma Scenarios:
 - Discuss ethical dilemma scenarios commonly encountered in psychological research and practice, and propose solutions through group discussions.
 - Analyse ethical issues in research studies or clinical scenarios, considering implications and proposing ethical solutions.
 6. Activity-Based Learning:
 - Participate in interactive activities like thought experiments, role-playing games, or creative projects to engage in active learning.
 - Utilise multimedia resources such as videos, podcasts, and online simulations to supplement learning materials and enhance engagement.
 7. Discussion and Presentation of Classic Research Studies:
 - Discuss and present classic research studies in psychology, analysing their significance, methodology, findings, and implications for the field.

Practicum

(Minimum two from the following, preferably Sl nos. 1 and 2.)

1. Learn about yourself through self-assessment. (Ref: Kuther pages 27-38). This is a self-assessment and reflection activity 'for the Psychology major.
2. Systematic Observation Report: Submit a report after Systematic Observation of a behaviour for a minimum of 90 minutes (continuously or over 3-5 days).;
3. Self-awareness Report: Keep a daily journal where they reflect on their thoughts, feelings, and behaviours. Use prompts or exercises like the "Who am I?" exercise or SWOT analysis to guide your own self-reflection. Try to identify patterns, strengths, weaknesses, and areas for personal growth based on your reflections. Submit a final report summarising your self-awareness journey and insights gained.
4. Life-change log: Start a life-change log. Identify a behaviour you want to develop/ modify in your life. Identify the psychological principles behind it, apply them and monitor the changes throughout the program. Submit the initial record of life change log as practicum.
5. Debunk myths of popular psychology: Identify two myths, preferably from the book '*50 Great Myths of Popular Psychology*', debunk them and present them (oral or poster presentation).


References

- Baron, R. A. & Misra, G. (2016). *Psychology* (5th ed.). Pearson India Educational Services Pvt Ltd.
- Coon, D. & Mitterer, J.O. (2013). *Introduction to psychology: Gateways to mind and behaviour* (13th ed.). Wadsworth Cengage Learning.
- Gross, R. (2020). *Psychology: The science of mind and behaviour* (7th ed.). Hodder Education.
- Weiten, W. (2022). *Psychology: Themes and variations* (11th ed.) Brooks/Cole Publishing Co.
- Kuther, T.L. (2012). *The psychology major's handbook*. Wadsworth Cengage Learning.

Suggested Readings

- Lilienfeld, S. O., Lynn, S. J., Ruscio, J., & Beyerstein, B. L. (2010). *50 Great Myths of Popular Psychology* (1st ed.). John Wiley & Sons, Ltd.
- Nolen-Hoeksema, S., Fredrickson, B. L., Loftus, G. R., & Wagenaar, W. A. (2009). *Atkinson & Hilgard's introduction to psychology* (15th ed.). Cengage Learning EMEA.
- Morgan, C. T., King, R., Weisz, J. & Schopler, J. (2017). *Introduction to Psychology* (7th ed). McGraw Hills.
- McGhee, P. (2000) *Thinking Psychologically*. Basingstoke: Palgrave.
- NCERT (2021). *Psychology Textbook for Class 12*. (Reference for Module 1, Unit 14- Chapter 9)
- Garrett, H. E. (1980). *Great experiments in psychology* (3rd ed.). Irvington Publishers, Inc.

Online Resources

- www.apa.org (The official website of the American Psychological Association/APA)
- www.bps.org.uk (The official website of the British Psychological Society/BPS)
- <https://www.apa.org/ethics/code> (APA code of ethics for Psychologists)
- https://ocw.mit.edu/ans7870/9/9.00SC/MIT9_00SCF11_text.pdf (Textbook of an introductory course in Psychology offered at OpenCourseWare, MIT)
- <http://changingminds.org> (Links to all research areas in Psychology)
- <http://psychology.about.com/od/profilesofmajorthinkers> (Links to descriptions of major figures in Psychology)
- <https://www.youtube.com/watch?v=eal4-A89IWY&list=PL8dPuuaLjXtOPRKzVLY0jJY-uHOH9KVU6&index=1>  Crash Course Psychology Preview (Short videos on basic Psychology)

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Grasp the core concepts, historical roots, major milestones, and specialisations in psychology, forming a solid foundation for further study.	R, U	1, 7
CO-2	Develop robust critical thinking skills to evaluate psychological theories, research, and applications.	An, E	3
CO-3	Apply psychological principles to explain human behaviour across diverse contexts, incorporating biological, interpersonal, social and cultural factors.	Ap, An	2
CO-4	Demonstrate understanding of ethical principles in psychological research and practice, promoting responsible conduct and consideration of ethical issues.	U	5
CO-5	Integrate knowledge of psychology with practical skills such as observation, critical thinking, empathy, and interpersonal communication for analysing real-world phenomena.	Ap	3

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

FOUNDATIONS AND METHODS OF PSYCHOLOGY: Credits: 3:0:1
(Lecture:Tutorial:Practical)

CO No.	CO	PO/ PSO	Cognitive Level	Knowledge Category	Lecture (L)/ Tutorial (T)	Practical (P)
1	CO-1	6/ 1, 7	R, U	F, C	4	0
2	CO-2	1/ 3	An, E	C, M	3	1
3	CO-3	1, 2/ 2	An, Ap	M	3	1
4	CO-4	8/ 5	U	F, C	3	1
5	CO-5	2, 4, 6/ 3, 6	Ap	P, M	2	2

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PS O7	PO 1	PO 2	P O3	P O4	PO 5	PO 6	P O7	PO 8

CO 1	3	-	-	-	-	-	3	-	-	-	-	-	2	-	-
CO 2	-	-	3	-	-	-	-	3	-	-	-	-	-	-	-
CO 3	-	2	-	-	-	-	-	-	2	3	-	-	-	-	-
CO 4	-	-	-	-	3	-	-	-	-	-	-	-	-	-	2
CO 5	-	-	2	-	-	-	-	-	2	-	3	-	3	-	-

Correlation Levels

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics

- Assignment/ seminar
- Continuous Comprehensive Assessment
-Practicum
- End Semester Assessment

Mapping of COs to Assessment Rubrics

	Internal Exam	Assignment	End Semester Examinations
CO 1		✓	✓
CO 2	✓		✓
CO 3	✓		✓
CO 4		✓	✓
CO 5	✓	✓	✓



University of Kerala

Discipline	PSYCHOLOGY				
Course Code	UK1DSCPSY101				
Course Title	FUNDAMENTALS OF PSYCHOLOGY				
Type of Course	DSC				
Semester	I				
Academic Level	100 - 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hours	5
Pre-requisites	A pass in 12th or equivalent				
Course Summary	The course provides a comprehensive overview of the foundational principles, milestones, methods, and ethical considerations in psychology. Students explore the origins of psychology, major theoretical perspectives, specialties within the field, and essential skills for psychological practice. Through critical thinking exercises, debunking myths, and activity-based learning, students learn to engage with key concepts and apply them to real-world scenarios, fostering a deeper understanding of psychology as a science and its relevance to everyday life.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	Foundations of Psychology		20
	1	What is Psychology: Brief introduction, Definition Why learning Psychology: Understanding self and others What is meant by a psychological process? (Examples, demonstrations) Define and demonstrate the basic psychological processes: behaviour, emotion, cognition Psychology's focus on behaviour Goals of Psychology	4
	2	What not is Psychology- Pseudo-psychologies: Palmistry, Astrology, Graphology, Ouija board, Mentalism Reasons for the acceptance of pseudopsychologies- Uncritical acceptance, Positive instances, The Barnum Effect	6
	3	Origins of Psychology: Philosophy and Biology Milestones in the development of modern psychology: Structuralism, Functionalism, Behaviourism, Psychoanalysis, Gestalt psychology, Humanistic approach, Cognitive approach, Socio-cultural perspectives Basic principles, assumptions and major practical applications of Behaviourism, Psychoanalysis, Gestalt psychology, Humanistic approach and Cognitive approach	6

	5	Specialties in Psychology Major Professional Specialities: Clinical Psychology, Counselling Psychology, School Psychology, Industrial/ Organisational Psychology Major Research Specialities: (Ex: Developmental Psychology, Social Psychology, Educational Psychology, Health Psychology, Physiological Psychology, Neuropsychology, Experimental Psychology, Cognitive Psychology, Personality Psychology, Community Psychology, Cultural Psychology, Evolutionary Psychology Recently developed Specialities- Examples: Sports Psychology, Criminal Psychology, Forensic Psychology, Evolutionary Psychology	4
II	Methods of Psychology		18
	6	Psychology as a science - Scientific method. Characteristics of science	2
	7	Steps in scientific investigation	2
	8	Non-experimental methods: Naturalistic observation, Case study, Survey, Interview, Correlational methods (Illustrations of methods: Observation- Piaget; Case study- Phineas Gage, Anna O; Correlation- Ebbinghaus' memory study for nonsense syllables)	4
	9	Experimental method: Characteristics of experimental method: Variables (Independent Variables, Dependent Variables, Extraneous Variables), Experimental & Control Group, Lab and field experiments Errors & biases in research methods: Confounding, Placebo effect, Experimenter bias Techniques to reduce errors and biases: Randomization and Control techniques, Single blind and Double blind methods Correlation vs. Causation	4
	10	Psychology is not common sense (Illustrations) Illustrations of Errors in Intuitive thinking: Confirmation bias, Availability heuristics, Anchoring bias, Representativeness heuristic Need for critical thinking in psychological practices. Guidelines for critical thinking	3
	11	Psychology as a social science. Family, Society and Culture as determinants of behaviour. Interdisciplinary nature of Psychology: Examples- Behaviour Economics, Artificial Intelligence, Psychological analysis of Art and Media	3
III	Key Considerations for Studying Psychology		13
	13	Multiple levels of explanation in Psychology. Overcoming reductionist approaches. Illustrations	4
	14	The unifying themes of Psychology: Empiricism, Theoretical diversity, Sociohistorical context, Multifactorial causation (Biological, Psychological, Social-Cultural determinants. Illustrations), Heredity & Environment, Subjectivity of experience, Cultural heritage (collectivistic vs individualistic - Example of Michigan Fish spotting experiment)	5

	15	Essential skills in Psychology: Observation Skills, Critical thinking, Sensitivity to diversity, Empathy, Reflective skills, Interpersonal skills, Affective skills	4
IV	Ethical Practices in Psychology		12
	16	Ethics in psychological assessment, research and practice: Informed consent, Deception, Debriefing, Confidentiality, Integrity, No lasting harm, Competence, Humane care and use of animals in research, Plagiarism	6
	18	Portrayals of mental illnesses and psychologists in popular films-illustrations	4
V	Debunking Myths and Activity based Learning		12
	19	Myths on brain power, interpersonal behaviour, personality, mental illness, psychological treatment	6
		Open forum to answer Frequently Asked Questions on Psychology	3
	20	Essential Study Skills for Undergraduate Students (The Psychology of Studying- Coon page numbers 1-10)	3
		Total Hrs	75

Mode of Classroom Transaction

Direct instruction, ICT based instruction, Brainstorming, Interactive instruction, Flipped learning, Group Assignments

Suggested Activities

1. Critical Thinking Exercises:
 - Through discussion and illustrations, practice to differentiate fact, opinion, and inference. Engage in group discussions or debates on controversial topics in psychology, encouraging analysis of evidence and presentation of reasoned arguments.
 - Reflect on personal thought processes, biases, and assumptions through thought diary exercises.
 - Discuss the perils of anecdotal evidence.
 - Conduct debates or panel discussions on controversial topics in Psychology. (e.g., nature vs. nurture, free will vs. determinism), presenting evidence-based arguments and engaging in critical dialogue.
 - Identify the causal factors of certain behaviours (Ex: Helping behaviour, mental illness).
2. Interactive Demonstrations:
 - Attend interactive demonstrations or simulations illustrating psychological concepts and processes, such as perception, illusions or memory experiments.
 - Engage in role-playing exercises to simulate counselling sessions, practising communication and empathy skills.
3. Debunking Myths and Pseudoscience:
 - Attend guest lectures or panel discussions with experts to discuss pseudoscientific practices and their implications.
4. Discussion and Presentation of Classic Research Studies:

- Discuss and present classic research studies in psychology, analysing their significance, methodology, findings, and implications for the field.

Practicum

Do any two of the following:

1. Systematic Observation Report: Submit a report after Systematic Observation of a behaviour for a minimum of 90 minutes (continuously or over 3-5 days).
2. Self-awareness Report: Keep a daily journal where they reflect on their thoughts, feelings, and behaviours. Use prompts or exercises like the "Who am I?" exercise or SWOT analysis to guide your own self-reflection. Try to identify patterns, strengths, weaknesses, and areas for personal growth based on your reflections. Submit a final report summarising your self-awareness journey and insights gained.
3. Life-change log: Start a life-change log. Identify a behaviour you want to develop/ modify in your life. Identify the psychological principles behind it, apply them and monitor the changes throughout the program. Submit the initial record of life change log as practicum.
4. Debunk myths of popular psychology: Identify two myths, preferably from the book '*50 Great Myths of Popular Psychology*', debunk them and present them (oral or poster presentation).

References

- Baron, R. A. & Misra, G. (2016). *Psychology* (5th ed.). Pearson India Educational Services Pvt Ltd.
- Coon, D. & Mitterer, J.O. (2013). *Introduction to psychology: Gateways to mind and behaviour* (13th ed.). Wadsworth Cengage Learning.
- Gross, R. (2020). *Psychology: The science of mind and behaviour* (7th ed.). Hodder Education.
- Weiten, W. (2022). *Psychology: Themes and variations* (11th ed.) New York: Brooks/Cole Publishing Co.

Suggested Readings

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- Nolen-Hoeksema, S., Fredrickson, B. L., Loftus, G. R., & Wagenaar, W. A. (2009). *Atkinson & Hilgard's introduction to psychology* (15th ed.). Cengage Learning EMEA.
- Morgan, C. T., King, R., Weisz, J. & Schopler, J. (2017). *Introduction to Psychology* (7th ed). New Delhi: McGraw Hills.
- McGhee, P. (2000) *Thinking Psychologically*. Basingstoke: Palgrave.
- NCERT (2021). *Psychology Textbook for Class 12*. (Reference for Module 1, Unit 14- Chapter 9)
- Garrett, H. E. (1980). *Great experiments in psychology* (3rd ed.). Irvington Publishers, Inc.

Online Resources

www.apa.org (The official website of the American Psychological Association/APA)

www.bps.org.uk (The official website of the British Psychological Society/BPS)

<https://www.apa.org/ethics/code> (APA code of ethics for Psychologists)

https://ocw.mit.edu/ans7870/9/9.00SC/MIT9_00SCF11_text.pdf (Textbook of an introductory course in Psychology offered at OpenCourseWare, MIT)

<http://changingminds.org> (Links to all research areas in Psychology)

<http://psychology.about.com/od/profilesofmajorthinkers> (Links to descriptions of major figures in Psychology)

<https://www.youtube.com/watch?v=eal4-A89IWY&list=PL8dPuuaLjXtOPRKzVLY0jJY-uHOH9KVU6&index=1>  Crash Course Psychology Preview (Short videos on basic Psychology)

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Grasp the core concepts, historical roots, major milestones, and specialisations in psychology, forming a solid foundation for further study.	R, U	1, 7
CO-2	Develop robust critical thinking skills to evaluate psychological theories, research, and applications.	An, E	3
CO-3	Apply psychological principles to explain human behaviour across diverse contexts, incorporating biological, interpersonal, social and cultural factors.	Ap, An	2
CO-4	Demonstrate understanding of ethical principles in psychological research and practice, promoting responsible conduct and consideration of ethical issues.	U	5
CO-5	Integrate knowledge of psychology with practical skills such as observation, critical thinking, empathy, and interpersonal communication, to analyse real-world phenomena	Ap	3

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Fundamentals of Psychology: Credits: 3:0:1 (Lecture:Tutorial:Practical)

CO	CO	PO/PSO	Cognitive	Knowledge	Lecture	Practical
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No.			Level	Category	(L)/Tutorial (T)	(P)
1	CO-1	6/ 1, 7	R, U	F, C	4	0
2	CO-2	1/ 3	An, E	C, M	3	1
3	CO-3	1, 2/ 2	An, Ap	M	3	1
4	CO-4	8/ 5	U	F, C	3	1
5	CO-5	2, 4, 6/ 3, 6	Ap	P, M	2	2

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PS O7	PO 1	PO 2	P O3	P O4	PO 5	PO 6	P O7	PO 8
CO 1	3	-	-	-	-	-	3	-	-	-	-	-	2	-	-
CO 2	-	-	3	-	-	-	-	3	-	-	-	-	-	-	-
CO 3	-	2	-	-	-	-	-	-	2	3	-	-	-	-	-
CO 4	-	-	-	-	3	-	-	-	-	-	-	-	-	-	2
CO 5	-	-	2	-	-	-	-	-	2	-	3	-	3	-	-

Correlation Levels

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics

- Assignment/ seminar
- Continuous Comprehensive Assessment
-Practicum
- End Semester Assessment

Mapping of COs to Assessment Rubrics

	Internal Exam	Assignment	End Semester Examinations
CO 1		✓	✓
CO 2	✓		✓
CO 3	✓		✓
CO 4		✓	✓
CO 5	✓	✓	✓



University of Kerala

Discipline	PSYCHOLOGY				
Course Code	UK1DSCPSY102				
Course Title	PSYCHOLOGY FOR PERSONAL GROWTH				
Type of Course	DSC				
Semester	I				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	1	5
Pre-requisites	A pass in 12th or equivalent				
Course Summary	This course explores various dimensions of personal growth and self-awareness drawing from both contemporary psychology and ancient Indian wisdom. Through a combination of theoretical insights, practical exercises, and reflective practices, students will delve into topics such as self-awareness, emotional regulation, resilience building, interpersonal communication, goal setting, and achievement.				

Detailed Syllabus

Module	Unit	Content	Hrs
I	Introduction to Personal Growth		16
	1	Definition of Personal Growth	
	2	<i>Models of Personal Growth</i> Self-actualization - Abraham Maslow; Fully functioning individual - Carl Rogers; Erik Erikson - Identity Development - Exploration & Commitment; Flow - Mihaly Csikszentmihalyi; Individuation - Carl Jung; Choice theory - William Glasser; Agentic Self - Albert Bandura; Posttraumatic Growth - Tedeschi & Calhoun	
II	Facilitating Personal Growth through Understanding One's Strengths		18
	3	Understanding one's strength profile, VIA strength survey, Signature Strengths - definition and criteria (Seligman)	
	4	Overuse, Underuse and Optimal use of Character Strengths	
	5	Recognise, Label and Affirm Strengths	
	6	Align Character Strengths with Activities	
	7	ROAD-MAP to build strength capacity - reflect, observe, appreciate, discuss, monitor, ask, plan	

III	Fostering Personal Growth through Healthy Relationships		13
	8	Utilizing strengths-based approaches to enhance relationship dynamics, emphasizing the identification and appreciation of each other's strengths and virtues.	
	9	Perspective-taking, Empathy	
	10	Gratitude	
	11	Forgiveness	
IV	Nurturing Self-Compassion - Route to Personal Growth		15
	12	Definition and the three Elements of Self-compassion	
	13	The Physiology of Self-criticism and Self-compassion	
	14	Yin and Yang of Self-compassion	
	15	Stages of Self-compassion	
	16	Dealing with Difficult emotions - Label emotions, Being aware of emotions in the body, Soften-Soothe-Allow	
	17	Broaden and Build theory of Positive Emotions - Barbara Fredrickson	
	18	Turning Points as Opportunities for Psychological Growth: Flourishing and Optimism	
	19	Authentic Happiness - Seligman	
	20	Self-compassion and Anger in Relationships	
	21	Self-Appreciation	
V	Meaning, Purpose and Goals - Way Forward		13
	22	Definition and Nature of Meaning in Life	
	23	Model of Meaning in Life - Coherence, Mattering, Purpose, Felt sense, Reflectivity	
	24	Self-determination theory of Meaning in Life	
	25	Construction of Meaning through Vital Engagement	
	26	Personal Goals, Life Meaning and Virtue	
	27	Impact of Traumatic Life Events on Meaning in Life	
	Total Time		75

Practicum

(Minimum of two of the following activities)

1. Working towards Self-knowledge, Finding One's Values, Developing Vision and Setting Goals, Identifying fears and overcoming them

Refer: The Big Picture: A guide to Finding Your Purpose in Life, Goal Visualization: Positive Psychology Toolkit

- Identify your talents, strengths and skills
- Develop a vision in life for yourself.
- Find your values.
- Drafting a Purpose Statement - The tombstone technique. Draft achievable goals.
- Finding your fears. Overcoming Self-doubt.
- Make a list of people who Inspire you.

- Find your supporting cast and Get feedback from them on your vision, goals and values.
 - Create your own Taglines.
2. Working towards Self-compassion
Follow Activities in The mindful self-compassion workbook: A proven way to accept yourself, build inner strength, and thrive. (Check Reference List)
 3. Write personal journals. (Refer: Writing to heal by Pennebaker, Journaling for Self-knowledge by Steven Franssen nurturingtruth.com)
 4. Activity for enhancing autonomy and resilience - The Sailboat (Hugo Alberts (https://www.researchgate.net/profile/Hugo_Alberts))
 5. Finding personal strengths and working towards stress-relief - (Refer Niemiec, R. M., & McGrath, R. E.)
 6. Activities for developing forgiveness, gratitude, empathy and perspective taking - Refer: Froh, J. J., & Parks, A. C.
 7. Working on Difficult Emotions - Refer DBT Skills Manual by Linehan

References

- Corey, G., & Corey, M. S. (1997). *I never knew I had a choice*. Brooks/Cole.
- Neff, K., & Germer, C. (2018). *The mindful self-compassion workbook: A proven way to accept yourself, build inner strength, and thrive*. Guilford Publications.
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- Whelan, C. B. (2016). *The Big Picture: A Guide to Finding Your Purpose in Life*. Templeton Foundation Press.
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- Froh, J. J., & Parks, A. C. (2013). *Activities for teaching positive psychology: A guide for instructors* (pp. xiv-173). American Psychological Association.
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- Pennebaker, J. W. (1997). *Writing to heal: A guided journal for recovering from trauma & emotional upheaval*. New Harbinger Publications.
- Lundgren, T., Luoma, J.B., Dahl, J., Strosahl, K., Melin, L. (2012). The Bull's-Eye Values Survey: A Psychometric Evaluation. *Cognitive and Behavioral Practice*, 19, 518-526.

Niemiec, R. M., & McGrath, R. E. (2019). *The power of character strengths: Appreciate and ignite your positive personality*. Cincinnati, OH: VIA Institute on Character.

Niemiec, R. M. (2018). *Character strengths interventions: A field guide for practitioners*. Hogrefe Publishing GmbH.

Niemiec, R. M. (2019). *The strengths-based workbook for stress relief: A character strengths approach to finding calm in the chaos of daily life*. New Harbinger Publications.

Carr, A. (2013). *Positive psychology: The science of happiness and human strengths*. Routledge.

Web Resources

Pennock, S.F. & Alberts, H. *Goal Visualization: Positive Psychology Toolkit*. Hugo Alberts (https://www.researchgate.net/profile/Hugo_Alberts) and Lucinda Poole (<https://www.linkedin.com/in/lucinda-poole-24a122121/>)

Pennock, S.F. & Alberts, H.. *3 Positive Psychology Exercises*. Positive Psychology Toolkit. Hugo Alberts (https://www.researchgate.net/profile/Hugo_Alberts) and Lucinda Poole (<https://www.linkedin.com/in/lucinda-poole-24a122121/>)

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand models of personal growth	R	PSO-1
CO-2	Comprehend the importance of resilience in overcoming adversity.	U	PSO-1
CO-3	Implement strategies for managing emotions and practicing self-control.	Ap	PSO-1,4
CO-4	Critique the impact of various coping mechanisms on overall well-being.	E	PSO-1,4

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Psychology for Personal Growth: Credits: 3:0:1 (Lecture:Tutorial)

CO No.	CO	PO/ PSO	Cognitive Level	Knowledge Category	Lecture(L)/ Tutorial (T)	Practical (P)
1	CO-1	PSO-1	R	F	4	0
2	CO-2	PSO-1	U	F	3	1

3	CO-3	PSO-1,4	Ap	C, P	2	2
4	CO-4	PSO-1,4	E	C, M	3	1

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PS O 7	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	P O8
CO 1	3	-	-	-	-	-	-	3	-	-	-	-	-	-	-
CO 2	3	-	-	-	-	-	-	3	-	-	-	-	-	-	-
CO 3	3	-	-	3	-	-	-	3	2	-	3	2	-	-	-
CO 4	3	-	-	2	-	-	-	3	-	-	2	-	1	-	-

Correlation Levels

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics

	Internal Exam	Assignment	End Semester Examinations
CO 1		✓	✓
CO 2	✓		✓
CO 3	✓		✓
CO 4		✓	✓
CO 5	✓	✓	✓



University of Kerala

Discipline	PSYCHOLOGY				
Course Code	UK1DSCPSY103				
Course Title	INTRODUCTION TO PSYCHOLOGY				
Type of Course	DSC				
Semester	I				
Academic Level	100 - 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hours	5
Pre-requisites	A pass in 12th or equivalent				
Course Summary	This introductory course provides a comprehensive overview of the foundational principles, milestones, methods, and ethical considerations in psychology. Students explore the origins of psychology, major theoretical perspectives, specialties within the field, and essential skills for psychological practice. Students learn to engage with key concepts and apply them to real-world scenarios, fostering a deeper understanding of psychology as a science and its relevance to everyday life.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	Foundations of Psychology		18
	1	What is Psychology: Brief introduction, Definition Goals of Psychology	4
	2	What not is Psychology- Pseudo-psychologies: Palmistry, Astrology, Graphology, Ouija board, Mentalism Reasons for the acceptance of pseudopsychologies- Uncritical acceptance, Positive instances, The Barnum Effect	5
	3	Origins of Psychology: Philosophical and Biological Origins Philosophical Origins: Early Greek thought (Socrates, Plato, Aristotle) Major ideas of Descartes, Locke Indian thought: Trigunas, Tridoshas, Ashtanga yoga, Noble Eightfold path in Buddhism Biological Origins: Genetics, Evolutionary theory	3
	4	Milestones in the development of modern psychology: Structuralism, Functionalism, Behaviourism, Psychoanalysis, Gestalt psychology, Humanistic approach, Cognitive approach, Socio-cultural perspectives Basic principles, assumptions and major practical applications of Behaviourism, Psychoanalysis, Gestalt psychology, Humanistic approach and Cognitive approach	3
	5	Specialties in Psychology	3

		Major Professional Specialities: Clinical Psychology, Counselling Psychology, School Psychology, Industrial/ Organisational Psychology	
		Major Research Specialities	
II	Methods of Psychology		17
	6	Psychology as a science - Scientific method. Characteristics of science	2
	7	Steps in scientific investigation	2
	8	Naturalistic observation, Case study, Survey, Interview, Correlational methods (Illustrations of methods: Observation- Piaget; Case study- Phineas Gage, Anna O; Correlation- Ebbinghaus' memory study for nonsense syllables)	4
	9	Experimental method: Characteristics of experimental method: Variables (Independent Variables, Dependent Variables, Extraneous Variables), Experimental & Control Group, Lab and field experiments Errors & biases in research methods: Confounding, Placebo effect, Experimenter bias Techniques to reduce errors and biases: Randomization and Control techniques, Single blind and Double blind methods Correlation vs. Causation	4
	10	Errors in Intuitive thinking: Confirmation bias, Availability heuristics Need for critical thinking in psychological practices. Guidelines for critical thinking	3
	11	Psychology as a social science. Examples of social factors forming behaviour. Family, Society and Culture as determinants of behaviour	2
III	Key Considerations for Studying Psychology		15
	12	Multiple levels of explanation in Psychology. Overcoming reductionist approaches. Illustrations	4
	13	The unifying themes of Psychology: Empiricism, Theoretical diversity, Sociohistorical context, Multifactorial causation (Biological, Psychological, Social-Cultural determinants. Illustrations), Heredity & Environment, Subjectivity of experience, Cultural heritage (collectivistic vs individualistic - Example of Michigan Fish spotting experiment)	6
	14	Essential skills in Psychology: Observation Skills, Critical thinking, Sensitivity to diversity, Empathy, Reflective skills, Interpersonal skills, Affective skills	5
IV	Ethical Practices in Psychology		13
	15	Overview of APA code of ethics for Psychologists - 5 general principles	7
	16	Ethics in psychological assessment, research and practice: Informed consent, Deception, Debriefing, Confidentiality, Integrity, No lasting harm, Competence, Humane care and use of animals in research, Plagiarism	6
V	Debunking Myths and Activity based Learning		12
	17	Myths on brain power, interpersonal behaviour, personality	5
	18	Evolution and growth of modern psychology: A timeline- International, Indian (pages xxv to xxx -Baron & Mishra) and Kerala History of Psychology	4

	19	Essential Study Skills for Undergraduate Students (The Psychology of Studying- Coon page numbers 1-10)	3
		Total Hrs	75

Mode of Classroom Transaction

Direct instruction, ICT based instruction, Brainstorming, Interactive instruction, Flipped learning, Group Assignments

Suggested Activities

- Understand and demonstrate public perception of the discipline Psychology
 - Speak to laypersons and tell them that you are studying psychology. Collect their responses, comments and queries, and identify the perception regarding the psychology.
- Critical Thinking Exercises:
 - Through discussion and illustrations, practice to differentiate fact, opinion, and inference. Engage in group discussions or debates on controversial topics in psychology, encouraging analysis of evidence and presentation of reasoned arguments.
 - Reflect on personal thought processes, biases, and assumptions through thought diary exercises.
 - Discuss the perils of anecdotal evidence.
 - Conduct debates or panel discussions on controversial topics in Psychology. (e.g., nature vs. nurture, free will vs. determinism), presenting evidence-based arguments and engaging in critical dialogue.
 - Identify the causal factors of certain behaviours (Ex: Helping behaviour, mental illness).

Practicum

(Any two)

- Systematic Observation Report: Submit a report after Systematic Observation of a behaviour for a minimum of 90 minutes (continuously or over 3-5 days).
- Self-awareness Report: Keep a daily journal where they reflect on their thoughts, feelings, and behaviours. Use prompts or exercises like the "Who am I?" exercise or SWOT analysis to guide your own self-reflection. Try to identify patterns, strengths, weaknesses, and areas for personal growth based on your reflections. Submit a final report summarising your self-awareness journey and insights gained.
- Life-change log: Start a life-change log. Identify a behaviour you want to develop/ modify in your life. Identify the psychological principles behind it, apply them and monitor the changes throughout the program. Submit the initial record of life change log as practicum.
- Debunk myths of popular psychology: Identify two myths, preferably from the book '*50 Great Myths of Popular Psychology*', debunk them and present them (oral or poster presentation).

References

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Coon, D. & Mitterer, J.O. (2013). *Introduction to psychology: Gateways to mind and behaviour* (13th ed.). Wadsworth Cengage Learning.

Gross, R. (2020). *Psychology: The science of mind and behaviour* (7th ed.). Hodder Education.

Weiten, W. (2022). *Psychology: Themes and variations* (11th ed.) New York: Brooks/Cole Publishing Co.

Suggested Readings

Lilienfeld, S. O., Lynn, S. J., Ruscio, J., & Beyerstein, B. L. (2010). *50 Great Myths of Popular Psychology* (1st ed.). John Wiley & Sons, Ltd.

Nolen-Hoeksema, S., Fredrickson, B. L., Loftus, G. R., & Wagenaar, W. A. (2009). *Atkinson & Hilgard's introduction to psychology* (15th ed.). Cengage Learning EMEA.

Morgan, C. T., King, R., Weisz, J. & Schopler, J. (2017). *Introduction to Psychology* (7th ed). New Delhi: McGraw Hills.

McGhee, P. (2000) *Thinking Psychologically*. Basingstoke: Palgrave.

NCERT (2021). *Psychology Textbook for Class 12*. (Reference for Module 1, Unit 14- Chapter 9)

Garrett, H. E. (1980). *Great experiments in psychology* (3rd ed.). Irvington Publishers, Inc.

Online Resources

www.apa.org (The official website of the American Psychological Association/APA)

www.bps.org.uk (The official website of the British Psychological Society/BPS)

<https://www.apa.org/ethics/code> (APA code of ethics for Psychologists)

https://ocw.mit.edu/ans7870/9/9.00SC/MIT9_00SCF11_text.pdf (Textbook of an introductory course in Psychology offered at OpenCourseWare, MIT)

<http://changingminds.org> (Links to all research areas in Psychology)

<http://psychology.about.com/od/profilesofmajorthinkers> (Links to descriptions of major figures in Psychology)

<https://www.youtube.com/watch?v=eal4-A89IWY&list=PL8dPuuaLjXtOPRKzVLY0jJY-uHOH9KVU6&index=1>  Crash Course Psychology Preview (Short videos on basic Psychology)

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed

CO-1	Grasp the core concepts, historical roots, major milestones, and specialisations in psychology, forming a solid foundation for further study.	R, U	1, 7
CO-2	Develop robust critical thinking skills to evaluate psychological theories, research, and applications.	An, E	3
CO-3	Apply psychological principles to explain human behaviour across diverse contexts, incorporating biological, interpersonal, social and cultural factors.	Ap, An	2
CO-4	Demonstrate understanding of ethical principles in psychological research and practice, promoting responsible conduct and consideration of ethical issues.	U	5
CO-5	Integrate knowledge of psychology with practical skills such as observation, critical thinking, empathy, and interpersonal communication, to analyse real-world phenomena	Ap	3

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Introduction to Psychology: Credits: 3:0:1 (Lecture:Tutorial:Practical)

CO No.	CO	PO/ PSO	Cognitive Level	Knowledge Category	Lecture (L)/ Tutorial (T)	Practical (P)
1	CO-1	6/ 1, 7	R, U	F, C	4	0
2	CO-2	1/ 3	An, E	C, M	3	1
3	CO-3	1, 2/ 2	An, Ap	M	3	1
4	CO-4	8/ 5	U	F, C	3	1
5	CO-5	2, 4, 6/ 3, 6	Ap	P, M	2	2

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PS O7	PO 1	PO 2	P O3	P O4	PO 5	PO 6	PO 7	PO 8
CO 1	3	-	-	-	-	-	3	-	-	-	-	-	2	-	-
CO 2	-	-	3	-	-	-	-	3	-	-	-	-	-	-	-
CO 3	-	2	-	-	-	-	-	-	2	3	-	-	-	-	-
CO 4	-	-	-	-	3	-	-	-	-	-	-	-	-	-	2
CO 5	-	-	2	-	-	3	-	-	2	-	3	-	3	-	-

Correlation Levels

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics

- Assignment/ seminar
- Continuous Comprehensive Assessment
-Practicum
- End Semester Assessment

Mapping of COs to Assessment Rubrics

	Internal Exam	Assignment	End Semester Examinations
CO 1		✓	✓
CO 2	✓		✓
CO 3	✓		✓
CO 4		✓	✓
CO 5	✓	✓	✓



University of Kerala

Discipline	PSYCHOLOGY				
Course Code	UK1DSCPSY104				
Course Title	FOUNDATIONS OF PSYCHOLOGY				
Type of Course	DSC				
Semester	I				
Academic Level	100- 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practicum/ Practical per week	Total Hours/Week
	4	3 hours	-	2 hours	5
Pre-requisites	A pass in 12th or equivalent				
Course Summary	This course provides an understanding of goals, historical evolution and different branches of psychology. After studying this course the student can have a comprehensive understanding of behavior and various perspectives and methods to understand behavior.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	INTRODUCTION TO PSYCHOLOGY		15
	1	What is Psychology? Nature and definition	1
	2	Goals of Psychology.	2
	3	The Evolution of Psychology – Biological origin, Philosophical origins: Early Indian Greek thought, Major ideas of Descartes, Locke	4
	4	Psychology's Early History: Structuralism, Functionalism, Psychology's Modern History- Psychology Today	4
	5	Branches of Psychology: Pure and applied	4
II	MODERN PERSPECTIVES IN PSYCHOLOGY		15
	6	Biological	2
	7	Psychodynamic	4
	8	Behavioural, Humanistic	4
	9	Cognitive, Gestalt, Developmental	3
	10	Evolutionary and Sociocultural perspectives	2
III	METHODS TO STUDY HUMAN BEHAVIOUR		13
	11	Research methods in psychology, Observation method –Case study method	4
	12	Survey method, Correlation method	3
	13	Experimental method	4
	14	Ethical issues in psychological research.	2
IV	BIOLOGICAL BASES OF BEHAVIOR		20
	15	Introduction to Nervous System	3
	16	Neurons: Basic structure	3
	17	Organization of the nervous system	2

	18	The Central Nervous System	3
	19	The brain: Structure and functions	4
	20	Peripheral Nervous System	2
	21	Hormonal bases of behavior: The endocrine system	3
V	APPLICATIONS OF PSYCHOLOGY		12
	22	Role of Psychologists in Various Sectors	3
	23	Discuss how Psychology is related to life	3
	24	Psychology Today: Conduct a group discussion on Myths and Realities in Psychology.	3
	25	Emerging Fields in Psychology	3
		Total hours	75

Practicum

1. Carry out any two or three research methods in psychology and submit reports.

References

- Weiten, W. (2022). *Psychology: Themes and Variations* (11th ed.). Cengage Learning.
- Gross, R. (2020). *Psychology the Science of Mind and Behaviour* (8th ed.). Hodder education.
- Passer, M. W., & Smith, R. E. (2019). *Psychology the Science of Mind and Behaviour* (3rd ed.). McGraw-Hill Education.
- Ciccarelli, S. K., & Meyer, G. E. (2022). *Psychology*, South Asian ed. New Delhi: Pearson.
- Coon, D., & Mitterer, J. O. (2013). *Introduction to Psychology: Gateways to Mind and Behavior* (13th ed.). Wadsworth Cengage Learning.
- Morgan, C. T., King, R., Weise, J. & Schopler, J. (2017). *Introduction to Psychology* (7th Ed.) McGraw Hills.
- Holt, N., Brener, A., Sutherland, E., Vliek, M. and Passer, M., & Smith, R. (2015). *Psychology: The Science of Mind and Behaviour*. London: Tata McGraw-Hill.
- Banyard, P., Davies, M. N. O., Norman, C. & Winder, B. (Eds.) (2010). *Essential psychology*. New Delhi: SAGE Publications.

Course Outcomes

No.	Upon completion of the course, the graduate will be able to	Cognitive Level	PSO addressed
CO1	Understand foundations of Psychology and research methods in Psychology.	U	PSO- 1
CO2	Explain various branches of psychology.	R, U	PSO-1
CO3	Explain major modern perspectives of psychology.	U, E	PSO-1

CO4	Analyse research methods used for studying human behavior.	An	PSO-1,2,4
CO5	Explain the structure and functions of the nervous system and the role of different hormones in regulating human behavior.	R, U	PSO-1,4
CO6	Apply psychological principles and theories to real-life scenarios, demonstrating the practical relevance of the discipline.	An, Ap	PSO-4,5,7

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Foundations of psychology: Credits: 3:0:1 (Lecture: Tutorial: Practical)

CO No.	CO	PO/ PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1	CO1	PSO- 1	U	F	3	1
2	CO2	PSO-1	R, U	F	2	2
3	CO3	PSO-1	U, E	F	3	1
4	CO4	PSO-1,2,4	An	F	2	2
5	CO5	PSO-1,4	R, U	C	3	1
6	CO6	PSO-4,5,7	An, C	P	2	2

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PS O 1	PS O 2	PS O 3	PS O 4	PS O 5	PS O 6	PS O 7	P O 1	PO 2	PO 3	PO 4	PO 5	P O 6	PO 7	P O 8
CO 1	3	-	-	-	-	-	-	3	-	-	-	-	-	-	-
CO 2	3	-	-	-	-	-	-	3	-	-	-	-	-	-	-
CO 3	3	-	-	-	-	-	-	3	-	-	-	-	-	-	-
CO 4	3	2	-	3	-	-	-	3	2	-	3	-	-	-	-
CO 5	3	-	-	3	-	-	-	3	-	-	3	-	-	-	-
CO 6	-	-	-	3	2	-	3	-	-	-	3	2	-	3	-

Correlation Levels

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics

	Internal Exam	Assignment	End Semester Examinations
CO 1	✓	✓	✓
CO 2	✓		✓
CO 3	✓	✓	✓
CO 4	✓	✓	✓
CO 5	✓		✓
CO 6	✓	✓	✓



University of Kerala

Discipline	PSYCHOLOGY				
Course Code	UK1DSCPSY105				
Course Title	PSYCHOLOGY OF WELL-BEING				
Type of Course	DSC				
Semester	I				
Academic level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practicum/Practical per week	Total Hours/Week
	4	3 hours	-	2 hours	5
Pre-requisites	A pass in 12th or equivalent				
Course Summary	Students understand the basic principles behind health and wellbeing, happiness, stress and coping, management of health and illness and how to enhance wellbeing through different techniques.				

Detailed Syllabus

Module	Unit	Content	Hrs
I	Introduction to Psychology of Health and Well being		15
	1	Introduction to health psychology	1
	2	Illness, Health and Wellbeing	2
	3	Models of health and illness	4
	4	Medical model, Bio psychosocial model	4
	5	Holistic Health; Health and Wellbeing	4
II	Stress and Coping		15
	6	Nature of stress	2
	7	Symptoms of stress	4
	8	Causes of stress	4
	9	Coping and Stress management	3
	10	Stress and Well being	2
III	Health Management		10
	11	Health enhancing behaviours: Exercise and Nutrition	3
	12	Health compromising behaviours (alcoholism, smoking, internet addiction)	3
	13	Health Protective behaviours	3
	14	Illness Management	1
IV	Promoting Human Strengths and Life Enhancement		20
	15	Strength: Meaning	3
	16	Realization of strength	3
	17	Maximizing unrealized strength	2
	18	Identifying weakness	3
	19	Overcoming weakness	4
	20	Methods to develop hope	2

	21	Strategies to develop optimism	3
V	Psychological Well being in Indian perspective		15
	22	Spirituality and yoga	4
	23	Relevance of yoga in modern life	3
	24	Yogasana, meditation and pranayama	3
	25	Relaxation techniques	5
		Total hours	75

Practicum

1. Administer questionnaires based on mental health, psychological well being and quality of life
2. Data collection
3. Interview
4. Report writing

References

- Carr. A. (2004). *Positive Psychology: The science of happiness and human strength*. UK: Routledge.
- Di Matteo, M.R &. Martin, L.R. (2002). *Health Psychology*. New Delhi: Pearson.
- Hick. J.W. (2005). *Advanced Psychology: Health Psychology*. London: Hodder and Stoughton.
- Iyengar, B. K. S (2011). *Light on Yoga*.New Delhi: Harper Collins Publishers.
- Snyder, C R., & Lopez. S.J.(2007) *Fifty signs of Mental Health. A Guide to understanding mental health*. Yale University Press.
- Taylor. S.E. (2006). *Health Psychology (10th ed.)*. New Delhi: Tata.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Learn the field of health and well-being.	R, U	PSO-1
CO-2	Develop strategies to manage stresses in one's life.	U	PSO-1,4,7
CO-3	Evaluate health protective and health compromising behaviours.	U, Ap	PSO- 1,4
CO-4	Apply health protective behaviours in illness management.	Ap	PSO- 4

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Psychology of Wellbeing: Credits: 3:0:1 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/ Tutorial (T)	Practical (P)
1	CO-1	PSO- 1	R, U	F	4	0
2	CO-2	PSO- 1,4,7	U	F	3	1
3	CO-3	PSO- 1,4	U, Ap	M	2	2
4	CO-4	PSO- 4	Ap	C, P	3	1

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs

	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PS O7	P O1	PO 2	PO 3	PO 4	PO 5	P O6	PO 7	PO 8
CO 1	3	-	-	-	-	-	-	-	3	-	-	-	-	-	-
CO 2	3	-	-	3	-	-	3	-	3	-	-	3	-	-	3
CO 3	2	-	-	3	-	-	-	-	2	-	-	3	-	-	-
CO 4	2	-	1	3	1	-	-	-	3	1	-	-	-	-	-

Correlation Levels

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics

	Internal Exam	Assignment	End Semester Examinations
CO 1	✓		✓
CO 2	✓		✓
CO 3	✓		✓
CO 4		✓	✓



University of Kerala

Discipline	PSYCHOLOGY				
Course Code	UK1DSCPSY106				
Course Title	SOCIAL PSYCHOLOGY				
Type of Course	DSC				
Semester	I				
Academic Level	100 - 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practicum/Practical per week	Total Hours/Week
	4	3 hours	-	2 hours	5
Pre-requisites	A pass in 12th or equivalent				
Course Summary	Understanding the fundamentals of social psychology, exploring the concept of social perception and influence, group behaviour, and learning social experiments.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	Introduction to Social Psychology		15
	1	Social psychology - Definition and Scope	
	2	Brief History of Social Psychology	
	4	Methods of Social Psychology- Observational Method - Correlational Method - Experimental Method	
	5	Socialization Process	
II	Social cognition and Attitude		15
	6	Schema and Heuristics	
	7	Sources of Errors in Social Cognition	
	8	Impression Formation and Impression Management –	
	9	Attribution - Theories of Attribution – Theory of correspondent inference, Kelley’s theory of Casual attribution.	
	10	Attitude - Definition, components, functions and formation of attitudes.	
III	Group, Leadership and Social Influence		15
	11	Groups: Definition, Types and Functions.	
	12	Leadership – Types -Autocratic, Democratic, Laissez-faire. Theories- Great man theory, trait theory, transformational theory.	
	13	Social influence: Conformity, Factors affecting conformity.	
	14	Compliance: Underlying Principles and techniques.	
	15	Obedience and destructive obedience.	
IV	Prosocial behaviour and interpersonal relationship		15
	16	Prosocial Behavior: Motives for Prosocial Behaviour,	
	17	Bystander effect, Responding to an Emergency – steps	

	18	Interpersonal attraction: beginning of attraction, proximity, emotions, affiliation need. Becoming acquainted- situational determinants	
	19	Social media and Relationship development	
	20	Love- Triangular Model of love.	
V	Aggression		15
	21	Aggression: Causes of aggression	
	22	Prevention and control of aggression	
	23	Theoretical Perspectives on aggression – instinct theory, biological theory, drive theory and social learning theory	
		Total hours	75

Practicum

1. Organize Group discussion of different social psychology topics in the classroom and prepare reports.
2. Practice tactics related to social influence.
3. Conduct role plays.
4. Experiential learning of prosocial behaviour and related factors.

References

- Baron, R.A., & Branscombe, N.R. (2012). *Social Psychology* (13th ed). New Delhi: Pearson Education.
- Baron, R.A., Branscombe, N.R., Byrne, D., & Bhardwaj, G. (2009). *Social Psychology*, (12th ed). New Delhi: Pearson Education.
- Baron, R.A., & Byrne, D. (2002). *Social Psychology*, (10th ed.). New Delhi: Pearson Education
- Myers, D.G. (2006). *Social Psychology*. New Delhi: Tata McGraw Hill Inc
- Michener, H. A., Delamater, J.D., & Myers, D.J. (2004). *Social Psychology*. Thomson Wadsworth Publication.

Course Outcomes

No.	Upon completion of the course, the graduate will be able to	Cognitive Level	PSO addressed
CO1	Describe the basic social psychological concepts and relevant methods.	U	PSO-1
CO2	Explore the social cognition strategies, impression management tactics and the method of attitude development.	U	PSO-1

CO3	Analyze the impact of group interactions, leadership and social influence on individual behaviour.	An	PSO-3,4
CO4	Evaluate the role of social psychology in shaping patterns of interpersonal attraction and prosocial behaviour.	E	PSO-2,4
CO5	Apply psychological principles to manage aggression.	Ap	PSO-1,4,7

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Social Psychology: Credits: 3:0:1 (Lecture: Tutorial: Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/ Tutorial (T)	Practical (P)
1	CO1	PSO-1	U	F	4	0
2	CO2	PSO-1	U	F	3	1
3	CO3	PSO-3,4	An	C	3	1
4	CO4	PSO-2,4	E	C	3	1
5	CO5	PSO-1,4,7	Ap	F	2	2

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PS O7	P O1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	-	-	-	-	-	-	3	-	-	-	-	-	-	3
CO 2	3	-	-	-	-	-	-	3	-	-	-	-	-	-	3
CO 3	-	-	2	2	-	-	-	-	-	2	2	-	-	-	-
CO 4	-	2	-	3	-	-	-	-	2	-	3	-	-	-	-
CO 5	3	-	-	2	-	-	3	3	-	-	2	-	-	3	3

Correlation Levels

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics

	Internal Exam	Quiz/Assignment /seminar	End Semester Examination
CO 1	✓	✓	✓
CO 2	✓		✓
CO 3	✓	✓	✓
CO 4	✓	✓	✓
CO 5	✓		✓



University of Kerala

Discipline	PSYCHOLOGY				
Course Code	UK1DSCPSY107				
Course Title	ADOLESCENT PSYCHOLOGY				
Type of Course	DSC				
Semester	I				
Academic Level	100 - 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practicum/ Practical per week	Total Hours/Week
	4	3 hours	-	2	5
Pre-requisites	A pass in 12th or equivalent				
Course Summary	This course covers various aspects of adolescent development, focusing on theories, research, and current issues from puberty through emerging adulthood. This course also covers emotional, cognitive, and physical development of adolescence along with the formation and maintenance of various relationships during the same period				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	Introduction		15
	1	Historical Perspective: Early 20 th and 21 st centuries, Stereotyping of Adolescents, A positive view of Adolescence..	5
	2	The nature of development: Processes and Periods, Developmental Transitions.	5
	3	Puberty: Biology of Puberty, Secondary sexual characteristics, Growth Spurt	5
II	Cognitive, Emotional, and Moral Development in Adolescence		16
	4	Cognitive development: Piaget's theory, Vygotsky's view	5
	5	Emotional development: The emotions of adolescence, Hormones, experience and emotions, emotional competence.	4
	6	Moral development: Domains- Moral thought (Kohlberg's stages), Moral Behaviour, Moral Feeling, Moral personality.	4
	7	Contexts of moral development – Parenting, School, Values, Religion and Spirituality	3
III	Gender and sexuality		17
	8	Biological, social, and cognitive influences on gender	3
	9	Gender stereotypes, similarities and differences	3
	10	Gender role classification: Masculinity, femininity, and androgyny	4
	11	Traditional masculinity and problem behaviors in adolescent males, Gender – role transcendence.	4

		Developing a sexual identity	
	12	Adolescent sexual problems, Sexual literacy, and Sex education	3
IV	Problems in adolescents		15
	13	Exploring problems of Adolescence – Biopsychosocial approach, developmental psychopathology approach.,	3
	14	Stress and Coping, Resilience. Risk taking behavior among adolescents	3
	15	Eating disorders, Drug abuse, Anti-social behavior	3
	16	Juvenile Delinquency, Teenage pregnancy, Depression and Suicide.	3
	17	Prevention and Intervention strategies for adolescent problems	3
V	Adolescents and media		12
	18	Media and Technology: Media/Screen time, Television, Technology and digital media, Communication, Social Policy, and the media.	6
	19	Media effects on adolescents: Violence and aggression, Sexual Beliefs and Behavior, Body Image, Tobacco, Alcohol, and Illicit Drug Use	6
		Total hours	75

Practicals

(Minimum 2 from the following.)

1. Adolescent Adjustment Inventory
2. Academic stress scale
3. Adolescent Emotional Maturity Scale
4. Parenting Style Questionnaire
5. Family Environment Scale
6. Adolescent's Holistic Scientific Attitude Scale
7. Resilience Scale
8. Adolescent Mental Health Scale
9. Sexual Behaviour Scale

References

- Santrock, J.W. (2011). *Adolescence*, (12th ed.). Tata McGraw Hill Publishing Co.
- Papalia, D.E, Olds, S.W., & Feldman, R.D. (1992). *Human Development*, (9th ed.). Tata Hill Publishing Co
- Mahmud, J. (2005). *Development Psychology*, Efficient Offset Printers.
- Berk, L. (2015). *Child Development*. Pearson Higher Education AU, Ehund.
- Lerner, R. M., & Steinberg, L. (2004, May 10). *Handbook of Adolescent Psychology*. John Wiley & Sons.

Course Outcomes

No.	Upon completion of the course, the graduate will be able to	Cognitive Level	PSO addressed
CO1	Identify the changes occurring during adolescence.	U	PSO- 1
CO2	Describe the cognitive, emotional, and moral development in adolescence	U	PSO-1
CO3	Evaluate the gender roles and sexuality in adolescence.	Ap, E	PSO-2
CO4	Explain the problem behaviours likely to be exhibited during adolescence.	Ap	PSO-2,3
CO5	Intervene in the effects of media on adolescents.	Ap, E	PSO-3

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Adolescent psychology: Credits: 3:0:1 (Lecture: Tutorial: Practical)

CO No.	CO	PO/ PSO	Cognitive Level	Knowledge Category	Lecture (L)/ Tutorial (T)	Practical (P)
1	CO1	PSO- 1	U	F	3	1
2	CO2	PSO-1	U	F	3	1
3	CO3	PSO-2	Ap	C	3	1
4	CO4	PSO-2,3	Ap	C	4	0
5	CO5	PSO-3	An	F	2	2

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs

	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PS O7	P O1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	-	-	2	-	-	2	-	2	3	-	-	-	1	-
CO 2	3	-	-	-	3	-	-	-	-	3	-	-	2	-	-
CO 3	-	3	-	2	-	1	-	2	-	-	3	-	-	-	-

CO 4	-	2	2	-	-	-	-	-	-	-	2	2	-	-	-
CO 5	-	-	2	-	3	-	-	-	-	-	-	2	-	-	-

Correlation Levels

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics

	Internal Exam	Quiz/Assignment /seminar	End Semester Examinations
CO 1	✓		✓
CO 2	✓		✓
CO 3	✓	✓	✓
CO 4	✓	✓	✓
CO 5	✓	✓	✓



University of Kerala

Discipline	PSYCHOLOGY				
Course Code	UK1MDCPSY100				
Course Title	ESSENTIAL PSYCHOLOGY FOR GRADUATE STUDENTS				
Type of Course	MDC				
Semester	I				
Academic Level	100 - 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	3 hours	-	-	3
Pre-requisites	-				
Course Summary	This introductory course provides an overview of essential concepts in psychology aimed at undergraduate students. Through lectures, discussions, and interactive activities, students will explore key topics such as cognitive processes, learning, memory, personality, social influence, and the application of psychological principles in everyday life. Emphasis will be placed on critical thinking skills and the evaluation of popular myths surrounding human behaviour.				

Detailed Syllabus

Module	Unit	Content	Hrs
I	What is Psychology?		10
	1	Popular myths on human behaviour. Psychology: A working definition.	3
	2	Nature of psychological knowledge: Scientific method and critical thinking Evaluating claims of human behaviour and pseudoscientific practices: Explaining Palmistry, Astrology, Graphology, Ouija board, Mentalism. Errors in intuitive thinking: Confirmation bias, availability heuristics, anchoring bias, representativeness heuristic.	4
	3	Psychology of cognitive shortcuts. The need for critical thinking. Process of critical thinking (Illustrations)	3
II	Essential Psychology through Key Concepts		10
	4	An illustrative list of key terms in psychology: Behaviour, trait, personality, learning, motivation, intelligence, IQ, emotion	2
	5	Learning: Various means of acquiring behaviours: Classical conditioning, operant conditioning, observational learning, and cognitive learning (One illustration each). Concept of behaviour modification. Role of reinforcement in learning	2
	6	Emotions: Various emotions. Emotional intelligence	1
	7	Intelligence, IQ, Intelligence tests- Basic concepts	1

	8	What is Personality? Two different approaches to personality: 1. 'How do my hidden mental processes shape me?' Freud's theory of personality: Levels of consciousness, id, ego, superego, idea of defense mechanisms with two/three examples.	2
	9	2. 'How can I describe my personality?' Trait theory and the Big Five factors of personality.	2
III	Interdisciplinarity in Psychology		9
	10	Insights from Behavioural economics (Bounded rationality, nudge), Political psychology (propaganda, social media, The Cambridge Analytica controversy), and psychology in art (Psychology of Creativity, Mental illness and creativity, Portrayals of mental illness in art and literature)	4
	11	Understanding the psychological dynamics of social media. Influence of social media on behaviour. How are we modified by social media: Reinforcement, Attention as reinforcement, Political and market psychology of social media- Attention capitalism, Society of the spectacle.	3
	12	Emotions in public platforms and its political manipulations- Why negative emotions become viral in social media. Illustrations from India and Kerala	2
IV	Psychology through Classic Researches		8
	13	Insights into Brain Plasticity: Phantom limb phenomenon, Mirror neurons	2
	14	Insights into social psychology through classic experiments: Do we change our minds just to fit in with others? (Asch), Why do we sometimes say "yes" to things we don't really want to do? (Cialdini), Does our roles change our behaviours? (Zimbardo), How far would we go to obey an authority figure? (Milgram), Do we hesitate to act in an emergency because of people around us? (Darley and Latané). How to resist social influence	6
V	Psychology in Daily Life		8
	15	Relationship: Toxic relationships. Gaslighting, rejection sensitivity, Narcissistic traits. How to handle relationship issues: Setting boundary, Assertiveness	2
	16	Parenting- Application of learning principles in parenting	2
	17	Misconceptions about mental illness. Stigmatisation of mental illness. Role of help-seeking in mental health. Quick tips to take care of one's mental health.	3
	18	Open forum to answer frequently asked questions on Psychology	1
	Total Hrs		45

Mode of Classroom Transaction

Direct instruction, ICT based instruction, Brainstorming, Interactive instruction, Flipped learning, Group Assignments

Suggested Activities

1. Pseudoscience Exploration: Investigate pseudo psychology practices and present the findings.
2. Critical Thinking Exercises: Identify and discuss the biases and errors related to intuitive thinking (e.g., confirmation bias, availability heuristic). Brainstorm strategies for overcoming these biases.
3. Interdisciplinary Panel Discussion: Invite guest speakers from different disciplines (e.g., economics, political science, art, sociology) and discuss interdisciplinary insights into psychology-related topics. Ask questions and explore connections between psychology and other fields.
4. Self-awareness Report: Keep a daily journal where they reflect on their thoughts, feelings, and behaviours. Use prompts or exercises like the "Who am I?" exercise or SWOT analysis to guide your own self-reflection. Try to identify patterns, strengths, weaknesses, and areas for personal growth based on your reflections.
5. Rate yourself and a close friend of yours on various facets of Big Five Factors. Prepare a graphical representation of your personality.

References

- Baron, R. A. & Misra, G. (2016). *Psychology* (5th ed.). Pearson India Educational Services Pvt Ltd.
- Coon, D. & Mitterer, J.O. (2013). *Introduction to psychology: Gateways to mind and behaviour* (13th ed.). Wadsworth Cengage Learning.
- Weiten, W. (2022). *Psychology: Themes and variations* (11th ed.) New York: Brooks/Cole Publishing Co.
- Baron, R. A., & Byrne, D. (2014). *Social psychology* (13th ed.). Pearson.
- Goleman, D. (2006). *Emotional intelligence: Why it can matter more than IQ*. Bantam.
- Kahneman, D. (2011). *Thinking, fast and slow*. Farrar, Straus and Giroux.
- Thaler, R. H., & Sunstein, C. R. (2009). *Nudge: Improving decisions about health, wealth, and happiness*. Yale University Press.

Suggested Readings

- Lilienfeld, S. O., Lynn, S. J., Ruscio, J., & Beyerstein, B. L. (2010). *50 Great Myths of Popular Psychology* (1st ed.). John Wiley & Sons, Ltd.
- McGhee, P. (2000) *Thinking Psychologically*. Basingstoke: Palgrave.


Online Resources

www.apa.org (The official website of the American Psychological Association/APA)

https://ocw.mit.edu/ans7870/9/9.00SC/MIT9_00SCF11_text.pdf (Textbook of an introductory course in Psychology offered at OpenCourseWare, MIT)

<http://changingminds.org> (Links to all research areas in Psychology)

<http://psychology.about.com/od/profilesofmajorthinkers> (Links to descriptions of major figures in Psychology)

<https://www.youtube.com/watch?v=eal4-A89IWY&list=PL8dPuuaLjXtOPRKzVLY0jJY-uHOH9KVU6&index=1>  Crash Course Psychology Preview (Short videos on basic Psychology)

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand fundamental concepts in psychology, including cognitive processes, learning, memory, and personality.	R, U	1, 7
CO-2	Develop critical thinking skills to evaluate claims and misconceptions about human behavior, such as those found in popular myths and pseudoscientific practices.	An, E	3
CO-3	Recognize the role of psychological principles in various domains, including social media, economics, politics, art, literature, and everyday life.	U, E	2
CO-4	Apply psychological insights to analyze and understand real-world phenomena, such as social influence, relationships, parenting, and artificial intelligence.	Ap	5
CO-5	Develop a foundational understanding of psychological thinking processes, enabling oneself to analyze and interpret human behavior from a psychological perspective.	U	3

R-Remember, U-Understand, Ap-Apply, An-Analyze, E-Evaluate, C-Create

Essential Psychology for Graduate Students: Credits: 3:0:0 (Lecture:Tutorial:Practical)

CO	CO	PO/ PSO	Cognitive Level	Knowledge	Lecture (L)/ Tutorial (T)	Practical
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No.				Category		(P)
1	CO-1	6/ 1, 7	R, U	F, C	3	-
2	CO-2	1/ 3	An, E	C, M	3	-
3	CO-3	1, 2/ 2	U, E	M	3	-
4	CO-4	8/ 5	Ap	F, C	3	-
5	CO-5	2, 4, 6/ 3, 6	U	P, M	3	-

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs

	PS O 1	PS O2	PS O3	PS O4	PS O5	PS O6	PS O7	P O1	P O2	P O 3	P O4	P O 5	P O 6	P O7	P O 8
CO 1	3	2	-	-	-	-	-	-	-	-	-	-	3	-	-
CO 2	-	-	3	2	-	-	-	3	-	2	-	-	-	-	-
CO 3	-	2	-	-	-	-	-	-	2	3	-	-	-	-	-
CO 4	2	-	-	-	3	-	-	-	-	-	-	2	-	-	2
CO 5	-	-	2	-	-	2	-	-	2	-	3	-	3	-	-

Correlation Levels

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics

- Assignment/ seminar
- Continuous Comprehensive Assessment
- End Semester Assessment

Mapping of COs to Assessment Rubrics

	Internal Exam	Assignment	End Semester Examinations
CO 1		✓	✓
CO 2	✓		✓
CO 3	✓		✓
CO 4		✓	✓
CO 5	✓	✓	✓



University of Kerala

Discipline	PSYCHOLOGY				
Course Code	UK1MDCPSY101				
Course Title	PSYCHOLOGY OF HAPPINESS				
Type of Course	MDC				
Semester	I				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	3 hours	-	-	3
Pre-requisites	-				
Course Summary	This course is about the Psychology of Happiness. By going through the theory of Happiness and practicing it in the Practicum, one will learn to remain a happy person and give happiness				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	Introduction to Happiness		9
	1	What is happiness? Factors influencing Happiness	
	2	Happiness and well being, Health and Happiness	
	3	Global Happiness Index, Bhutan model	
II	Happy thinking styles, positive emotions		9
	4	Happy and Unhappy thinking styles	
	5	Positive emotions – Resilience, Flow, optimism, hope, ABCDE model	
	6	Obstacles to Happiness – Negative social comparisons, Inequitable reactions to loss or gain, adaptation or Habituation to Distressing emotions	
	7	Happiness and role of personal accomplishments	
III	Emotional intelligence to coping strategies for stress		9
	8	Emotional intelligence, application of emotional intelligence	
	9	Broaden and Build theory, Altruism and Happiness, Positive relations and happiness, Forgiveness and Happiness	
	10	Coping strategies to Stress: Problem focused, Emotion focused, Avoidance focused. Functional and Dysfunctional Coping styles	
IV	Eastern Happiness models		9
	9	Role of a meaningful life, Food and Happiness, Sattwa guna and Happiness, Developing Sattwa guna	
	10	Happiness and Mindfulness, Zen and Happiness	
V	Activities		9

	11	Self Report of Positive Emotions, Forgiveness Exercise, Geography of Happiness (how happy are your neighbours), Nature walk for Happiness, Find out Indian ways of Happiness	
		Total Hours	45

Assignments (any two)

1. Write a personal happiness plan with realistic goals for happiness
2. What is your happiness song /story and why?
3. Submit a happiness intervention for someone/a group. Submit report.
4. Write a problem faced by you and how you dealt with it. Discuss functional coping style in groups.
5. Discussion on whether smart phones and social media affect happiness.
6. Interview others to find out Indian ways of happiness.
7. Hear the TED talks given and write a summary report.

References

- Carr, A. (2011). *Positive Psychology: The Science of Happiness and Human Strengths*. Routledge
- Diener, E., & Biswass-Diener, R. (2008). *Happiness: Unlocking the mysteries of psychological wealth*. Blackwell Publishing.
- Seligman, M.E.P. (2006). *Learned Optimism*. Random House.
- Seligman, M.E.P. (2011). *Flourish*. Free Press.

Reading/viewing list

Ted talk: Barbara Fredrickson – Positive Emotions Open Our Mind

Ted Talk: Daniel Kahneman (2010). The riddle of experience vs. memory

Ted talk: Elizabeth Dunn (2019) Helping others make us happier – but it matters how we help

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Identify concepts of happiness	U	PSO-1
CO-2	Practice effects of Happiness and ways for Happiness	Ap	PSO-4
CO-3	Demonstrate Indian model of Happiness in satwa guna	Ap	PSO-2
CO-4	Articulate healthy coping strategies for stress	Ap	PSO-4,6
CO-5	Evaluate how this course has brought a change in	E	PSO-6

	your thinking		
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R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Psychology of Happiness: Credits: 3:0:0 (Lecture:Tutorial)

CO No.	CO	PO/ PSO	Cognitive Level	Knowledge Category	Lecture(L)/ Tutorial (T)	Practical (P)
1	CO-1	PSO-1	U	C	3	0
2	CO-2	PSO-4	Ap	C,P	3	0
3	CO-3	PSO-2	Ap	C,P	3	0
4	CO-4	PSO-4,6	Ap	P	3	0
5	CO-5	PSO-6	E	M	3	0

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Assessment Rubrics

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics

	Internal Exam	Assignment	End Semester Examinations
CO 1	✓		✓
CO 2	✓		✓
CO 3		✓	✓
CO 4		✓	✓
CO5		✓	✓



University of Kerala

Discipline	PSYCHOLOGY				
Course Code	UK1MDCPSY102				
Course Title	YOGA AND STRESS MANAGEMENT				
Type of Course	MDC				
Semester	I				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	3	-	-	3
Pre-requisites	-				
Course Summary	This course provides an in-depth understanding of yoga and meditation.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	Introduction to Yoga and Stress		9
	1	Relevance of yoga in modern life	
	2	Misconceptions about yoga	
	3	Secular nature of yoga	
	4	Definition of stress	
	5	Causes of stress: Stressful life events, The hassles of daily life, Work related stress	
	6	Symptoms of stress: Physical, Psychological, Behavioural	
	7	Coping with stress and stress management	
II	Theoretical Foundations of Yoga		9
	8	The eight components of yoga (Patanjali) : Yama, niyama, asana, pranayama, prathyahara, dharana, dhyana, Samadhi	
	9	Four approaches of yoga : Karma yoga, Bhakti yoga, Raja yoga, Jnana yoga	
	10	Chakras and their significance	
	11	Five koshas and their importance	
		Trigunas : Developing Satwaguna.	
III	Therapeutic aspects of yoga		9
	12	Yoga and stress management	
	13	Yoga as a desensitization tool	
	14	Yoga for improving stress tolerance	
	15	Yoga and cognitive restructuring	

	16	Yoga and physical health	
	17	Yoga and lifestyle management	
IV	Spiritual therapeutic techniques in various religious texts		9
	18	Therapeutic aspects for improving mental health through spiritual texts-Bhagavad Gita, Bible and Quran	
	19	Happiness and Mindfulness, Zen and Happiness	
V	Therapeutic techniques		9
	20	Yogasana, meditation, pranayama, yoga nidra, relaxation techniques	
		Total	45

References

Iyengar, B. K. S. (2011). *Light on yoga*. Harper Collins Publishers.

Swami Vivekananda (2004). *Raja yoga revised*. Cosmo Publications.

Taimini, I. K. (2012). *The Yoga Sutras of Patanjali: Commentary on the Raja yoga sutras*. Harper Collins Publications.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand yoga and stress.	U	1,2
CO-2	Understand various components and approaches of yoga, chakras, koshas and trigunas.	E	2,4
CO-3	Evaluate the importance of yoga as a tool of stress management, stress tolerance, improving physical health, and lifestyle management.	E	2
CO-4	Understand the spiritual therapeutic techniques in various religious texts.	U	1,2
CO-5	Practice yogasana, meditation, pranayama, yoga nidra, relaxation techniques.	Ap	2,4

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Yoga and Stress Management: Credits: 3:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/ PSO	Cognitive Level	Knowledge Category	Lecture (L)/ Tutorial (T)	Practical (P)
1	CO-1	1	U	F, C	3	0
2	CO-2	4	E	F	3	0

3	CO-3	3	E	C	3	0
4	CO-4	1	U	F	3	0
5	CO-5	4	Ap	C, P	3	0

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PS O7	P O1	PO 2	PO 3	PO 4	PO 5	P O6	P O7	PO 8
CO 1	3	-	-	-	-	-	-	-	-	-	-	3	3	-	2
CO 2	2	-	-	-	-	-	3	-	2	-	-	-	-	-	1
CO 3	-	3	-	-	-	-	-	2	3	-	-	-	-	2	-
CO 4	3	1	-	-	-	-	-	-	-	-	2	-	1	-	3
CO 5	2	-	-		-	-	-	2	-	3	-	3	-	2	1

Correlation Levels

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics

	Internal Exam	Assignment	End Semester Examinations
CO 1	✓		✓
CO 2	✓		✓
CO 3	✓		✓
CO 4		✓	✓
CO 5		✓	✓

SEMESTER 2



University of Kerala

Discipline	PSYCHOLOGY				
Course Code	UK2DSCPSY108				
Course Title	COGNITIVE PROCESSES				
Type of Course	DSC				
Semester	II				
Academic Level	100 - 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hours	5
Pre-requisites	-				
Course Summary	This course introduces students to the systematic and scientific study of human behavior and mental processes. Students explore and apply psychological theories, key concepts, and phenomena associated with topics sensation, attention and perception, learning, memory, thinking, reasoning, language and problem solving.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	Sensation, Attention, and Perception		16
	1	Sensation –Absolute threshold, Difference threshold, Psychophysics and psychophysical methods. Signal detection theory, Subliminal perception.	
	2	Attention – Factors affecting attention: Subjective and objective, Span of attention, Division of attention, Distraction of attention.	
	3	Perception – Perceptual organization: Gestalt principles, Perceptual defence, Perceptual constancies, Depth perception- Monocular and binocular cues, Illusions of size, shape and movement. Top-down processing and Bottom-up processing.	
	4	Extrasensory perception. Critical thinking question: Is there empirical evidence for ESP?	
II	Learning		17
	5	Learning. Characteristics of learning	
	6	Classical conditioning: Elements. Principles: Acquisition, generalization, discrimination, Extinction, Higher order conditioning. Applications.	
	7	Operant conditioning: Thorndike's law of effect. The basics of operant conditioning: Reinforcement, Punishment, Stimulus control, Shaping, Chaining, Schedules of reinforcement. Premack principle. Applications.	
	8	Observational learning. Principles and Applications.	

		Critical thinking question: Does real aggression increase real aggression?	
	9	Cognitive learning: Cognitive map, Latent learning, Insight learning	
	10	Applications of learning theory in Parenting- with demonstrations	
III	Memory		16
	11	Stages of Memory - Encoding, Storage, Retrieval. Types of memory- Sensory memory, Short term memory, Long term memory. Working memory. Models of memory- Atkinson & Shiffrin, Craik and Lockhart, Baddeley's working memory model	
	12	Types of information in memory: Implicit and explicit memory, Semantic, Episodic memory, Autobiographical memory, Procedural memory.	
	13	Retrieval cues: state dependent and context dependent	
	14	Measuring memory: Recall, recognition, relearning, redintegration-priming	
	15	Other Phenomena related to Memory: Eyewitness testimony, False memory, Childhood amnesia, Flashbulb memory, memory reconstruction	
	16	Forgetting: Curve of forgetting, Theories of forgetting- Trace Decay, interference, distortion, repression, amnesia, absence of stimulation	
	17	Factors that prevent forgetting- Rate of original learning, over learning, periodic reviews, meaningfulness, intention to learn, spaced versus massed learning	
	18	Strategies for remembering: Recitation, rehearsal, elaboration, organization, Mnemonics. Method of loci, peg word method, key word, SQ3R, chunking	
	19	Personal growth: Formulate a plan for improving memory	
IV	Thinking, Reasoning and Language		16
	20	What is thinking? Define cognition, Basic units of thought- Images- Mental imagery, Concepts. Types of concepts.	
	21	Language- Development of language, structure of language. Theories of language acquisition - Behaviourist theory, nativist theory, interactionist theory. Linguistic relativity hypothesis- Sapir & Whorf. Language acquisition device- Chomsky.	
	22	Reasoning- Inductive reasoning and Deductive reasoning. Basic sources of error in reasoning: mood, beliefs, confirmation bias, hindsight	
V	Problem Solving and Creativity		10
	23	Problem solving- Definition and Steps in problem solving. Barriers to effective problem solving. Strategies of problem solving: Algorithms, heuristics, means-end analysis, backward search. Insightful solutions.	
	24	Creativity and problem solving- Divergent and Convergent thinking. Stages of creative thought. Tests of creativity	
	25	Critical thinking question: Are creative people highly intelligent?	
		Total Hours	75

Activities (Not mandatory)

1. Perception Workshop:
 - Organize a workshop on perceptual organization, incorporating Gestalt principles and illusions.
 - Create and present own perceptual illusions to demonstrate principles like perceptual constancies and depth perception.
2. Critical Analysis of Extrasensory Perception (ESP):
 - Organize a debate or panel discussion where students present arguments for and against the existence of ESP.
 - Analyze research studies on ESP and encourage critical thinking about the evidence.
3. Write a report on how any new behaviour has been acquired by you through classical conditioning / operant conditioning

Practicals

(Minimum 3)

1. Division of Attention
2. Distraction of Attention
3. Horizontal-Vertical illusion
4. Muller-Lyer illusion
5. Immediate memory span
6. PGI Memory Scale
7. Knowledge of results
8. Trial and error learning
9. Habit Interference
10. Pyramid Puzzle

Note: Practical can be conducted using suitable software wherever applicable.

References:

- Feldman, R. S. (2021). *Understanding Psychology* (15th ed.). McGraw Hill Education.
- Coon, D. & Mitterer, J.O. (2007). *Introduction to psychology: Gateways to mind and behavior*, (12th ed.). (Indian Edition). Wadsworth Cengage Learning.
- Baron, R. A. & Misra, G. (2016) *Psychology* (5th ed). Pearson India Educational Services Pvt Ltd.
- Hilgard, E. R., Atkinson, R.E., & Atkinson, R. L. (2017, Original ed:1976). *Introduction to Psychology*, (6th ed.). Oxford & IBH pub.
- Ciccarelli, S. K., & Meyer, G. E. (2022). *Psychology*, South Asian ed. New Delhi: Pearson.
- Weiten, W. (2008). *Psychology: Themes and variations*, 7th ed. Brooks/Cole Publishing Co.

Suggested Readings:

Carlson, N.R., Miller, H., Heth, C.D., Donahoe, J. W. & Martin, G. N. (2010). *Psychology- The science of behaviour* (7th ed.). Pearson Education, Inc.

Morgan, C. T., King, R., Weisz, J. & Schopler, J. (2017). *Introduction to Psychology* (7th Ed). McGraw Hills.

Holt, N., Bremner, A., Sutherland, E., Vliek, M. and Passer, M., & Smith, R. (2015). *Psychology: The Science of Mind and Behaviour*. Tata McGraw-Hill

Web Resources:

- **Simply Psychology:** <https://www.simplypsychology.org/perception.html>. Offers detailed explanations of perception theories, including Gestalt principles and depth perception.
- **MindTools - Problem Solving Techniques:** https://www.mindtools.com/pages/main/newMN_TMC.html Provides a variety of problem-solving techniques, including algorithms, heuristics, and means-end analysis.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand the basic psychological processes of sensation, attention, and perception	U	1
CO-2	Interpret the different models of memory and their implications for cognitive processes.	U	3 & 4
CO-3	Differentiate the theories of learning and the factors underlying different types of learning	An	2, 3 & 4
CO-4	Examine the human thinking process and the basic units of thought	An	1 & 3
CO-5	Apply the principles of learning, memory, reasoning, problem solving, and creative thinking in everyday life	Ap	4 & 6
CO-6	Demonstrate proficiency in conducting practical experiments related to attention, perception, and memory	Ap, C	4, 5 & 7

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

COGNITIVE PROCESSES: 3:0:1 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/ Tutorial (T)	Practical (P)

1	CO-1	PSO-1	U	F	4	0
2	CO-2	PSO-3 & 4	U	C	3	1
3	CO-3	PSO-2, 3 & 4	An	C	3	1
4	CO-4	PSO-1 & 3	An	F	3	1
5	CO-5	PSO-4 & 6	Ap	P	2	2
6	CO-6	PSO- 4, 5 & 7	Ap, C	P	2	2

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PS O1	PS O2	PS O3	PSO 4	PS O5	PS O6	PS O 7	PO 1	PO 2	PO 3	PO 4	PO 5	P O6	P O7	P O8
CO 1	3	-	-	-	-	-	-	3	-	-	-	-	-	-	-
CO 2	-	-	2	3	-	-	-	-	-	2	3	-	-	-	-
CO 3	-	1	2	3	-	-	-	-	1	2	3	-	-	-	-
CO 4	3	-	2	-	-	-	-	3	-	2	-	-	-	-	-
CO 5	-	-	-	3	-	2	-	-	-	-	3	-	2	-	-
CO 6	-	-	-	3	3	-	3	-	-	-	3	3	-	3	-

Correlation Levels

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics

	Internal Exam	Assignment	End Semester Examinations
CO 1	✓		✓
CO 2	✓		✓
CO 3	✓		✓
CO 4	✓	✓	✓
CO 5	✓	✓	✓
CO 6	✓		✓



University of Kerala

Discipline	PSYCHOLOGY				
Course Code	UK2DSCPSY109				
Course Title	PSYCHOLOGICAL PROCESSES				
Type of Course	DSC				
Semester	II				
Academic Level	100 - 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hours	5
Pre-requisites	-				
Course Summary	This course introduces students to the systematic and scientific study of human behavior and mental processes. Students explore and apply psychological theories, key concepts, and phenomena associated with topics sensation, attention and perception, learning, memory, thinking, reasoning, language and problem solving.				

Detailed Syllabus

Module	Unit	Content	Hrs
I	Sensation, Attention, Perception		16
	1	Sensation – Absolute threshold, Difference threshold, Psychophysics and psychophysical methods. Subliminal perception.	
	2	Attention – Factors affecting attention: Subjective and objective, Span of attention, Division of attention, Distraction of attention.	
	3	Perception – Perceptual organization: Gestalt principles, Perceptual defence, Perceptual constancies, Depth perception- Monocular and binocular cues, Illusions of size, shape and movement. Top-down processing and Bottom-up processing.	
	4	Extrasensory perception. Critical thinking question: Is there empirical evidence for ESP?	
II	Learning		17
	5	Learning. Characteristics of learning	
	6	Classical conditioning: Elements. Principles: Acquisition, generalization, discrimination, Extinction, Higher order conditioning. Applications.	
	7	Operant conditioning: Thorndike's law of effect. The basics of operant conditioning: Reinforcement, Punishment, Stimulus control, Shaping, Chaining, Schedules of reinforcement. Premack principle.	

		Applications.	
	8	Observational learning. Principles and Applications. Critical thinking question: Does reel aggression increase real aggression?	
	9	Cognitive learning: Cognitive map, Latent learning, Insight learning	
	10	Applications of learning theory in Parenting- with demonstrations	
III	Memory		16
	11	Stages of Memory - Encoding, Storage, Retrieval. Types of memory- Sensory memory, Short term memory, Long term memory. Working memory. Models of memory- Atkinson & Shiffrin, Craik and Lockhart, Baddeley's working memory model	
	12	Types of information in memory: Implicit and explicit memory, Semantic, Episodic memory, Autobiographical memory, Procedural memory.	
	13	Measuring memory: Recall, recognition, relearning, redintegration-priming	
	14	Other Phenomena related to Memory: Eyewitness testimony, False memory, Childhood amnesia, Flashbulb memory, memory reconstruction	
	15	Forgetting: Curve of forgetting, Theories of forgetting- Trace decay, interference, distortion, repression, amnesia, absence of stimulation	
	16	Factors that prevent forgetting- Rate of original learning, overlearning, periodic reviews, meaningfulness, intention to learn, spaced versus massed learning	
	17	Strategies for remembering: Recitation, rehearsal, elaboration, organization, Mnemonics. Method of loci, peg word method, key word, SQ3R, chunking	
	18	Personal growth: Formulate a plan for improving memory	
IV	Thinking, Reasoning and Language		16
	19	What is thinking? Define cognition, Basic units of thought- Images- Mental imagery, Concepts. Types of concepts.	
	20	Language- Development of language, structure of language. Linguistic relativity hypothesis- Sapir & Whorf. Language acquisition device- Chomsky.	
	21	Reasoning- Inductive reasoning and Deductive reasoning. Basic sources of error in reasoning: mood, beliefs, confirmation bias, hindsight	
V	Problem Solving and Creativity		10
	22	Problem solving- Definition and Steps in problem solving. Barriers to effective problem solving. Strategies of problem solving: Algorithms, heuristics, means-end analysis, backward search. Insightful solutions.	
	23	Creativity and problem solving- Divergent and Convergent thinking. Stages of creative thought.	
	24	Critical thinking question: Are creative people highly intelligent?	
		Total Hours	75

Activities:

1. Perception Workshop:

- Organize a workshop on perceptual organization, incorporating Gestalt principles and illusions.
 - Create and present own perceptual illusions to demonstrate principles like perceptual constancies and depth perception.
2. Critical Analysis of Extrasensory Perception (ESP):
- Organize a debate or panel discussion where students present arguments for and against the existence of ESP.
 - Analyze research studies on ESP and encourage critical thinking about the evidence.

Practicals

Minimum 2 practicals to be conducted from the following list:

1. Division of Attention
2. Distraction of Attention
3. Horizontal-Vertical illusion
4. Muller-Lyer illusion
5. Immediate memory span
6. PGI Memory Scale
7. Knowledge of results
8. Trial and error learning
9. Habit Interference
10. Pyramid Puzzle

Note: Practical can be conducted using suitable software wherever possible.

References:

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- Coon, D. & Mitterer, J.O. (2007). *Introduction to psychology: Gateways to mind and behavior*, (12th ed.). (Indian Edition). Wadsworth Cengage Learning.
- Baron, R. A. & Misra, G. (2016) *Psychology* (5th ed). Pearson India Educational Services Pvt Ltd.
- Hilgard, E. R., Atkinson, R.E., & Atkinson, R. L. (2017, Original ed:1976). *Introduction to Psychology*, (6th ed.). Oxford & IBH pub.
- Ciccarelli, S. K., & Meyer, G. E. (2022). *Psychology*, South Asian ed. Pearson Education.
- Weiten, W. (2008). *Psychology: Themes and variations*, 7th ed. Brooks/Cole Publishing Co.

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(7th Ed). New Delhi: McGraw Hills.

Holt, N., Bremner, A., Sutherland, E., Vlieg, M. and Passer, M., & Smith, R. (2015).
Psychology: The Science of Mind and Behaviour. London: Tata McGraw-Hill

Web Resources:

- **Simply Psychology:** <https://www.simplypsychology.org/perception.html>. Offers detailed explanations of perception theories, including Gestalt principles and depth perception.
- **MindTools - Problem Solving Techniques:** https://www.mindtools.com/pages/main/newMN_TMC.html Provides a variety of problem-solving techniques, including algorithms, heuristics, and means-end analysis.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand the basic psychological processes of sensation, attention, and perception	U	1
CO-2	Interpret the different models of memory and their implications for cognitive processes.	U	3 & 4
CO-3	Differentiate the theories of learning and the factors underlying different types of learning	An	2, 3 & 4
CO-4	Examine the human thinking process and the basic units of thought	An	1 & 3
CO-5	Apply the principles of learning, memory, reasoning, problem solving, and creative thinking in everyday life	Ap	4 & 6
CO-6	Demonstrate proficiency in conducting practical experiments related to attention, perception, and memory	Ap, C	4, 5 & 7

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Psychological Processes: 3:0:1 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1	CO-1	PSO-1	U	F	4	0
2	CO-2	PSO-3 & 4	U	C	3	1

3	CO-3	PSO-2, 3 & 4	An	C	3	1
4	CO-4	PSO-1 & 3	An	F	3	1
5	CO-5	PSO-4 & 6	Ap	P	2	1
6	CO-6	PSO- 4, 5 & 7	Ap, C	P	2	2

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PS O 1	PS O 2	PS O 3	PS O 4	PS O 5	PS O 6	PS O 7	PO 1	PO 2	PO 3	PO 4	PO 5	P O 6	P O 7	P O 8
CO 1	3	-	-	-	-	-	-	3	-	-	-	-	-	-	-
CO 2	-	-	2	3	-	-	-	-	-	2	3	-	-	-	-
CO 3	-	1	2	3	-	-	-	-	1	2	3	-	-	-	-
CO 4	3	-	2	-	-	-	-	3	-	2	-	-	-	-	-
CO 5	-	-	-	3	-	2	-	-	-	-	3	-	2	-	-
CO 6	-	-	-	3	3	-	3	-	-	-	3	3	-	3	-

Correlation Levels

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics

	Internal Exam	Assignment	End Semester Examinations
CO 1	✓		✓
CO 2	✓		✓
CO 3	✓		✓
CO 4	✓	✓	✓
CO 5	✓	✓	✓
CO 6	✓		✓



University of Kerala

Discipline	PSYCHOLOGY				
Course Code	UK2DSCPSY110				
Course Title	INTRODUCTION TO SOCIAL PSYCHOLOGY				
Type of Course	DSC				
Semester	II				
Academic Level	100 - 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practicum/ Practical per week	Total Hours/Week
	4	3 hours	-	2 hours	5
Pre-requisites	-				
Course Summary	Understanding the fundamentals of social psychology, exploring the concept of social perception and influence, group behaviour, and learning social experiments.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	Introduction to Social Psychology		12
	1	Social psychology - Definition and Scope	
	2	Brief History of Social Psychology	
	3	Methods of Social Psychology- Observational Method - Correlational Method - Experimental Method	
	4	Socialization Process	
II	Social Perception		15
	5	Basic channels of Nonverbal communication - Facial expressions, Gazes, Stares, Body language, Touching and Scent	
	6	Attribution - Jones and Davis's Theory of Correspondent inference, Kelley's theory of causal attributions	
	7	Attribution Errors - Fundamental attribution error, Actor-observer effect, Self-serving Bias	
III	Social Cognition		18
	8	Impact of Schemas on Social Cognition - Attention, Encoding, Retrieval; Priming, Perseverance effect	
	9	Schema and Heuristics. Sources of Errors in Social Cognition	
	10	Errors in Social Cognition - Optimistic bias, Overconfidence barrier, Planning fallacy, Counterfactual thinking, Magical thinking	
IV	Social Influence		18
	11	Social influence: Conformity, Factors affecting conformity.	
	12	Compliance: Underlying Principles and techniques.	

	13	Obedience and destructive obedience.	
V	Interpersonal relationship		12
	14	Interpersonal attraction: beginning of attraction, proximity, emotions, affiliation need. Becoming acquainted- situational determinants	
	15	Social media and Relationship development	
	16	Love- Triangular Model of love	
		Total hours	75

Practicum

(Any two)

1. Organize Group discussion of different social psychology topics in the classroom and prepare reports.
2. Observe and practice tactics related to social influence and prepare a report.
3. Analyze a cultural product like film, serial, advertisement or reel and analyse how it imparts social influence.

Reference

Baron, R.A., & Branscombe, N.R. (2012). *Social Psychology* (13th ed). New Delhi: Pearson Education.

Baron, R.A., Branscombe, N.R., Byrne, D., & Bhardwaj, G. (2009). *Social Psychology*, (12th ed). New Delhi: Pearson Education.

Baron, R.A., & Byrne, D. (2002). *Social Psychology*, (10th ed.). New Delhi: Pearson Education.

Myers, D.G. (2006). *Social Psychology*. New Delhi: Tata McGraw Hill Inc.

Michener, H. A., Delamater, J.D. & Myers, D.J. (2004). *Social Psychology*. Thomson Wadsworth Publication.

Course Outcomes

No.	Upon completion of the course, the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand the basic concepts and methods of social psychology.	U	1
CO-2	Explore the social cognition strategies, impression management tactics and the method of attitude development.	U	1,2
CO-3	Analyze the impact of group interactions, leadership and social influence on individual behaviour.	An	1,3

CO-4	Evaluate the role of social psychology in shaping patterns of interpersonal attraction and prosocial behaviour.	E	1,2,5
CO-5	Apply the principles of attribution theory to explain social behaviour.	Ap	1,2,4

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Introduction to Social Psychology: Credits: 3:0:1 (Lecture: Tutorial: Practical)

CO No.	CO	PO/ PSO	Cognitive Level	Knowledge Category	Lecture (L)/ Tutorial (T)	Practical (P)
1	CO-1	1	U	F, C	4	0
2	CO-2	1,2	U	P	3	1
3	CO-3	1,3	An	M	4	0
4	CO-4	1,2,5	E	M	4	0
5	CO-5	1,2,4	Ap	M, P	2	2

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PS O7	P O1	P O2	P O3	P O4	P O5	P O6	P O7	P O8
CO 1	1	-	-	-	-	-	3	1	-	-	-	-	-	-	-
CO 2	2	3	-	-	2	-	2	2	3	-	-	-	-	3	-
CO 3	-	-	1	-	-	-	-	-	-	1	-	-	-	-	1
CO 4	-	-	2	3	-	-	-	-	-	2	3	-	-	-	2
CO 5	-	1	-	-	2	-	2	-	1	-	-	-	-	1	-
CO 6	-	-	-	3	-	-	-	-	-	-	3	-	-	-	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Quiz/Assignment/seminar	End Semester Examinations
CO 1	✓	✓	✓
CO 2	✓		✓
CO 3	✓		✓
CO 4	✓		✓
CO 5	✓		✓
CO6	✓	✓	✓



University of Kerala

Discipline	PSYCHOLOGY				
Course Code	UK2DSCPSY111				
Course Title	FOUNDATIONS OF PSYCHOLOGICAL PROCESSES				
Type of Course	DSC				
Semester	II				
Academic Level	100 - 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hours	5
Pre-requisites	-				
Course Summary	This course introduces students to the systematic and scientific study of human behavior and mental processes. Students explore and apply psychological theories, key concepts, and phenomena associated with topics sensation, attention and perception, learning, memory, thinking, reasoning, language and problem solving.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	Sensation, Attention, Perception		16
	1	Sensation – Absolute threshold, Difference threshold, Psychophysics and psychophysical methods.	
	2	Attention – Factors affecting attention: Subjective and objective, Span of attention, Division of attention, Distraction of attention.	
	3	Perception – Perceptual organization: Gestalt principles, Perceptual defence, Perceptual constancies, Depth perception- Monocular and binocular cues, Illusions of size, shape and movement.	
	4	Extrasensory perception and its critique	
II	Learning		17
	5	Learning. Characteristics of learning	
	6	Classical conditioning: Elements. Principles: Acquisition, generalization, discrimination, Extinction, Higher order conditioning. Applications.	
	7	Operant conditioning: The basics of operant conditioning: Reinforcement, Punishment, Stimulus control, Shaping, Chaining, Schedules of reinforcement. Applications.	
	8	Observational learning. Principles and Applications. Learning of televised aggression	
	9	Cognitive learning: Cognitive map, Latent learning, Insight learning	
	10	Applications of learning theory in Parenting- with demonstrations	

III	Memory		16
11	Stages of Memory - Encoding, Storage, Retrieval. Types of memory- Sensory memory, Short term memory, Long term memory. Working memory. Models of memory- Atkinson & Shiffrin, Craik and Lockhart, Baddeley's working memory model		
12	Types of information in memory: Implicit and explicit memory, Semantic, Episodic memory, Autobiographical memory, Procedural memory.		
13	Measuring memory: Recall, recognition, relearning, redintegration-priming		
14	Other Phenomena related to Memory: Eyewitness testimony, False memory, Childhood amnesia, Flashbulb memory, memory reconstruction		
15	Forgetting: Curve of forgetting, Theories of forgetting- Trace Decay, interference, distortion, repression, amnesia, absence of stimulation		
16	Strategies for remembering: Recitation, rehearsal, elaboration, organization, Mnemonics. Method of loci, peg word method, key word, SQ3R, chunking		
IV	Thinking, Reasoning and Language		16
17	What is thinking? Define cognition, Basic units of thought- Images- Mental imagery, Concepts. Types of concepts.		
18	Language- Development of language, structure of language. Theories of language acquisition - Behaviourist theory, nativist theory, interactionist theory. Linguistic relativity hypothesis- Sapir & Whorf. Language acquisition device- Chomsky.		
19	Reasoning- Inductive reasoning and Deductive reasoning. Basic sources of error in reasoning: mood, beliefs, confirmation bias, hindsight		
V	Problem Solving and Creativity		10
20	Problem solving- Definition and Steps in problem solving. Barriers to effective problem solving. Strategies of problem solving: Algorithms, heuristics, means-end analysis, backward search. Insightful solutions.		
21	Creativity and problem solving- Divergent and Convergent thinking. Stages of creative thought. Tests of creativity		
	Total Hours		75

Activities:

Perception Workshop:

- Organize a workshop on perceptual organization, incorporating Gestalt principles and illusions.
- Create and present own perceptual illusions to demonstrate principles like perceptual constancies and depth perception.

Practicals

Minimum 4 practicals to be conducted from the following list:

1. Division of Attention
2. Distraction of Attention
3. Horizontal-Vertical illusion
4. Muller-Lyer illusion
5. Immediate memory span
6. PGI Memory Scale
7. Knowledge of results
8. Trial and error learning
9. Habit Interference
10. Pyramid Puzzle

Note: Practicals can be conducted using suitable software wherever possible.

References:

- Feldman, R. S. (2021). *Understanding Psychology* (15th ed.). Chennai: McGraw Hill Education.
- Coon, D. & Mitterer, J.O. (2007). *Introduction to psychology: Gateways to mind and behavior*, (12th ed.). (Indian Edition). New Delhi: Wadsworth Cengage Learning.
- Baron, R. A. & Misra, G. (2016) *Psychology* (5th ed). Pearson India Educational Services Pvt Ltd.
- Hilgard, E. R., Atkinson, R.E., & Atkinson, R. L. (2017, Original ed:1976). *Introduction to Psychology*, (6th ed.). New Delhi: Oxford & IBH pub.
- Ciccarelli, S. K., & Meyer, G. E. (2022). *Psychology*, South Asian ed. New Delhi: Pearson.
- Weiten, W. (2008). *Psychology: Themes and variations*, 7th ed. New York: Brooks/Cole Publishing Co.

Web Resources:

- Simply Psychology: <https://www.simplypsychology.org/perception.html>. Offers detailed explanations of perception theories, including Gestalt principles and depth perception.
- MindTools - Problem Solving Techniques: https://www.mindtools.com/pages/main/newMN_TMC.html. Provides a variety of problem-solving techniques, including algorithms, heuristics, and means-end analysis.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand the basic psychological processes of sensation, attention, and perception	U	1

CO-2	Interpret the different models of memory and their implications for cognitive processes.	U	3 & 4
CO-3	Differentiate the theories of learning and the factors underlying different types of learning	An	2, 3 & 4
CO-4	Examine the human thinking process and the basic units of thought	An	1 & 3
CO-5	Apply the principles of learning, memory, reasoning, problem solving, and creative thinking in everyday life	Ap	4 & 6
CO-6	Demonstrate proficiency in conducting practical experiments related to attention, perception, and memory	Ap, C	4, 5 & 7

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Foundations of Psychological Processes: 3:0:1 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/ Tutorial (T)	Practical (P)
1	CO-1	PSO-1	U	F	4	0
2	CO-2	PSO-3 & 4	U	C	3	1
3	CO-3	PSO-2, 3 & 4	An	C	3	1
4	CO-4	PSO-1 & 3	An	F	3	1
5	CO-5	PSO-4 & 6	Ap	P	2	2
6	CO-6	PSO- 4, 5 & 7	Ap, C	P	2	2

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PS O7	PO 1	PO 2	PO 3	PO 4	PO 5	P O6	P O7	P O8
CO 1	3	-	-	-	-	-	-	3	-	-	-	-	-	-	-
CO 2	-	-	2	3	-	-	-	-	-	2	3	-	-	-	-
CO 3	-	1	2	3	-	-	-	-	1	2	3	-	-	-	-
CO 4	3	-	2	-	-	-	-	3	-	2	-	-	-	-	-
CO 5	-	-	-	3	-	2	-	-	-	-	3	-	2	-	-
CO 6	-	-	-	3	3	-	3	-	-	-	3	3	-	3	-

Correlation Levels

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	End Semester Examinations
CO 1	✓		✓
CO 2	✓		✓
CO 3	✓		✓
CO 4	✓	✓	✓
CO 5	✓	✓	✓
CO 6	✓		✓



University of Kerala

Discipline	PSYCHOLOGY				
Course Code	UK2DSCPSY112				
Course Title	BASIC PSYCHOLOGICAL PROCESSES				
Type of Course	DSC				
Semester	II				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practicum/Practical per week	Total Hours/Week
	4	3 hours	-	2 hours	5
Pre-requisites	-				
Course Summary	Through studying this course, students will be able to describe the basic psychological processes involved in sensation, attention, and perception and understand the psychological and physiological aspects of consciousness, stress, motivation, emotion, and learning.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	SENSATION, ATTENTION AND PERCEPTION		15
	1	Sensation: thresholds – JND	1
	2	Attention: Nature – types of attention – factors affecting attention.	3
	3	Perception: definition – Gestalt principles of perception – perception of form, pattern or objects: figure and ground, contour	2
	4	Principles of grouping: similarity, proximity, continuity, closure, law of common fate, law of simplicity, law of pragnanz	2
	5	Perception of depth or distance: monocular cues and binocular cues	2
	6	Perceptual constancies: size, shape, orientation, brightness	2
	7	illusions: types of illusions	2
	8	Extrasensory perception.	1
II	PSYCHOLOGY OF CONSCIOUSNESS		15
	9	Biological rhythms: Circadian rhythms, Long - term biological rhythms	2
	10	Individual differences in circadian rhythms	2
	11	Waking states of consciousness: controlled and automatic processing, self awareness.	3
	12	Sleep: Basic facts – functions of sleep.	2
	13	Dreams: basic facts, Psychodynamic, Physiological and Cognitive views	2
	14	Altered states of consciousness: Hypnosis, Meditation	2
	15	Consciousness-altering drugs.	2

III	PSYCHOLOGY OF MOTIVATION AND EMOTION		15
	16	Definition, Nature characteristics of Motivation	1
	17	Classification of motives: Biological and Psychosocial – Achievement motivation.	3
	18	Theories of motivation: instinct theory, drive theory, arousal theory, expectancy theory, goal setting theory, Needs hierarchy theory – self-determination theory.	3
	19	Emotions: Definition and nature of emotions, Types of Emotions	2
	20	Biological bases of emotions	2
	21	Theories of emotions: James Lange theory, Cannon-Bard theory, Two factor theory and Opponent process theory	3
	22	Expression of emotion – Subjective experience of emotion.	1
IV	PSYCHOLOGY OF LEARNING		15
	23	What is Learning? Definition and Nature	2
	24	Classical conditioning: Experiment, Basic principles: acquisition, extinction, spontaneous recovery, generalization, discrimination and higher order conditioning, Application of classical conditioning	4
	25	Operant conditioning: Law of effect, Basic principles and applications: reinforcement, punishment, schedules of reinforcement, shaping and chaining	4
	26	Observational learning: nature and principles	2
	27	Cognitive learning	3
V	STRESS, COPING, AND HEALTH		15
	28	Definition of stress, Nature of stress	3
	29	Stressors - Environmental stressors: catastrophes – major life changes – hassle.	3
	30	Psychological stressors: pressure – uncontrollability – frustration – conflict.	3
	31	Social factors in stress: poverty, job stress – culture.	3
	32	Responding to stress: emotional responses – physiological responses: the fight or flight responses, General Adaptation Syndrome and Brain body pathways – behavioral responses. Effects of stress on psychological functioning – effects of stress on physical health	
	33	Coping with stress: problem-focused coping – emotion-focused coping – meditation as a coping mechanism – culture and coping – religion and coping – social support and coping.	3
		Total hours	75

Practicum

1. Conduct an experiment to demonstrate division of attention
2. Ask the students to identify their emotions during various situations and list out the different physiological changes experienced during these emotions. Ask them to prepare an introspective report.
3. Applications of learning principles: Instruct the students to analyze the practical applications of learning principles and submit a report.
4. Conduct an experiment to demonstrate the distraction of attention of the subject.
5. Demonstrate stress management techniques

Reference Books

- Weiten, W. (2022). *Psychology: Themes and Variations* (11th ed.). Cengage Learning.
- Gross, R. (2020). *Psychology the Science of Mind and Behaviour* (8th ed.). Hodder education.
- Passer, M. W., & Smith, R. E. (2019). *Psychology the Science of Mind and Behaviour* (3rd ed.). McGraw-Hill Education.
- Ciccarelli, S. K., & Meyer, G. E. (2022). *Psychology*, South Asian ed. New Delhi: Pearson.
- Coon, D., & Mitterer, J. O. (2013). *Introduction to Psychology: Gateways to Mind and Behavior* (13th ed.). Wadsworth Cengage Learning.
- Morgan, C. T., King, R., Weise, J. & Schopler, J. (2017). *Introduction to Psychology* (7th e.d.) McGraw Hills.
- Holt, N., Brener, A., Sutherland, E., Vlieg, M. and Passer, M., & Smith, R.(2015). *Psychology: The Science of Mind and Behaviour*. London: Tata McGraw-Hill.
- Banyard, P., Davies, M. N. O., Norman, C. & Winder, B. (Eds.) (2010). *Essential psychology*. New Delhi: SAGE Publications.

Course Outcomes

No.	Upon completion of the course, the graduate will be able to	Cognitive Level	PSO addressed
CO1	Describe the basic processes involved in sensation, attention and perception	U	1,2
CO2	Analyze the nature, psychological aspects, and theoretical frameworks underlying Consciousness	An	1,2
CO2	Explain the basic concepts and theories of Motivation and Emotion	U	1,2
CO4	Explain the principles of learning theories and its applications	U	1,2,4

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Basic Psychological Processes: Credits: 3:0:1 (Lecture:Tutorial:Practical)

CO No.	CO	PO/ PSO	Cognitive Level	Knowledge Category	Lecture (L)/ Tutorial (T)	Practical (P)
1	CO1	1,2	U	F	4	0

2	CO2	1,2	An	C	4	0
3	CO2	1,2	U	F,C	2	2
4	CO4	1,2,4	U	F,C	4	0

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PS O1	PS O2	PS O3	PSO 4	PS O5	PS O 6	PS O 7	PO 1	PO 2	PO 3	PO 4	PO 5	P O6	P O7	P O8
CO 1	1	-	-	-	-	-	-	1	-	-	-	-	-	-	1
CO 2	2	3	-	-	-	-	-	2	3	-	-	-	-	-	2
CO 3	-	-	1	-	-	-	-	-	-	1	-	-	-	-	-
CO 4	-	-	2	3	-	-	3	-	-	2	3	-	-	3	-

Correlation Levels

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	End Semester Examinations
CO 1	✓		✓
CO 2	✓		✓
CO 3	✓		✓
CO 4		✓	✓



University of Kerala

Discipline	PSYCHOLOGY				
Course Code	UK2DSCPSY113				
Course Title	POSITIVE PSYCHOLOGY				
Type of Course	DSC				
Semester	II				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practicum/Practical per week	Total Hours/Week
	4	3 hours	-	2 hours	5
Pre-requisites	-				
Course Summary	Positive Psychology explores happiness, well-being, and fulfilment. It delves into positive emotions, character strengths, mindfulness, and meaningful relationships. Students learn interventions to enhance well-being, applying these principles in education, workplaces, and health. It equips individuals with tools for a more satisfying life.				

Detailed Syllabus

Module	Unit	Content	Hrs
I	Introduction to positive psychology		12
	1	What is positive psychology? Positive Psychology: assumptions, goals and definitions	4
	2	Eastern and western perspectives in positive psychology	4
	3	Positive psychology in a cultural context	4
II	Well-being and prosocial behaviour		15
	4	Subjective well-being	2
	5	Social well-being & Psychological well-being	3
	6	Empathy and altruism- cultivating empathy and altruism	3
	7	Gratitude-Definition, Gratitude intervention and wellbeing	3
	8	Forgiveness-what is forgiveness and what forgiveness is not. Causes and effects of forgiveness	4
III	Positive emotions		17
	9	Positive emotions, sources of positive emotions	2
	10	Effects of positive emotions, - broaden-and-build theory -positive & negative affectivity	4
	11	Positive emotions and well-being	2
	12	Happiness: Measuring happiness, effect of happiness and causes of happiness	3
	14	Relationships and happiness: marriage, kinship, friendship, acquaintances	3
	15	How Productivity, environment, physical state, religion and spirituality related to happiness	3

IV	Positive cognitive states and process		16
	15	Optimism: dispositional optimism, optimistic explanatory style, development of optimism, attributional retraining and optimism	3
	16	Hope: Snyder's hope theory, development of hope	2
	17	flow – creating flow experiences	2
	18	resilience-sources of resilience, developmental and clinical perspectives	3
	19	Self-efficacy: definition, development of self-efficacy	3
	20	Mindfulness-definition, benefits of mindfulness, neurological findings of mindfulness	3
V	Implementation of positive psychology concepts		15
	21	Advance our understanding of the nature, causes and consequences of happiness.(e.g. What are the factors that lead to happiness in an academic environment among college students?)	5
	22	Conduct a survey exhibition, make postures etc to make others aware about the importance of positive emotions in life and submit a detailed report. Give training to public/students to enhance positive psychological aspects in life and submit a report.	5
	23	Prepare and submit a gratitude journal	5
Total hours			75

Practicum

1. Conduct a survey exhibition, make postures etc to make others aware about the importance of positive emotions in life and submit a detailed report.
2. Give training to public/students to enhance positive psychological aspects in life and submit a report.
3. Prepare and submit a gratitude journal.

Reference Books

- Carr, A. (2013). *Positive psychology: The science of happiness and human strengths*. Routledge.
- Snyder, C. R., Lopez, S. J., & Pedrotti, J. T. (2011). *Positive psychology: The scientific and practical explorations of human strengths*. SAGE.
- Steve, B., & Marie, C. (n.d.). *Positive psychology*. Pearson Education India.
- Watkins, P. C. (2013). *Gratitude and the good life: Toward a psychology of appreciation*. Springer Science & Business Media.

Suggested Readings

- Emmons, R. A., & McCullough, M. E. (2004). *The psychology of gratitude*. Oxford University Press.
- Snyder, C. R., & Lopez, S. J. (2001). *Handbook of positive psychology*. Oxford University Press.

Snyder, C. R., Lopez, S. J., & Pedrotti, J. T. (2011). *Positive psychology: The scientific and practical explorations of human strengths*. SAGE.

Course Outcomes

No.	Upon completion of the course, the graduate will be able to	Cognitive Level	PSO addressed
CO1	Demonstrate a thorough understanding of the concepts and ideas of positive psychology.	U, A	1
CO2	Analyze the role of happiness and positive emotions in socio-cultural development.	An	2
CO3	Apply principles of well-being in education, healthcare, business, and community development, fostering positive outcomes in diverse settings .	Ap	6
CO4	Develop practical skills to implement positive psychology concepts into daily lives, fostering personal growth, resilience, and overall well-being.	Ap	7
CO5	Integrate the emotional and cognitive aspects of positive psychology, recognizing the interconnectedness between thoughts, emotions, and behaviors in promoting psychological flourishing.	C	2
CO6	Critically evaluate research findings and evidence to deepen the understanding of positive psychology concepts and practices.	E	4

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Positive Psychology: Credits: 3:0:1 (Lecture: Tutorial: Practical)

CO No.	CO	PO/ PSO	Cognitive Level	Knowledge Category	Lecture (L)/ Tutorial (T)	Practical (P)
1	CO1	1	U, A	F, C	4	0
2	CO2	2	An	M	4	0
3	CO3	6	Ap	P	3	1

4	CO4	7	Ap	P	3	1
5	CO5	2	C	C	2	2
6	CO6	4	E	C	2	2

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PS O7	P O1	P O2	P O3	P O4	P O5	P O6	P O7	P O8
CO 1	3	-	-	-	-	-	3	-	-	-	-	-	2	-	-
CO 2	-	-	3	-	-	-	-	3	-	-	-	-	-	-	-
CO 3	-	2	-	-	-	-	-	-	2	3	-	-	-	-	-
CO 4	-	-	-	-	3	-	-	-	-	-	-	-	-	-	2
CO 5	-	-	2	-	-	-	-	-	2	-	3	-	3	-	-
CO 6	3	-	-	-	-	-	3	-	-	-	-	-	2	-	-

Correlation Levels

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics

	Internal Exam	Quiz/Assignment /seminar	End Semester Examinations
CO 1		✓	✓
CO 2	✓		✓
CO 3	✓		✓
CO 4		✓	✓
CO 5	✓	✓	✓
CO 6	✓	✓	✓



University of Kerala

Discipline	PSYCHOLOGY				
Course Code	UK2DSCPSY114				
Course Title	PSYCHOLOGY OF RELATIONSHIPS				
Type of Course	DSC				
Semester	II				
Academic Level	100 - 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practicum/Practical per week	Total Hours/Week
	4	3 hours	-	2 hours	5
Pre-requisites	-				
Course Summary	This course provides an exploration of relationship psychology, covering types of relationships, theoretical perspectives, communication strategies, and challenges, while also examining the role of cultural influences and contemporary issues in modern relationships. Students gain insights into the dynamics of attraction, communication, conflict resolution, intimacy, and relationship transitions, equipping them with practical knowledge to navigate and understand the complexities of human connections in diverse contexts.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	Introduction to Relationship Psychology		15
	1	Understanding the scope and importance of relationship psychology	5
	2	Overview of different types of relationships (romantic, familial, friendships, etc)	5
	3	Theories of relationship formation and maintenance	5
II	Theoretical perspectives		15
	4	Social exchange theory and the economics of relationships	4
	5	Attachment theory and its influence on adult relationships	3
	6	Cultural and societal influences on attraction and mate selection	4
	7	Gender differences in attraction	4
III	Communication and conflict resolution		15
	8	The role of communication in relationship satisfaction	4
	9	Effective communication strategies in relationships	3
	10	Barriers to communication	4
	11	Conflict resolution styles and techniques	4
IV	Intimacy and emotional connection		15
	12	Understanding intimacy and its importance in relationships	4
	13	Different types of intimacy (emotional, physical, intellectual, etc.)	3

	14	Factors influencing the development of intimacy	4
	15	Maintaining emotional connection and closeness in relationships	4
V	Relationship dynamics and challenges		15
	16	Relationship satisfaction and longevity	3
	17	Relationship transitions (e.g., romantic relationship to marriage, parenthood)	4
	18	Relationship dissolution and coping with breakups	4
	19	Contemporary issues in relationships (e.g., technology's impact, long-distance relationships, non-traditional relationships)	4
Total time			75

Practicum

Do any two of the following:

1. Relationship assessments: Use relationship assessment tools to understand different aspects of relationships such as, compatibility, attachment styles, and communication patterns.
2. Media analysis: Analyze portrayals of relationships in movies, TV shows, or social media to understand how media influence perception of relationships.
3. Experiments: Design simple experiments to study aspects of relationships, such as the impact of proximity on attraction, criteria for partner selection, or the effect of communication style in conflict resolution.
4. Journaling: Keep a journal reflecting on thoughts, feelings, and experiences related to relationships throughout the course duration. Submit the record of the journal as a practicum.

Reference Books

- Finkel, E. J., Simpson, J. A., & Eastwick, P. W. (2017). The psychology of close relationships: Fourteen core principles. *Annual Review of Psychology*, 68, 383-411.
- Gottman, J. M., & Silver, N. (2015). *The Seven Principles for Making Marriage Work: A Practical Guide from the Country's Foremost Relationship Expert*. Harmony.
- Miller, R. S. (2012). *Intimate Relationships* (6th ed.). McGraw-Hill.
- Reis, H. T., & Shaver, P. (1988). Intimacy as an interpersonal process. In S. Duck (Ed.), *Handbook of personal relationships: Theory, research and interventions* (pp. 367-389). John Wiley & Sons.

Course Outcomes

No.	Upon completion of the course, the graduate will be able to	Cognitive Level	PSO addressed
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CO1	Understand major theoretical frameworks in relationship psychology, including evolutionary perspectives, social exchange theory, attachment theory, and socio cultural perspectives.	U	1
CO2	Analyze the dynamics of various types of relationships, including romantic, familial, and friendships.	An	2
CO3	Develop effective communication skills essential for maintaining healthy and satisfying relationships.	Ap, C	5
CO4	Explore the concept of intimacy and emotional connection in relationships, examining factors that contribute to their development and maintenance.	An	2, 4
CO5	Examine various relationship transitions such as romantic relationship to marriage, and parenthood.	An	1,5
CO6	Critically evaluate contemporary issues impacting relationships.	E	3

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Psychology of Relationships: Credits: 3:0:1 (Lecture: Tutorial: Practical)

CO No.	CO	PO/ PSO	Cognitive Level	Knowledge Category	Lecture (L) / Tutorial (T)	Practical (P)
1	CO1	1	U	F,C	4	0
2	CO2	2	An	C, M	4	0
3	CO3	5	Ap, C	P, M	2	2
4	CO4	2, 4	An	C	4	0
5	CO5	1,5	An	C	4	0
6	CO6	3	E	C, M	2	2

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs

	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PS O7	P O1	P O2	P O3	P O4	P O5	P O6	P O7	P O8
CO 1	3	-	-	-	-	-	-	3	-	-	-	-	-	-	-

CO 2	-	-	2	-	-	-	-	-	-	2	-	-	-	-	-
CO 3	2	2	-	-	-	-	-	2	2	-	-	-	-	-	-
CO 4	2	2	-	-	-	-	-	2	2	-	-	-	-	-	-
CO 5	2	-	-	2	-	-	-	2	-	-	2	-	-	-	-
CO 6	-	-	2	-	3	-	3	-	-	2	-	3	-	3	-

Correlation Levels

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics

	Internal Exam	Quiz/Assignment/ seminar	End Semester Examinations
CO 1	✓		✓
CO 2	✓	✓	✓
CO 3	✓		
CO 4		✓	✓
CO 5	✓	✓	✓
CO 6	✓	✓	✓



University of Kerala

Discipline	PSYCHOLOGY				
Course Code	UK2DSCPSY115				
Course Title	STRESS MANAGEMENT				
Type of Course	DSC				
Semester	II				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3	-	2	5
Pre-requisites	-				
Course Summary	This course provides an in-depth understanding of stress, its measurement, management and therapy.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I		Introduction to Stress	15
	1	Definition of stress.	
	2	Causes of stress : Stressful life events, The hassles of daily life, Work related stress.	
	3	Symptoms of stress : Physical, Psychological, Behavioural.	
II		Stress and Coping	18
	4	Components of the Definition of Stress. Appraisal of Stressors. Characteristics of Stressful Situations.	
	5	Origins of the study of Stress (Briefly): Selye's General Adaptation Syndrome, Tend-and-Befriend.	
	6	Stress contributes to mental and physical health disorders.	
	7	Pathophysiological direction of stress causing illness, Indicators of Allostatic Load.	
III		Measuring stress	15
	8	Measuring Stress: Physiological arousal, Life Events Scales, Daily Hassles.	
IV		Coping and Management	15

	9	Coping with Stress: Emotion-focused coping, Problem-focused coping.	
	10	Reducing Stress Reactions: Stress Management, Medication, Behavioural and Cognitive Methods, Relaxation, Systematic Desensitization, Biofeedback, Modeling, Massage, Meditation, Hypnosis (Briefly).	
V		Other therapeutic techniques	12
	11	Yogasana, meditation, pranayama, yoga nidra,	
	12	Relaxation techniques	
		Total	75

Practicals

Assessment and Management of Stress and Coping

References

Taylor, S. E., Sirois, F. M., & Molnar, D. S. (2021). *Health psychology*. 11th Ed. New York: McGraw-hill.

Sarafino, E. P., & Smith, T. W. (2017). *Health Psychology: Biopsychosocial Interactions*. 9th ed. Wiley.

Ogden, J. (2019). *Health Psychology: A Textbook*. 7th ed. McGraw-Hill Education.

Brannon, L., & Feist, J. (2018). *Health Psychology: An Introduction to Behavior and Health* 9th ed. Cengage Learning.

Iyengar, B.K.S. (2011). *Light on yoga*. HarperCollins Publishers: New Delhi.

Taimini, I. K. (2012). *The Yoga Sutras of Patanjali: Commentary on the Raja yoga sutras*. Harper Collins Publications: New Delhi.

Course Outcomes

No.	Upon completion of the course, the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand the components, Characteristics, and origin of Stress contributes to mental and physical health disorders.	U	1
CO-2	Analyze different stress assessment measures, stress coping methods	An	1,2

CO-3	Evaluate the importance of yoga as a tool of stress management, stress tolerance, improving physical health, and life style management	E	1,3,5
CO-4	Evaluate the types of coping- Emotion-focused coping, Problem-focused coping	E	1,3,5

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Stress Management:Credits: 3:0:1 (Lecture:Tutorial:Practical)

CO No.	CO	PO/ PSO	Cognitive Level	Knowledge Category	Lecture (L)/ Tutorial (T)	Practical (P)
1	CO-1	1	U	F, C	4	0
2	CO-2	1,2	Ap	C, P	4	0
3	CO-3	1,3,5	E	C, M	0	4
4	CO-4	1,3,5	E	C	4	0

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PS O7	PO 1	PO 2	PO 3	PO 4	PO 5	P O6	P O7	P O8
CO 1	3	-	-	-	2	-	3	-	-	-	2	-	3	-	-
CO 2	-	-	2	-	2	-	-	-	2	-	2	-	-	-	2
CO 3	2	2	-	-	-	-	2	2	-	-	-	-	2	2	-
CO 4	2	2	-	-	3	-	2	2	-	-	3	-	2	2	-

Correlation Levels

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	End Semester Examination
CO 1	✓		✓
CO 2	✓		✓
CO 3	✓		✓
CO 4		✓	✓
CO 5		✓	✓
CO 6			✓



University of Kerala

Discipline	PSYCHOLOGY				
Course Code	UK2MDCPSY102				
Course Title	LIFE SKILLS DEVELOPMENT				
Type of Course	MDC				
Semester	II				
Academic Level	100 - 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	3 hours	-	-	3
Pre-requisites	-				
Course Summary	This course introduces students to essential life skills, including self-awareness, emotional management, stress coping, social interaction, and cognitive enhancement, fostering personal development and well-being.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	Introduction to Life Skills		9
	1	Life Skills- Definition, Significance, 10 Essential Life Skills by WHO	3
	2	Discovering Self: Self-concept, Self efficacy, Motives guiding self understanding Methods of self enhancement, Self presentation, Self-monitoring, Practical steps to improve self-image	4
	3	Activities: Identifying strengths and weaknesses, Analyzing belief system, JOHARI window, SWOT analysis	2
II	Emotions		9
	4	Emotions, Guidelines for Expressing emotions - Recognize your Feelings, Difference between Feeling, Talking, and Acting	3
	5	Managing difficult emotions - Facilitative and Debilitative Emotions, Ways to minimize Debilitative Emotions	2
	6	Time management tips	1
	7	Activities: Self Assessment- Emotional intelligence Assessing emotion regulation tactics Assessing time utilization, Activity priority grid, Time management questionnaire	3
III	Coping with Stress		9
	8	Stress- Definition, Sources, Effects (Negative and Positive)	2

	9	Coping with stress- Problem focused, Emotion focused	2
	10	Managing Stress- Exercise, Meditation, Gratitude Journaling,	2
	11	Activities: Identifying personal stress Triggers, reflective writing on one's physical and emotional signs of stress, Mindful breathing, mindful practices at home	3
IV	Enhancing Social Skills		9
	12	Forming First Impressions: Identifying the prejudgement traps	1
	13	Non verbal communication, Barriers in Communication, Techniques to enhance active listening	2
	14	Conflict Management: Identifying conflict styles and ways to promote positive resolution techniques	2
	15	Learning to be assertive, Steps in assertiveness training	2
	16	Activities: Sentence framing, Mock interviews, Role plays	2
V	Enhancing Cognitive Skills		9
	17	Goal Setting: SMART goals	2
	18	Problem Solving: Strategies of Problem Solving, Barriers to Problem Solving	3
	19	Decision Making: Decision Making Process - PAUSE	2
	20	Activities: Identifying positive values of self, Establishing purpose in life, Plan of action -Major goals and sub-goals, Construction of goal poster,	2
		Total Time	45

References

- Haddon, P. F. (1999). *Mastering Personal and Interpersonal Skills: Key Techniques for Effective Decision-making and Personal Success*. Thorogood Limited.
- Strongman, K. T. (2006). *Applying psychology to everyday life: A beginner's guide*. John Wiley & Sons.
- McKay, M., Davis, M., & Fanning, P. (2018). *Messages: The communication skills book* (4th ed.). New Harbinger Publications.
- Weiten, W., Dunn, D., & Hammer, E. Y. (2012). *Psychology applied to modern life: Adjustment in the 21st century* (10th ed.). London: Wadsworth.
- Adler, R. B., & Proctor II, R.F. (2012). *Looking out/Looking in*.(14th ed.). USA: Wadsworth Cengage Learning

Web Resources

Basic Life Skills Course Student Workbook. (2021, June 4). UNICEF.
<https://www.unicef.org/azerbaijan/media/2796/file/BLS%20Student%60s%20book%20.pdf>

Course Outcomes

No.	Upon completion of the course the graduate will be able	Cognitive	PSO
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	to	Level	addressed
CO-1	Develop self-awareness and self-enhancement strategies through methods like SWOT analysis and the JOHARI window.	U	1,3
CO-2	Apply techniques to manage difficult emotions.	An, Ap	1,4
CO-3	Implement time management techniques to enhance productivity and reduce stress levels.	Ap	6
CO-4	Enhance social skills by improving non-verbal communication, conflict resolution, and assertiveness.	Ap	6,7
CO-5	Develop cognitive skills such as goal setting, problem-solving, and decision-making using practical strategies like SMART goals and the PAUSE method.	An, C	4

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Life Skills Development: Credits: 3:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/ PSO	Cognitive Level	Knowledge Category	Lecture (L)/ Tutorial (T)	Practical (P)
1	CO-1	1,3	U	C, M	3	0
2	CO-2	1,4	An, Ap	P, M	3	0
3	CO-3	6	Ap	P	3	0
4	CO-4	6,7	Ap	M	3	0
5	CO-5	4	An, C	P	3	0

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PS O1	PS O2	PS O3	PSO 4	PS O5	PS O6	PS O7	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	-	-	-	2	-	3	-	-	-	2	-	3	-	-
CO 2	-	-	2	-	2	-	-	-	2	-	2	-	-	-	2
CO 3	2	2	-	-	-	-	2	2	-	-	-	-	2	2	-
CO 4	2	2	-	-	3	-	2	2	-	-	3	-	2	2	-
CO 5	3	-	-	-	2	-	3	-	-	-	2	-	3	-	-
CO 6	-	-	2	-	2	-	-	-	2	-	2	-	-	-	2

Correlation Levels

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	End Semester Examinations
CO 1	✓		✓
CO 2		✓	✓
CO 3		✓	✓
CO 4	✓	✓	✓
CO 5	✓		✓
CO 6	✓		✓



University of Kerala

Discipline	Psychology				
Course Code	UK2MDCPSY103				
Course Title	UNDERSTANDING ADOLESCENCE AND YOUTH				
Type of Course	MDC				
Semester	II				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	3	-	-	3
Pre-requisites	-				
Course Summary	This course covers various aspects of adolescent development, focusing on theories, research, and current issues from puberty through emerging adulthood. This course also covers emotional, cognitive, and physical adolescent development along with the formation and maintenance of various relationships during the same period.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	Introduction		9
	1	Historical Perspective: Early 20 th and 21 st centuries, Stereotyping of Adolescents, A positive view of Adolescence..	4
	2	The nature of development: Processes and Periods, Developmental Transitions.	5
II	Puberty, Psychological and Cognitive Development		9
	3	Puberty: Biology of Puberty, Secondary sexual characteristics, Growth Spurt	3
	4	Psychological Domains of Puberty: Body Image, Hormones and behaviour, Nutrition and Sleep in Puberty.	3
	5	Cognitive development: Piaget's theory, Vygotsky's view	3
III	Adolescent Relationships		12
	6	Family Processes: Reciprocal Socialization and the Family as a System, Maturation, Parenting Styles, Parent Adolescent conflict, Autonomy and Attachment.	
	7	Sibling Relationships: Sibling Roles, Birth Order.	2
	8	Peer Relations and Friendship: Peer relations, Friendship, Loneliness.	4
IV	Self, Identity and Personality Development		10

	9	The Self: Self- Understanding and Understanding others, Self Esteem and Self-Concept, Self-Regulation	6
	10	Identity: Erikson's Idea on Identity, Four Statures of Identity, Developmental changes in Identity, Identity and Social contexts, Identity and Intimacy	4
	11	Emotional development: The emotions of adolescence, Hormones, experience and emotions, Emotional competence.	4
V	Adolescent Health in India		7
	12	Adolescent Health Problems, Global Scenario, Problem Status in India.	3
	13	Reproductive and Sexual Health, Challenges concerning adolescent health	4
		Total Hours	45

References

Santrock, J.W. (2011). *Adolescence* (12th ed). Tata McGraw Hill Publishing Co.

Papalia, D.E, Olds, S.W., & Feldman, R.D. (1992). *Human Development* (9th ed.). Tata McGraw Hill Publishing Co.

Mahmud, J. (2005). *Development Psychology*. Efficient Offset Printers.

Berk, L. (2015). *Child Development*. Pearson Higher Education AU, Ehund.

Lerner, R. M., & Steinberg, L. (2004). *Handbook of Adolescent Psychology*. John Wiley & Sons.

Sivagurunathan, C. (2015). *Adolescent Health: Present Status and Its Related Programmes in India. Are We in the Right Direction?* Journal of Clinical And Diagnostic Research

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Identify the changes occurring during adolescence	U	PSO-1,2
CO-2	Describe the cognitive, emotional, and moral development in adolescence	U	PSO-1
CO-3	Understand the development of various adolescent relationships	U	PSO-1,2
CO-4	Explain the self, identity, and personality development in adolescence	Ap	PSO-1
CO-5	Understand Adolescent health and health problems in India	U	PSO-1

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

UNDERSTANDING ADOLESCENCE AND YOUTH: Credits: 3:0:0
(Lecture:Tutorial:Practical)

CO No.	CO	PO/ PSO	Cognitive Level	Knowledge Category	Lecture (L)/ Tutorial (T)	Practical (P)
1	CO-1	PSO-1,2	U	F	3	0
2	CO-2	PSO-1	U	C	3	0
3	CO-3	PSO-1,2	U	C	3	0
4	CO-4	PSO-1	Ap	C	3	0
5	CO-5	PSO-1	U	F	3	0

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	End Semester Examinations
CO 1	✓		✓
CO 2	✓		✓
CO 3	✓		✓
CO 4		✓	✓
CO 5		✓	✓



University of Kerala

Discipline	PSYCHOLOGY				
Course Code	UK2MDCPSY104				
Course Title	PSYCHO-CULTURAL ANALYSIS OF FILM AND CULTURAL PRODUCTS				
Type of Course	MDC				
Semester	II				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	3 hours	-	-	3
Pre-requisites	-				
Course Summary	This course covers the essential psychology of film and cultural products including acquiring the basic methodological skills for analyzing art, understanding classic literature in the analysis of cultural products, and explaining social phenomena through cultural products.				

Detailed Syllabus

Module	Unit	Content	Hrs
I	Art and Psychology		8
	1	Psychological views of Art and cultural products	
	2	Psychology of creativity: Stages, Divergent thinking	
	3	Analysis of the author in art (Freudian psychoanalysis). Freudian analysis of Dostoevsky	
	4	Culture and Society as authors (Cultural Psychology)	
	5	Mental illness and creativity. Illustrations.	
	6	Method of Interpretation with illustrations.	
II	Psychological Film Analysis		9
	7	Psychology of film perception-phi phenomenon.	
	8	Psychoanalytic metaphors in film perception – scopophilia, voyeurism, identification, internalization, projection and other mechanisms. Fetish in films.	
	9	Psychological film theories: Metz- Identification, fetish; Mulvey- Woman as the subject of gaze	
	10	Psychoanalysis in film interpretation: Illustrations. Slavoj Zizek- Analysis of Popular culture and films- Illustrations	
	11	Genre approach in Film analysis. Illustrations	
III	Psychology of Indian Popular Film		8
	13	Psychology of Indian popular cinema: Sudhir Kakar's view. Viewer as author. Film as a collective dream	
	14	Gender, religion and caste in Indian films. Stereotypes and Prejudice. Illustrations	

IV	Reading the Kerala Psyche from Films and Other Cultural Products		12
	15	Society, Family and Individual in Malayalam Films	
	16	Illustrations of analysis: Fan Culture (Ossella & Ossella), Family Relations (Joseph), Star Persona (Joseph), Cultural Practices and Social Healing (Ahamed)	
V	Analysis of Television Images and Social Media		8
	17	Analysis of Serials and TV shows: Illustrations. Family and Social dynamics.	
	17	Social psyche in advertisements. Illustrations.	
	19	Psychopolitical analysis of social media: Influence of social media on behavior. Political and market psychology of social media- Attention capitalism, society of the spectacle	
	Total		45

Activities based on the syllabus content:

1. In-class Demonstrations
2. Discussions
3. Assignments
4. Workshops
5. Seminars

Reference:

- Hayward, S. (2006). *Cinema Studies: The Key Concepts*. 3rd Edition. Routledge.
- Dix, A. (2010). *Beginning Film Studies*. Viva Books.
- Freud, S. (1953). Art and Literature. In *The Standard edition of the complete psychological works*. The Hogarth Press.
- Cole, M. (1998). Cultural psychology: A once and future discipline. Harvard university press.
- Heine, S. J. (2010). Cultural psychology. John Wiley & Sons, Inc.
- Kitayatna, S., Duffy, S., & Uchida, Y. (2007). Self as cultural mode of being. In *Handbook of cultural psychology* (pp. 136–174). The Guilford Press.
- Duff, D. (2014). *Modern genre theory*. Routledge.
- Kakar, S. (2008). *Culture and psyche: Selected essays*. Oxford University Press.
- Osella, C. and Osella, F. (2004). 'Malayali young men and their movie heroes.' In: Chopra, Radhika, Osella, Caroline and Osella, Filippo, (eds.), *South Asian masculinities: context of change, sites of continuity*. New Delhi: Women Unlimited, an associate of Kali for Women, pp. 224-261.
- Zizek, S. (2006). The pervert's guide to cinema. *P Guide Ltd*.
- Joseph, S., Sasidharan, T., & Menon, M. (2013). "Mother, I want to marry her, but only if you wish": A case of Visual Analysis to Understand Families in Contemporary Kerala. *Artha Journal of Social Sciences*, 13(1),33-48.
- Ahammed, S. (2019). Caste-based oppression, trauma and collective Victimhood in Erstwhile South India: The collective therapeutic potential of Theyyam. *Psychology and Developing Societies*, 3(1), 88-105.

Kuniyil, V. (2021). Parental concept of child development and hereditary occupation among the Malayan Community of North Kerala. *Psychological studies*, 66(4), 445-454.

Joseph, S. (2006). Bhoothakkannaadikal Maattumpol. In. Bipin Chandran (Ed.) *Mammootty: Kaazhchayum Vaayanayum*. DC Books.

Online Resources

<https://arcurea.in/wp-content/uploads/2024/04/P.K.-Nair-Commemoration-Lecture-SK-Speech.pdf>. Sudhir Kakar on 'Cinema and Psychology'

▶ Slavoj Žižek presents 'The Pervert's Guide to Cinema' by Sophie Fiennes [PART1]

<https://www.youtube.com/watch?v=WmBtG5qxsY>. Slavoj Zizek explains popular cinema using psychoanalytic methodology

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand the psychology of film and other cultural products	U	1
CO-2	Understand classic literature in the analysis of cultural products	U	1
CO-3	Acquire basic methodological skill to the student in understanding and analyzing films and similar cultural products	A	4
CO-4	Explain social phenomena and the Indian/Kerala social psyche through the analysis of cultural products like film	A	5
CO-5	Formulate the social psyche through the analysis of cultural products in the form of reports and interpretations	C	5,6

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

PSYCHO-CULTURAL ANALYSIS OF FILM AND CULTURAL PRODUCTS: Credits: 3:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/ Tutorial (T)	Practical (P)
1	CO-1	1	U	F,C	3	0
2	CO-2	1	U	F,C	3	0

3	CO-3	4	A	P, M	3	0
4	CO-4	5	A	C, M	3	0
5	CO-5	6,7	C	C, P, M	3	0

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PS O7	P O1	P O2	PO 3	P O4	P O5	P O6	P O7	P O8
CO 1	2	2	2	3	-	-	-	2	3	3	2	-	-	-	-
CO 2	2	-	2	3	-	-	-	2	2	23	2	-	-	-	-
CO 3	-	2	-	3	-	-	-	-	2	3	2	-	2	-	-
CO 4	-	2	2	3	-	-	-	2	2	3	2	-	-	-	-
CO 5	1	2	3	3	-	-	-	2	2	3	2	-	2	-	-

Correlation Levels

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Assignment/ Seminar/ Active discussion
- Continuous Comprehensive Assessment
- Article Review
- Visual analysis demonstrations
- End Semester Assessment

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment/ Seminar	Article Review	Visual analysis/ Interpretation	End Semester Examinations
CO 1	✓	✓	✓	✓	✓
CO 2	✓				✓
CO 3	✓				✓
CO 4	✓	✓			✓
CO 5	✓	✓	✓	✓	✓



University of Kerala

Discipline	PSYCHOLOGY				
Course Code	UK2MDCPSY105				
Course Title	INDIAN PSYCHOLOGY FOR PERSONAL GROWTH				
Type of Course	MDC				
Semester	II				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	3 hours	-	-	3
Pre-requisites	-				
Course Summary	This paper introduces students to the variety of Indian Psychological concepts related to Personal Growth. This course should help the student to achieve personal growth.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	Introduction to Indian Psychology		12
	1	Indian Psychology as Psychological Concepts from Vedic Knowledge, 4 Vedas, Charvaka philosophy	
	2	Two schools – Advaita and Dvaita philosophy.	
II	Three Gunas		8
	3	Three Guna theory – Sattwa, Rajo, Thamo Guna. Three Modes and Karma as basis for Varnas (Bhagavad Gita 4.13)	
	4	Three Gunas as influencing Behaviour, Activities based on three Gunas, Charity, Austerity, (Ref. ch 14 Bhagavd Gita)	
	5	Self-Control and Self Restraint through Yoga practice. Self-Control as Peace formula (Bhagavad Gita 2.67 – 71)	
III	Mind and Consciousness		7
	6	Mind as friend or enemy (Bhagavad Gita 6.5-6.7) Cause of Anger theory (Bhagavad Gita 2.62-63), Qualities to be developed from BG 16.3	
	7	Consciousness as the determinant factor of Personality, Consciousness as a symptom of life and soul, PanchKosha and rising from Annamaya kosha to Anandamaya Kosha through rise of Consciousness, Body, Soul and Chariot Analogy from Katha Upanishad	
IV	Personal Growth		10

	8	Personal Growth from Indian Psychology – Transmission from Sattwa Guna and beyond to Sudha Sattwa, Work-Recreation-Sleep-eating Balance as Yoga from Bhagavad Gita (BG 6.17)	
	9	Meditation and types, Meditation and Yoga Nidra as a Relaxation technique	
V	Practical Application		8
	10	Identifying three Guna influence in one's behaviour, Identifying Gunas from examples in Mahabharat, Meditation practice, Pranayama, Yoga Asana practice, Yoganidra practice	
	Total Hours		45

Reference

- Prabhupad, S.(1972). *Bhagavad-Gita As It Is*. Mumbai: Bhaktivedanta Book Trust.
- RaoR.K., Paranjape A.C.(2016). *Psychology in the Indian Tradition*. New Delhi: Springer.
- Rajagopalaachari,C.(2010). *Mahabharatha Bhavan's Book University*.
- Iyengar, B.K.S. (2006). *Light of Yoga*. Thorsons.
- Saraswathi, S S (1997). *Asana Pranayama Mudra Bandha*. Bihar: Yoga Publications Trust.
- Saraswathi, S.S. (1997)*Yoga Nidra* Bihar: Yoga Publications Trust

Web Resource

Three Gunas https://www.youtube.com/watch?v=ff1bONh_spE

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Identify concepts in Indian Psychology	U	PSO-1,2
CO-2	Analyze one's Behaviour based on three Gunas	An	PSO-2,4
CO-3	Evaluate Personal Growth Practices based on Indian Psychology	E	PSO-2,4
CO-4	Articulate how this course has helped them in Personal Growth	Ap	PSO-4,6
CO-5	Analysing Gunas in Mahabharat characters	An	PSO-1,4

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Indian Psychology for Personal Growth. Credits: 3:0:0 (Lecture:Tutorial)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture(L)/ Tutorial (T)	Practical (P)
1	CO-1	PSO-1,2	U	C	3	0
2	CO-2	PSO-2,4	An	M	3	0
3	CO-3	PSO-2,4	E	P	3	0
4	CO-4	PSO-4,6	Ap	P	3	0
5	CO-5	PSO-1,4	An	M	3	0

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	End Semester Examinations
CO 1	✓		✓
CO 2		✓	✓
CO 3	✓		✓
CO 4		✓	✓
CO5		✓	✓

SEMESTER 3



University of Kerala

Discipline	PSYCHOLOGY				
Course Code	UK3DSCPSY200				
Course Title	MOTIVATION, EMOTION AND INDIVIDUAL DIFFERENCES				
Type of Course	DSC				
Semester	III				
Academic Level	200 - 299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hours	5
Pre-requisites	-				
Course Summary	This course explores motivation, emotion, intelligence, and personality. The course discusses various acts, regulations and policies in the practice of psychology, in the Indian and Kerala context. Students will gain a deep understanding of the theoretical frameworks and empirical research underpinning these areas. Through practical experiments, critical analysis, and application of psychological principles, students will develop essential skills for conducting assessments, and understanding human behavior.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	Motivation		15
	1	Motivation- Definition and Motivational cycle - need, drive, goal. Primary and Secondary motives, Extrinsic and Intrinsic motivation	
	2	Types of motives: Biological motives- Hunger and thirst, Need for oxygen and sleep, Sexual motivation Stimulus motives: Curiosity, Exploration, Manipulation and Physical contact Learned motives: Affiliation, Achievement, and Power motive	
	3	Level of arousal, Yerkes-Dodson law	
	4	Theories of motivation: Instinct theory, Drive theory, Arousal theory, Expectancy theory, Goal setting theory, Maslow's Needs hierarchy theory	
	5	Personal growth of psychologist: How to set goals?	
	6	Critical thinking exercise: Psychology of motivation speeches	
II	Emotion		14
	7	Definition of emotion, Various emotions, Elements of emotion, The biological basis of emotions,	
	8	Theories of emotions: James-Lange theory, Cannon-Bard theory, Schachter and Singer's Two factor theory, Opponent process theory.	

	9	External expression of emotions, Body language. Emotion-Cognition relationship. Culture and emotion. Rasa and Bhava theory of emotion	
	10	Emotional intelligence. Concept and components.	
	11	Emotion regulation. Emotional competence. Basic principles of emotion self-regulation and anger management	
	12	Personal growth of psychologist: 1. How to regulate emotions, 2. How to manage anger	
	13	Critical thinking exercise: Is emotional awareness a common trait among people?	
III	Intelligence		16
	14	What is intelligence? Determinants of intelligence. The role of Heredity and environment. Adaptive behavior.	
	15	Theories of intelligence- Spearman, Thurstone, Cattell, Jensen, Sternberg, Gardner, PASS model, Guilford.	
	16	Concept of Intelligence Quotient (IQ). Measuring Intelligence: The Binet-Simon scale, Stanford-Binet scale, Wechsler scales. Individual and group tests, verbal and non-verbal tests, Culture fair tests. Intellectual disability and its categories. Giftedness.	
IV	Personality		18
	17	Definitions of Personality, Traits and types	
	18	Theories of personality: Psychodynamic approaches: Psychoanalytic theory of Freud - Structure of personality, dynamics of personality Neo-Freudians- Carl Jung, Alfred Adler, Harry Stack Sullivan, Karen Horney. The trait approach: Allport, Cattell, Eysenck. Big Five Factors of Personality.	
	19	Personality Assessment: Interview, Observation and rating scales, Personality Questionnaires- MMPI, 16 pf. Big Five Inventory Projective tests- Rorschach inkblot test, Thematic Apperception Test.	
	20	Personal growth of psychologist: 1. What is subjective well-being? 2. How to improve self esteem, 3. How to improve personal happiness	
	21	Critical thinking exercise: Can personality be 'developed'?	
V	Acts, Regulations and Policies in the Practice of Psychology		12
	22	Acts and Policies: National Mental Health Policy 2014, Mental Health Care Act 2017, PWD Act 2016, Allied and Healthcare Professions Act, 2021, POCSO Act	
	23	Schemes and Projects related to mental Health: NHM, DMHP, Rashtreeya Kishore Swasthya Karyakram	

	24	Mental Health related programs in Kerala: DISHA, Chiri, Kaaval, Psychosocial Service for Adolescents Program (School Counselling), Jeevani College Mental Health Program	
	25	Job profiles of Psychologists in various Government Departments in Kerala: Women and Child Development, Family Court, Disaster Management Authority, Prisons and Correctional Services, Teaching: School education and Higher education	
	26	How to plan a career in Psychology How and when to start practising as a psychologist?	
		Total Hours	75

Suggested Activities:

1. Prepare an emotion wheel and explain it to non-psychology students.
2. Debunk common myths on motivation
3. Develop your motivational plan (Ref: Sherfield et al., Page no.9)

Practicum:

Conduct minimum 1 from the following.

1. **Emotion Vocabulary:** Collect a list of emotions, train students of higher secondary school or college students of other programs in emotion vocabulary. Illustrate emotions that occur in various situations.
2. **Rating on Big Five:** Rate yourself in various facets of Big Five Factors of personality on a scale of 1 to 5. Rate your close friend also in the same manner.

Practicals:

Minimum 3 practicals to be conducted from the following list:

1. Bhatia's Battery of Intelligence
2. Standard Progressive Matrices
3. Binet Kamat Test of Intelligence
4. Emotional Intelligence Inventory
5. Big Five Inventory
6. Mathew Test of Mental Abilities
7. Type A Type B behaviour pattern
8. IAS Rating scale
9. Eysenck Personality Inventory
10. Extraversion-Introversion Inventory
11. Locus of Control Scale
12. Level of Aspiration

Note: Practical can be conducted using suitable software wherever applicable.

References:

- Baron, R. A. & Misra, G. (2016) *Psychology* (5th ed.). Pearson India Educational Services Pvt.Ltd.
- Coon, D. & Mitterer, J.O. (2007). *Introduction to psychology: Gateways to mind and behavior*, (12th ed.). (Indian Edition). New Delhi: Wadsworth Cengage Learning.

Feldman, R. S. (2021). *Understanding Psychology* (15th ed.). Chennai: McGraw Hill Education.

Weiten, W. (2008). *Psychology: Themes and variations*, 7th ed. New York: Brooks/Cole Publishing Co.

Suggested Reading:

Hans, G. & Sharan, P. (2021). *Community-Based Mental Health Services in India: Current Status and Roadmap for the Future*. Department of Psychiatry, All India Institute of Medical Sciences, New Delhi, India. Doi: <https://doi.org/10.17816/CP92>

Chinchu C. (2023). Balancing Regulation and Autonomy: NCAHP Act and the Psychology Profession in India. *Indian Journal of Psychological Medicine*. doi:10.1177/02537176231179920

Carlson, N.R., Miller, H., Heth, C.D., Donahoe, J. W. & Martin, G. N. (2010). *Psychology- The science of behaviour*, (7th ed.,). Boston: Pearson Education, Inc.

Smith, B.D. (1998). *Psychology: Science and Understanding*. New York: McGraw Hill.

Morgan, C. T., King, R., Weisz, J. & Schopler, J. (2017). *Introduction to Psychology*. (7th Ed). New Delhi: McGraw Hills.

Holt, N., Bremner, A., Sutherland, E., Vlieg, M. and Passer, M., & Smith, R. (2015). *Psychology: The Science of Mind and Behaviour*. London: Tata McGraw-Hill.

Sherfield, R.M., Montgomery, R.J. & Moody, P.G. *Developing Soft Skills*. (2009). Pearson Education.

Hilgard, E. R., Atkinson, R. E., & Atkinson, R. L. (2017, Original ed:1976). *Introduction to Psychology*, (6th ed.). New Delhi: Oxford & IBH pub.

Web Resources:

1. <https://www.psychologytoday.com/us/basics/emotions>. Psychology Today - Emotions: Explores various aspects of emotions, theories, and their impact on behavior.
2. <https://www.apa.org/topics/motivation>. American Psychological Association (APA) - Motivation: Provides in-depth information on motivation theories and concepts.
3. <https://www.verywellmind.com/what-is-motivation-2795378>. Verywell Mind - Understanding Motivation: Offers articles and resources on different types of motivation and how to set goals effectively.
4. https://greatergood.berkeley.edu/topic/emotional_intelligence. Greater Good Magazine - Emotional Intelligence: Focuses on emotional intelligence, its components, and practical tips for enhancing emotional competence.

5. <https://psychcentral.com/personality-test>. Psych Central - Personality Tests: Provides access to online personality tests and assessments for self-awareness.
6. <http://www.ksmha.org> - Web site of Kerala State Mental Health Authority. Acts and Regulations can be accessed through the site.
7. <https://rehabcouncil.nic.in/> (Official site of the Rehabilitation Council of India)

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand theories of motivation and the types of motivation.	U	PSO-1
CO-2	Evaluate the Freudian Psychoanalytic theory of personality and the Neo-freudian theories of personality.	E	PSO-3
CO-3	Compare different theories of personality, focusing on their main ideas and how they explain individual differences.	An, E	PSO-1 & 2
CO-4	Differentiate the strengths and limitations of different theories of emotion and intelligence.	An, E	PSO-1 & 2
CO-5	Conduct experiments to investigate various aspects of motivation, emotion, intelligence, personality, and consciousness.	C	PSO-3 , 5 & 7
CO-6	Critically assess research findings and empirical evidence in the fields of motivation, emotion, intelligence, personality, and consciousness.	An, E	PSO- 1,2, & 4

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Motivation, Emotion and Individual Differences: Credits: 3:0:1 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/ Tutorial (T)	Practical (P)
1	CO-1	PSO-1	U	F	4	0
2	CO-2	PSO-3	E	C	4	0
3	CO-3	PSO-1 & 2	An	C	2	2
4	CO-4	PSO-1 & 2	An	C	4	0

5	CO-5	PSO-3 , 5 & 7	C	P	0	4
6	CO-6	PSO- 1,2 & 4	An, E	M	4	0

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PS O1	PS O2	PS O3	PSO 4	PS O5	PS O6	PS O 7	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	P O7	P O8
CO 1	3	-	-	-	-	-	-	3	-	-	-	-	-	-	-
CO 2	-	-	2	-	-	-	-	-	-	2	-	-	-	-	-
CO 3	2	2	-	-	-	-	-	2	2	-	-	-	-	-	-
CO 4	2	2	-	-	-	-	-	2	2	-	-	-	-	-	-
CO 5	2	-	-	2	-	-	-	2	-	-	2	-	-	-	-
CO 6	-	-	2	-	3	-	3	-	-	2	-	3	-	3	3

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	End Semester Examinations
CO 1	✓		✓
CO 2	✓	✓	✓
CO 3	✓		✓
CO 4	✓	✓	✓
CO 5	✓	✓	✓
CO 6	✓		✓



University of Kerala

Discipline	PSYCHOLOGY				
Course Code	UK3DSCPSY201				
Course Title	INDIVIDUAL DIFFERENCES				
Type of Course	DSC				
Semester	III				
Academic Level	200 - 299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hours	5
Pre-requisites	-				
Course Summary	This course explores motivation, emotion, intelligence, and personality. Students will gain a deep understanding of the theoretical frameworks and empirical research underpinning these areas. Through practical experiments, critical analysis, and application of psychological principles, students will develop essential skills for conducting assessments, and understanding human behavior.				

Detailed Syllabus

Module	Unit	Content	Hrs
I	Motivation		15
	1	Motivation- Definition and Motivational cycle - need, drive, goal. Primary and Secondary motives, Extrinsic and Intrinsic motivation	
	2	Types of motives: Biological motives- Hunger and thirst, Need for oxygen and sleep, Sexual motivation Stimulus motives: Curiosity, Exploration, Manipulation and Physical contact Learned motives: Affiliation, Achievement, and Power motive	
	3	Level of arousal, Yerkes-Dodson law	
	4	Theories of motivation: Instinct theory, Drive theory, Arousal theory, Expectancy theory, Goal setting theory, Maslow's Needs hierarchy theory	
	5	Personal growth of psychologist: How to set goals?	
	6	Critical thinking exercise: Psychology of motivation speeches	
II	Emotion		15
	7	Definition of emotion, Various emotions, Elements of emotion, The biological basis of emotions,	
	8	Theories of emotions: James-Lange theory, Cannon-Bard theory, Schachter and Singer's Two factor theory, Opponent process theory.	
	9	External expression of emotions, Body language. Emotion-Cognition relationship. Culture and emotion. Rasa and Bhava theory of emotion	
	10	Emotional intelligence. Concept and components.	

	11	Emotion regulation. Emotional competence. Basic principles of emotion self-regulation and anger management	
	12	Personal growth of psychologist: 1. How to regulate emotions, 2. How to manage anger	
	13	Critical thinking exercise: Is emotional awareness a common trait among people?	
III	Intelligence		17
	14	What makes individuals different?	
	15	What is intelligence? Determinants of intelligence. The role of Heredity and environment. Adaptive behavior.	
	16	Theories of intelligence- Spearman, Thurstone, Cattell, Gardner	
	17	Concept of Intelligence Quotient (IQ). Measuring Intelligence: Examples: Stanford-Binet scale and Wechsler scales (briefly). Individual and group tests, verbal and non-verbal tests, Culture fair tests. Intellectual disability and its categories. Giftedness.	
IV	Personality		18
	18	Definitions of Personality, Traits and types	
	19	Theories of personality: Psychodynamic approaches: Psychoanalytic theory of Freud - Structure of personality, dynamics of personality Neo-Freudians- Carl Jung, Alfred Adler, Harry Stack Sullivan, Karen Horney. The trait approach: Allport, Cattell, Eysenck. Big Five Factors of Personality.	
	20	Personality Assessment: Interview, Observation and rating scales, Personality Questionnaires- Example: Big Five Inventory. Projective tests- Example: Thematic Apperception Test (briefly)	
	21	Personal growth of psychologist: 1. What is subjective well-being? 2. How to improve self esteem, 3. How to improve personal happiness	
	22	Critical thinking exercise: Can personality be 'developed'?	
V	Psychology as a Profession		10
	23	Mental Health related programs in Kerala: DISHA, Chiri, Kaaval, Psychosocial Service for Adolescents Program (School Counselling), Jeevani College Mental Health Program	
	24	Job profiles of Psychologists in various Government Departments in Kerala: Women and Child Development, Family Court, Disaster Management Authority, Prisons and Correctional Services, Teaching: School education and Higher education	
		Total Hours	75

Suggested Activities:

1. Prepare an emotion wheel and explain it to non-psychology students.
2. Debunk common myths on motivation
3. Develop your motivational plan (Ref: Sherfield et al., Page no.9)

Practicum:

Conduct minimum 1 from the following.

1. **Emotion Vocabulary:** Collect a list of emotions, train students of higher secondary school or college students of other programs in emotion vocabulary. Illustrate emotions that occur in various situations.
2. **Rating on Big Five:** Rate yourself in various facets of Big Five Factors of personality on a scale of 1 to 5. Rate your close friend also in the same manner.

Practicals:

Minimum 1 practicals to be conducted from the following list:

1. Standard Progressive Matrices
2. Emotional Intelligence Inventory
3. Big Five Inventory
4. Mathew Test of Mental Abilities
5. Type A Type B behaviour pattern
6. IAS Rating scale
7. Extraversion-Introversion Inventory
8. Locus of Control Scale
9. Level of Aspiration

Note: Practical can be conducted using suitable software wherever applicable.

References:

- Baron, R. A. & Misra, G. (2016) *Psychology* (5th ed.). Pearson India Educational Services Pvt.Ltd.
- Coon, D. & Mitterer, J.O. (2007). *Introduction to psychology: Gateways to mind and behavior*, (12th ed.). (Indian Edition). New Delhi: Wadsworth Cengage Learning.
- Feldman, R. S. (2021). *Understanding Psychology* (15th ed.). Chennai: McGraw Hill Education.
- Weiten, W. (2008). *Psychology: Themes and variations*, 7th ed. New York: Brooks/Cole Publishing Co.

Suggested Reading:

- Chinchu C. (2023). Balancing Regulation and Autonomy: NCAHP Act and the Psychology Profession in India. *Indian Journal of Psychological Medicine*. doi:10.1177/02537176231179920
- Carlson, N.R., Miller, H., Heth, C.D., Donahoe, J. W. & Martin, G. N. (2010). *Psychology- The science of behaviour*, (7th ed.). Boston: Pearson Education, Inc.
- Smith, B.D. (1998). *Psychology: Science and Understanding*. New York: McGraw Hill.
- Morgan, C. T., King, R., Weisz, J. & Schopler, J. (2017). *Introduction to Psychology*. (7th Ed). New Delhi: McGraw Hills.
- Holt, N., Bremner, A., Sutherland, E., Vlieg, M. and Passer, M., & Smith, R. (2015). *Psychology: The Science of Mind and Behaviour*. London: Tata McGraw-Hill.

Sherfield, R.M., Montgomery, R.J. & Moody, P.G. Developing Soft Skills. (2009). Pearson Education.

Hilgard, E. R., Atkinson, R. E., & Atkinson, R. L. (2017, Original ed:1976). *Introduction to Psychology*, (6th ed.). New Delhi: Oxford & IBH pub.

Web Resources:

1. <https://www.psychologytoday.com/us/basics/emotions>. Psychology Today - Emotions: Explores various aspects of emotions, theories, and their impact on behavior.
2. <https://www.apa.org/topics/motivation>. American Psychological Association (APA) - Motivation: Provides in-depth information on motivation theories and concepts.
3. <https://www.verywellmind.com/what-is-motivation-2795378>. Verywell Mind - Understanding Motivation: Offers articles and resources on different types of motivation and how to set goals effectively.
4. https://greatergood.berkeley.edu/topic/emotional_intelligence. Greater Good Magazine - Emotional Intelligence: Focuses on emotional intelligence, its components, and practical tips for enhancing emotional competence.
5. <https://psychcentral.com/personality-test>. Psych Central - Personality Tests: Provides access to online personality tests and assessments for self-awareness.
6. <http://www.ksmha.org> - Web site of Kerala State Mental Health Authority. Acts and Regulations can be accessed through the site.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand theories of motivation and the types of motivation.	U	PSO-1
CO-2	Evaluate the Freudian Psychoanalytic theory of personality and the Neo-freudian theories of personality.	E	PSO-3
CO-3	Compare different theories of personality, focusing on their main ideas and how they explain individual differences.	An, E	PSO-1 & 2
CO-4	Differentiate the strengths and limitations of different theories of emotion and intelligence.	An, E	PSO-1 & 2
CO-5	Conduct experiments to investigate various aspects of motivation, emotion, intelligence, personality, and consciousness.	C	PSO-3 , 5 & 7

CO-6	Critically assess research findings and empirical evidence in the fields of motivation, emotion, intelligence, personality, and consciousness.	An, E	PSO- 1,2, & 4
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R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

**Motivation, Emotion and Individual Differences: Credits: 3:0:1
(Lecture:Tutorial:Practical)**

CO No.	CO	PO/ PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1	CO-1	PSO-1	U	F	4	0
2	CO-2	PSO-3	E	C	4	0
3	CO-3	PSO-1 & 2	An	C	2	2
4	CO-4	PSO-1 & 2	An	C	4	0
5	CO-5	PSO-3 , 5 & 7	C	P	0	4
6	CO-6	PSO- 1,2 & 4	An, E	M	4	0

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PS O7	P O1	PO 2	PO 3	PO 4	PO 5	PO 6	P O7	PO 8
CO 1	3	-	-	-	-	-	-	3	-	-	-	-	-	-	-
CO 2	-	-	2	-	-	-	-	-	-	2	-	-	-	-	-
CO 3	2	2	-	-	-	-	-	2	2	-	-	-	-	-	-
CO 4	2	2	-	-	-	-	-	2	2	-	-	-	-	-	-
CO 5	2	-	-	2	-	-	-	2	-	-	2	-	-	-	-
CO 6	-	-	2	-	3	-	3	-	-	2	-	3	-	3	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	End Semester Examinations
CO 1	✓		✓
CO 2	✓	✓	✓
CO 3	✓		✓
CO 4	✓	✓	✓
CO 5	✓	✓	✓
CO 6	✓		✓



University of Kerala

Discipline	PSYCHOLOGY				
Course Code	UK3DSCPSY202				
Course Title	PSYCHOLOGY OF HUMAN DEVELOPMENT				
Type of Course	DSC				
Semester	III				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hours	5 hours
Pre-requisites	-				
Course Summary	<p>The course in Developmental Psychology provides a comprehensive exploration of human development across the lifespan. It begins with an examination of the importance and historical perspective of lifespan development, highlighting the key characteristics of the lifespan perspective. The course further delves into prenatal development, neonatal health, physical development, aging, and theories of aging. This comprehensive course offers students a well-rounded understanding of human development, equipping them with valuable insights into the various stages of life.</p>				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	Introduction of lifespan development		12
	1	Importance of lifespan development, Historical perspective, Characteristics of life span perspective	
	2	Nature of development, developmental issues- nature and nurture, stability and change, continuity and discontinuity	
	3	Cross sectional and longitudinal approaches in developmental study	
II	Theories of development		18
	4	Theories by Freud, Erikson, Piaget (Sensori-motor stage, Pre-operational stage, Concrete operational stage and Formal operational stage), Vygotsky	
	5	Information processing theory, Behavioural social, Cognitive, Ethological and Ecological theories	

	6	Socio-emotional Development theories - Attachment and love-Theories of attachment, caregiving and attachment, Moral Development – Piaget’s and Kohlberg’s theories	
III	Prenatal Development		15
	7	Stages of Prenatal development: Germinal period – Embryonic period – Fetal period	
	8	Prenatal diagnostic tests. Effects of teratogens. Genetic and chromosomal disorders	
	9	Neonatal health and responsiveness. Assessing the newborn-APGAR. Preterm and low birth weight infants	
IV	Physical Development and Aging		15
	10	Cephalocaudal and Proximodistal pattern, Newborn – reflexes, perception (vision, hearing, other senses, intermodal perception). Gross and fine motor skills, handedness, temperament	
	11	Physical development in puberty. Changes in early and middle adulthood. Physical, psychological and cognitive changes in late adulthood. Developmental tasks of late adulthood	
	12	Theories of aging: Biological theories, Activity theory, Socio-emotional selectivity theory, Selective optimization with compensation theory	
V	Geriatrics and Gerontology		15
	13	Geriatrics and Gerontology (definition). Older adults in society: Stereotyping older adults, policy issues in an ageing society	
	14	Theories of aging: Biological theories, Activity theory, Socio-emotional selectivity theory, Selective optimization with compensation theory.	
	Total hours		75

Practicum:

1. Facilitate an interactive session on geriatric care and aging stereotypes at a local senior citizen center, engaging in discussions about the challenges and opportunities of aging in society. Prepare a program for their welfare.
2. Visit Anganwadis nearby and write an observation report.
3. Administer Attachment Style Questionnaire.

References

Santrock, J. W. (2011). *Life-span development* (13th ed.). McGraw-Hill Education.

Berk.E.L (2005) *Child Development*. New Delhi: Prentice Hall

Hurlock, E. B. (1980) *Developmental Psychology: A life-span approach*. New York: McGraw Hill.

Papalia, E. D., Olds, W. S., & Feldman, D. R. (2004). *Human Development*. New Delhi: Tata-McGraw-Hill.

Santrock, J. W. (2005). *A Tropical Approach to Life-span Development* (3rd ed.). New Delhi: Tata McGraw-Hill.

Suggested Readings

Damon, W., & Lerner, R. M. (Eds.). (2006). *Handbook of child psychology Volume 3: Social, Emotional, and Personality Development* (6th ed.). John Wiley & Sons Inc.

Martin, R. P., Lease, A. M., & Slobodskaya, H. R. (2020). *Temperament and children: Profiles of individual differences*. Springer Nature Switzerland AG.
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Zentner, M., & Shiner, R. L. (Eds.). (2012). *Handbook of Temperament*. New York, NY: Guilford Press.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Recall the significance of lifespan development and its historical context in shaping our understanding of human development.	R, U	PSO-1
CO-2	Analyze the complexities of developmental issues and their impact on individual development.	An	PSO-1, 4
CO-3	Evaluate the major developmental theories proposed by Freud, Erikson, Piaget, Vygotsky, and other theorists, considering their contributions to our understanding of human development.	E	PSO-2,3,4
CO-4	Evaluate the role of different theories of aging, in explaining the physical, psychological, and cognitive changes observed in older adults.	An, E	PSO-2,3,4, 7
CO-5	Design programs for the welfare of the elderly.	Ap, C	PSO-2,4,6,7
CO-6	Write a report on a field visit such as old age home, neonatal care, anganwadi etc.	C	PSO-4,7

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Psychology of Human Development: Credits: 3:0:1 (Lecture:Tutorial:Practical)

CO No.	CO	PO/ PSO	Cognitive Level	Knowledge Category	Lecture (L)/ Tutorial (T)	Practical (P)
1	CO-1	PSO-1	R, U	F	4	0
2	CO-2	PSO-1, 4	An	C	4	0
3	CO-3	PSO- 2,3, 4	E	C	2	2
4	CO-4	PSO- 2,3,4,7	An	C	4	0
5	CO-5	PSO-2,4,6,7	Ap, C	P	0	4
6	CO-6	PSO-4,7	C	P	2	2

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PS O7	PO 1	PO 2	PO 3	PO 4	PO 5	P O6	P O7	P O8
CO 1	3	-	-	-	-	-	-	-	-	3	-	-	-	-	-
CO 2	2	-	-	3	-	-	-	3	-	2	-	-	3	-	-
CO 3	-	2	2	2	-	-	-	2	-	-	2	2	2	-	-
CO 4	-	2	2	3	3	-	-	3	3	-	2	2	3	3	-
CO 5	-	2	-	3	-	2	3	3	-	-	2	-	3	-	2
CO 6	-	-	-	3	-	-	3	3	-	-	-	-	3	-	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	End Semester Examinations
CO 1	✓		✓
CO 2	✓	✓	✓
CO 3	✓	✓	✓
CO 4	✓		✓
CO 5	✓	✓	✓
CO 6	✓	✓	✓



University of Kerala

Discipline	PSYCHOLOGY				
Course Code	UK3DSCPSY203				
Course Title	EXPLORING MOTIVATION, EMOTION, INTELLIGENCE AND PERSONALITY				
Type of Course	DSC				
Semester	III				
Academic Level	200 -299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hours	5
Pre-requisites	Basic understanding of psychology concepts				
Course Summary	This course provides a comprehensive exploration of key topics in psychology, including motivation, emotion, intelligence, personality, and consciousness. Students will gain a deep understanding of the theoretical frameworks and empirical research underpinning these areas. Through practical experiments, critical analysis, and application of psychological principles, students will develop essential skills for conducting assessments, and understanding human behavior.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	Motivation		15
	1	Motivation- Definition and Motivational cycle - need, drive, goal. Primary and Secondary motives, Extrinsic and Intrinsic motivation	
	2	Types of motives: Biological motives- Hunger and thirst, Need for oxygen and sleep, Sexual motivation, Stimulus motives- Curiosity, Exploration, Manipulation and Physical contact Learned motives: Affiliation, Achievement, and Power motive	
	3	Level of arousal, Yerke's-Dodson law	
	4	Theories of motivation: Instinct theory, Drive theory, Arousal theory, Expectancy theory, Goal setting theory, Maslow's Needs hierarchy theory	
II	Emotion		14
	5	Definition of emotion, Elements of emotion, The biological basis of emotions.	
	6	Types of emotions	
	7	Theories of emotions: James Lange theory, Cannon-Bard theory, Schachter and Singer's Two factor theory, Opponent process theory.	

	8	Emotional intelligence	
III	Intelligence		16
	9	What is intelligence? Determinants of intelligence, The role of Heredity and environment. Adaptive behavior.	
	10	Theories of intelligence- Spearman, Thurstone, Cattell, Sternberg. Gardner, PASS model, Guilford.	
	11	Concept of Intelligence Quotient (IQ). Measuring Intelligence: The Binet-Simon scale, Stanford-Binet scale, Wechsler scales. Individual and group test, verbal and non-verbal test, Culture fair tests.	
IV	Personality		18
	12	Definitions of Personality, Traits and types	
	13	Theories of personality: The trait approach: Allport, Cattell, Eysenck Psychodynamic approaches: Psychoanalytic theory of Freud - structure of personality, dynamics of personality, and personality development. The Neo-Freudians- Carl Jung, Alfred Adler, Karen Horney.	
	14	Personality Assessment: Interview, Observation and rating scales, Personality Questionnaires, Projective tests-Rorschach inkblot test, Thematic Apperception Test.	
V	Acts, Regulations and Policies in the Practice of Psychology		12
	15	Acts and Policies: National Mental Health Policy 2014, Mental Health Care Act 2017, PWD Act 2016, Allied and Healthcare Professions Act, 2021, POCSO Act	
	16	Schemes and Projects related to mental Health: NHM, DMHP, Rashtreeya Kishore Swasthya Karyakram	
	17	Mental Health related programs in Kerala: DISHA, Chiri, Kaaval, Psychosocial Service for Adolescents Program (School Counselling), Jeevani College Mental Health Program	
	18	Job profiles of Psychologists in various Government Departments in Kerala: Women and Child Development, Family Court, Disaster Management Authority, Prisons and Correctional Services, Teaching: School education and Higher education	
	19	How to plan a career in Psychology How and when to start practicing as a psychologist?	
		Total Hours	75

Suggested Activities:

1. Prepare an emotion wheel and explain it to non-psychology students.
2. Debunk common myths on motivation
3. Develop your motivational plan (Ref: Sherfield et al., Page no.9)

Practicum:

Conduct minimum 1 from the following.

1. **Emotion Vocabulary:** Collect a list of emotions, train students of higher secondary school or college students of other programs in emotion vocabulary. Illustrate emotions that occur in various situations.

2. **Rating on Big Five:** Rate yourself in various facets of Big Five Factors of personality on a scale of 1 to 5. Rate your close friend also in the same manner.

Practicals:

Minimum 3 practicals to be conducted from the following list:

1. Bhatia's Battery of Intelligence
2. Standard Progressive Matrices
3. Binet Kamat Test of Intelligence
4. Emotional Intelligence Inventory
5. Big Five Inventory
6. Mathew Test of Mental Abilities
7. Type A Type B behaviour pattern
8. IAS Rating scale
9. Eysenck Personality Inventory
10. Extraversion-Introversion Inventory
11. Locus of Control Scale
12. Level of Aspiration

Note: Practical can be conducted using suitable software wherever applicable.

References:

- Baron, R. A. & Misra, G. (2016) *Psychology* (5th ed.). Pearson India Educational Services Pvt.Ltd.
- Coon, D. & Mitterer, J.O. (2007). *Introduction to psychology: Gateways to mind and behavior*; (12th ed.). (Indian Edition). New Delhi: Wadsworth Cengage Learning.
- Feldman, R. S. (2021). *Understanding Psychology* (15th ed.). Chennai: McGraw Hill Education.
- Weiten, W. (2008). *Psychology: Themes and variations*, 7th ed. New York: Brooks/Cole Publishing Co.

Suggested Reading:

- Chinchu C. (2023). Balancing Regulation and Autonomy: NCAHP Act and the Psychology Profession in India. *Indian Journal of Psychological Medicine*.
doi:10.1177/02537176231179920
- Carlson, N.R., Miller, H., Heth, C.D., Donahoe, J. W. & Martin, G. N. (2010). *Psychology- The science of behaviour*, (7th ed.). Boston: Pearson Education, Inc.
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- Sherfield, R.M., Montgomery, R.J. & Moody, P.G. *Developing Soft Skills*. (2009). Pearson Education.

Hilgard, E. R., Atkinson, R. E., & Atkinson, R. L. (2017, Original ed:1976). *Introduction to Psychology*, (6th ed.). New Delhi: Oxford & IBH pub.

Web Resources:

1. <https://www.psychologytoday.com/us/basics/emotions>. **Psychology Today - Emotions:** Explores various aspects of emotions, theories, and their impact on behavior.
2. <https://www.apa.org/topics/motivation>. **American Psychological Association (APA) - Motivation:** Provides in-depth information on motivation theories and concepts.
3. <https://www.verywellmind.com/what-is-motivation-2795378>. **Verywell Mind - Understanding Motivation:** Offers articles and resources on different types of motivation and how to set goals effectively.
4. https://greatergood.berkeley.edu/topic/emotional_intelligence. **Greater Good Magazine - Emotional Intelligence:** Focuses on emotional intelligence, its components, and practical tips for enhancing emotional competence.
5. <https://psychcentral.com/personality-test>. **Psych Central - Personality Tests:** Provides access to online personality tests and assessments for self-awareness.
6. <http://www.ksmha.org> - Web site of Kerala State Mental Health Authority. Acts and Regulations can be accessed through the site.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand theories of motivation and the types of motivation.	U	PSO-1
CO-2	Evaluate the Freudian Psychoanalytic theory of personality and the Neo-freudian theories of personality.	E	PSO-3
CO-3	Compare different theories of personality, focusing on their main ideas and how they explain individual differences.	An, E	PSO-1 & 2
CO-4	Differentiate the strengths and limitations of different theories of emotion and intelligence.	An, E	PSO-1 & 2
CO-5	Conduct experiments to investigate various aspects of motivation, emotion, intelligence, personality, and consciousness.	C	PSO-3 , 5 & 7
CO-6	Critically assess research findings and empirical evidence in the fields of motivation, emotion, intelligence, personality, and consciousness.	An, E	PSO- 1,2, & 4

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Motivation, Emotion and Individual Differences: Credits: 3:0:1
(Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/ Tutorial (T)	Practical (P)
1	CO-1	PSO-1	U	F	4	0
2	CO-2	PSO-3	E	C	4	0
3	CO-3	PSO-1 & 2	An	C	2	2
4	CO-4	PSO-1 & 2	An	C	4	0
5	CO-5	PSO-3 , 5 & 7	C	P	0	4
6	CO-6	PSO- 1,2 & 4	An, E	M	4	0

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PS O1	PS O2	PS O3	PSO 4	PS O5	PS O6	PS O 7	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	P O7	P O8
CO 1	3	-	-	-	-	-	-	3	-	-	-	-	-	-	-
CO 2	-	-	2	-	-	-	-	-	-	2	-	-	-	-	-
CO 3	2	2	-	-	-	-	-	2	2	-	-	-	-	-	-
CO 4	2	2	-	-	-	-	-	2	2	-	-	-	-	-	-
CO 5	2	-	-	2	-	-	-	2	-	-	2	-	-	-	-
CO 6	-	-	2	-	3	-	3	-	-	2	-	3	-	3	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	End Semester Examinations
CO 1	✓		✓
CO 2	✓	✓	✓
CO 3	✓		✓
CO 4		✓	✓
CO 5	✓	✓	✓
CO 6			✓



University of Kerala

Discipline	PSYCHOLOGY				
Course Code	UK3DSCPSY204				
Course Title	PSYCHOLOGY OF INDIVIDUAL DIFFERENCES				
Type of Course	DSC				
Semester	III				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practicum/Practica 1 per week	Total Hours/Week
	4	3 hours	-	2 hour	5
Pre-requisites	-				
Course Summary	The course offers an opportunity to study the factors influencing individual differences and the various facets of human behaviour such as intelligence, personality and individual and individual indifferences, memory, forgetting, cognition, and language.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	PSYCHOLOGY OF MEMORY AND FORGETTING		15
	1	Memory: Definition- Key process in memory: encoding, storage and retrieval	
	2	Models of memory: The Atkinson & Shiffrin model	
	3	Types of memory: Working memory - Memory for factual information: episodic and semantic memory - Procedural memory.	
	4	Forgetting: Theories - interference theory-Retrieval inhibition theory-	
	5	Methods to study memory: free recall and recognition-Sentence Verification-Priming-Neuroimaging	
	6	Strategies to improve memory	
II	PSYCHOLOGY OF COGNITION AND LANGUAGE		15
	7	Definition-Basic elements of thought: concepts, propositions and images	
	8	Reasoning: inductive reasoning and deductive reasoning,	
	9	Some basic sources of error in reasoning	
	10	Decision making, emotions and decision making	
	11	Problem solving: methods of problems solving Facilitating effective problem solving	
	12	Factors interfering with problem solving	
13	Essentials of language - Language development		

	14	Foundations of language- Other ways to communicate: non-verbal communication - Sign language, Gestures, Bilingualism	
III	INTELLIGENCE		15
	15	Meaning and definition - Theories: Two-factor theory, Group factor theory - Sternberg's triarchic theory, Gardner's seven intelligences – Cattell's theory of fluid and crystallized intelligence	
	16	Individual differences in intelligence: role of heredity and environment in intelligence – intellectual disability	
	17	Assessment of intelligence: Historical development of intelligence testing- The Stanford Binet Intelligence Scale- The concept of IQ - Intelligence tests: Individual test- Group tests – individual verbal and performance tests – group verbal and nonverbal tests	
	18	Creativity: Nature and characteristics – convergent and divergent thinking	
	19	Emotional intelligence	
IV	PERSONALITY		15
	20	Definition-determinants of personality: biological determinants psychological determinants – social and cultural determinants	
	21	Approaches to personality: Psychoanalytic approach: Sigmund Freud, Neo Freudians: Jung, Adler, Horney. (In Brief)	
	22	Humanistic approach: Rogers, Maslow	
	23	Trait approach: Allport – Cattell - Eysenck. The Big Five Factors	
	24	Cognitive-behavioral approaches: Skinner – Bandura's social learning theory	
	25	Assessment of personality: Observation – situational tests – questionnaires – Rating scale – interview – Projective technique	
V	INDIVIDUAL DIFFERENCES		15
	26	Causes of individual differences: Role of heredity and environment - Individual differences: Differences in interests – differences in attitudes – differences in aptitudes – differences in values – differences in level of aspirations – differences in self-concept – differences in achievements – differences in study habits – differences in psychomotor skills – Psychological differences between groups	
	Total hours		75

Practicum

(Minimum 2)

1. Conduct an experiment to measure Immediate memory span.
2. Administer a personality questionnaire to measure the personality.
3. Conduct a Group Discussion on the relevance of social intelligence and emotional intelligence.
4. Assess social and emotional intelligence and prepare a report on enhancing social and emotional intelligence.

References

Weiten, W. (2022). *Psychology: Themes and Variations* (11th ed.). Cengage Learning.

Gross, R. (2020). *Psychology the Science of Mind and Behaviour* (8th ed.). Hodder education.

- Passer, M. W., & Smith, R. E. (2019). *Psychology the Science of Mind and Behaviour* (3rd ed.). McGraw-Hill Education.
- Ciccarelli, S. K., & Meyer, G. E. (2022). *Psychology*, South Asian ed. New Delhi: Pearson.
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- Holt, N., Brener, A., Sutherland, E., Vlieg, M. and Passer, M., & Smith, R. (2015). *Psychology: The Science of Mind and Behaviour*. London: Tata McGraw-Hill.
- Banyard, P., Davies, M. N. O., Norman, C. & Winder, B. (Eds.) (2010). *Essential psychology*. New Delhi: SAGE Publications.

Course Outcomes

No.	Upon completion of the course, the graduate will be able to	Cognitive Level	PSO addressed
CO1	Explain the memory processes, types of memory and theoretical perspectives of forgetting.	U	1
CO2	Explain the basic concepts and theories of cognition, language and intelligence and explain the basic processes of problem solving and decision making.	R, U	2
CO3	Demonstrate skills to assess individual personality using psychological tests.	Ap, An	5
CO4	Apply various theories of personality to assess individuals.	Ap	5
CO5	Demonstrate skills to assess an individual's motivation, emotion, intelligence and personality using psychological tests.	An	2,5

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Psychology of Individual Differences: Credits: 3:0:1 (Lecture:Tutorial:Practical)

CO No.	CO	PO/ PSO	Cognitive Level	Knowledge Category	Lecture (L)/ Tutorial (T)	Practical (P)
1	CO1	1	U	F, C	4	0
2	CO2	2	R, U	F,C	4	0

3	CO3	5	Ap, An	Ap	1	3
4	CO4	5	Ap	Ap	1	3
5	CO5	2,5	An	Ap	2	2

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PS O7	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	1	-	-	-	-	-	-	1	-	-	-	-	3	-	1
CO 2	2	3	-	-	-	-	-	2	3	-	-	-	1	-	2
CO 3	-	-	1	-	-	2	-	-	-	1	-	-	-	-	-
CO 4	-	-	2	3	-	-	-	-	-	2	3	-	-	-	-
CO 5	-	1	-	-	-	-	-	-	1	-	-	-	2	-	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	End Semester Examinations
CO 1	✓		✓
CO 2	✓		✓
CO 3	✓		✓
CO 4		✓	✓
CO 5		✓	✓



University of Kerala

Discipline	PSYCHOLOGY				
Course Code	UK3DSCPSY205				
Course Title	PSYCHOLOGICAL FIRST AID				
Type of Course	DSC				
Semester	III				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hours	5
Pre-requisites	-				
Course Summary	This course introduces students to Psychological First Aid (PFA), an approach aimed at providing immediate support to individuals affected by crisis or trauma. Topics include the definition, concept, and importance of PFA, initial steps for practising PFA, establishing rapport, identifying and prioritising those in need, understanding different kinds of crises and reactions, principles of psychosocial support, providing rapid and reflective listening, action principles, helping multiple people simultaneously, special attention, monitoring and evaluation of PFA, and designing a plan and preparing a report. Through lectures, and discussions, students learn skills for effectively delivering PFA in various crisis situations.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	INTRODUCTION TO PSYCHOLOGICAL FIRST AID (PFA)		15
	1	Psychological First Aid: Definition,	
	2	Concept, Importance of Psychological First Aid	
	3	Need for Psychological First Aid, Understand The Science Behind Psychological Support, Skills for PFA, Components	
	4	Hobfoll's Principles of Psychosocial Support In Emergencies	
II	INITIAL STEPS FOR PRACTICE PSYCHOLOGICAL FIRST AID		15
	5	Understand the Initial Steps for Practice of PFA	
	6	Establishing Rapport and Reflective Learning	
	7	Develop skills to establish rapport and reflective listening	
	8	Identify and prioritize the people who need immediate help	
III	CRISES AND REACTIONS		15
	9	Different Kinds of Crises	
	10	Personal Crises, Social Challenges, health challenges, Natural Disasters, Violence	

	11	Reactions to Crises, Assessing immediate basic and practical needs, Emotional reactions, Accept others' feeling, Calm the person, Ask about needs and concerns, Find solutions to immediate needs and problems	
IV	PROVIDING PSYCHOLOGICAL FIRST AID		15
	18	Establishing Rapid and Reflective listening	
	19	Who delivers it, good communication	
	20	Action Principle: Look, Listen, and Link	
	21	Helping multiple people at the same time	
	22	Special Attention	
V	MONITORING AND EVALUATION OF PFA		15
	23	Monitoring And Assessment, Tools For Measuring PFA	
	24	Design A Plan For Proving PFA	
	25	Prepare A Report	
Total hours			75

Practical/ practicum:

At least 4 practicals to be conducted (two each from A and B) from the following list:

A. Practicum

1. Reflective Listening Exercises:
 - Provide students with audio recordings or written transcripts of crisis situations.
 - Students practice reflective listening by summarizing and reflecting back the feelings and concerns expressed by the person in crisis.
2. Case Studies Analysis:
 - Present students with case studies of individuals in crisis situations.
 - Students analyze the case studies, identify immediate needs and concerns, and develop appropriate PFA interventions.
3. Mock PFA Sessions:
 - Organize mock PFA sessions where students take turns role-playing as both PFA providers and recipients.
 - These sessions allow students to practice delivering PFA in a controlled environment and receive feedback from peers and instructors.
4. Crisis Simulation Exercise:
 - Conduct a crisis simulation exercise where students respond to a simulated crisis scenario in real-time.
 - Students work together to assess needs, provide immediate support, and implement appropriate PFA interventions.
5. Monitoring and Evaluation Exercise:
 - Assign students to monitor and evaluate the delivery of PFA in a real-world setting (e.g., volunteering at a crisis hotline or community support center).
 - Students collect data on the effectiveness of PFA interventions and use this information to assess and improve their PFA skills.

B. Assessment:

- Hospital Anxiety and Depression scale (HADS)
- Perceived Social Support Scale (PSS)
- Crisis support scales
- The General Health Questionnaire-12

- WHO-QoL

References

Cache. (2020) *Certificate in understanding mental health first aid and mental health advocacy in the workplace-Workbook Spennymoor*. Learning Curve Group.

Everly Jr, G. S, & Lating, J. M. (2017). *The Johns Hopkins Guide to Psychological First Aid*. Baltimore. Johns Hopkins University Press.

Hansen, P. (2018). *A Guide to Psychological First Aid*. IFRC Reference Centre for Psychosocial Support: Copenhagen.

Jacobs, G. A. (2016) *Community-Based Psychological First Aid*. Amsterdam Elsevier who.

Seligman, M. (2011). *Flourish A Visionary new understanding of happiness and wellbeing*. United States Free Press.

Wegerhoff, U., & Zarth. E. (2018). *Psychological First Aid: Tips, tricks and techniques, how to get through emergency situations*. Deutschland: Medi Urs Inh.

Web resources

<https://disaster-relief.org/pdf/psychological-first-aid.pdf>

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand the initial steps, components, and principles of PFA practice.	U	PSO-1
CO-2	Apply skills for establishing rapport and conducting rapid and reflective listening in providing PFA.	Ap	PSO-1,2,4
CO-3	Analyze different types of crises and individual reactions to crises.	An	PSO-2,4
CO-4	Evaluate the outcomes of PFA interventions and make recommendations for improvement.	E	PSO-4,5,6,7
CO-5	Design a comprehensive plan for providing PFA in various crisis situations, considering cultural, ethical, and practical considerations.	C	PSO-3,4,7

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

PSYCHOLOGICAL FIRST AID: Credits: 3:0:1 (Lecture:Tutorial:Practical)

CO No.	CO	PO/ PSO	Cognitive Level	Knowledge Category	Lecture (L)/ Tutorial (T)	Practical (P)
1	CO-1	PSO-1	U	F	4	0
2	CO-2	PSO-1,2,4	Ap	F,C	4	0
3	CO-3	PSO-2,4	An	C	3	1
4	CO-4	PSO-4,5,6,7	E	C	3	1
5	CO-5	PSO-3,4,7	C	C,P	2	2

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PS O7	P O1	PO 2	PO 3	PO 4	P O5	PO 6	P O7	PO 8
CO 1	3	-	-	-	-	-	-	3	-	-	-	-	-	-	3
CO 2	3	2	-	3	-	-	-	3	2	-	3	-	-	-	3
CO 3	-	2	-	2	-	-	-	-	2	-	2	-	-	-	-
CO 4	-	-	-	3	1	2	3	-	-	-	3	1	2	3	-
CO 5	-	-	2	3	-	-	3	-	-	2	3	-	-	3	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	End Semester Examinations
CO 1	✓		✓
CO 2	✓	✓	✓
CO 3	✓	✓	✓
CO 4	✓		✓
CO 5	✓		✓



University of Kerala

Discipline	PSYCHOLOGY				
Course Code	UK3DSCPSY206				
Course Title	LIFESPAN DEVELOPMENT				
Type of Course	DSC				
Semester	III				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hours	5
Pre-requisites	-				
Course Summary	This course tries to understand Human Development from conception till old age. Different theories of Development will shed light on the different aspects of development.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	Introduction of lifespan development		13
	1	Importance of lifespan development, Characteristics of life span perspective, Nature of development	
	2	Cross sectional and longitudinal approaches in developmental study.	
II	Theories of development		18
	3	Theories by Freud, Erikson, Piaget, Vygotsky, Information processing theory, Behavioural, social, cognitive ethological and Ecological theories	
	5	Socio-emotional Development theories - Attachment and love-Theories of attachment, caregiving and attachment	
III	Prenatal Development		16
	6	Stages of Prenatal development: Germinal period – Embryonic period –Fetal period	
	7	Prenatal diagnostic tests Effects of teratogens. Genetic and chromosomal disorders.	
	8	Neonatal health and responsiveness Consequences of low birth weight	
IV	Physical Development and Aging		16

	9	Cephalocaudal and Proximodistal pattern, Newborn – reflexes, perception (vision, hearing, other senses, intermodal perception) Gross and fine motor skills, handedness, temperament	
	10	Physical development in puberty Changes in early and middle adulthood. Physical, psychological and cognitive changes in late adulthood,	
V	Geriatrics and Gerontology		12
	12	Developmental tasks of late adulthood Theories of aging: Biological theories, Activity theory, Socio-emotional selectivity theory, Selective optimization with compensation theory.	
		Geriatrics and Gerontology (definition) Older adults in society: Stereotyping older adults, policy issues in an ageing society	
		Total Hours	75

Practicals:

(Minimum two)

1. Temperament test
2. Neonatal Screening tests
3. Vineland Social Maturity Scale
4. Attachment Style Questionnaire
5. PASSI Test of Creativity

Note: Practical can be replaced with practicum that are relevant to the content of the course.

References

Berk, E. L. (2005) *Child Development*. Prentice Hall.

Hurlock, E. B. (1980) *Developmental Psychology: A life-span Approach*. McGraw Hill.

Papalia, E.D., Olds, W.S. and Feldman, D.R. (2004) *Human Development*. Tata-McGraw-Hill.

Santrock.J.W.(2005).*A Tropical Approach to Life-span Development*, 3rd edition. Tata McGraw-Hill.

Suggested Readings

Martin, R. P., Lease, A. M., & Slobodskaya, H.R. (2020). *Temperament and Children: Profiles of Individual Differences*.

Damon, W. & Lerner, R. M. (Eds). (2006). *Handbook of child psychology Volume 3: Social, Emotional, and Personality Development* (6th ed). John Wiley & Sons Inc.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Explain the nature of life span development	U	PSO-1
CO-2	Evaluate the theories of development	E	PSO-1,3
CO-3	Describe the course of development in stages	U	PSO-1
CO-4	Administer any 2 practicals and discuss the results	Ap	PSO-4,6
CO-5	Design programs for the welfare of the elderly	C	PSO-2,4

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Lifespan Development: Credits: 3:0:1 (Lecture:Tutorial)

CO No.	CO	PO /PSO	Cognitive Level	Knowledge Category	Lecture(L)/ Tutorial (T)	Practical (P)
1	CO-1	PSO-1	U	F	4	0
2	CO-2	PSO-1,3	E	C	4	0
3	CO-3	PSO-1	U	C	4	0
4	CO-4	PSO-4,6	Ap	P	2	2
5	CO-5	PSO-2,4	C	C	2	2

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics

	Internal Exam	Assignment	End Semester Examinations
CO 1	✓		✓
CO 2	✓		✓
CO 3	✓		✓
CO 4	✓	✓	✓
CO5	✓	✓	✓



University of Kerala

Discipline	PSYCHOLOGY				
Course Code	UK3DSCPSY207				
Course Title	CRIMINAL PSYCHOLOGY				
Type of Course	DSC				
Semester	III				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practicum/Practical per week	Total Hours/Week
	4	3 hours	-	2 hours	5
Pre-requisites	-				
Course Summary	This course delves into the field of Criminal Psychology, exploring theories, perspectives, and factors influencing criminal behavior. Topics include theories of crime, perspectives in criminology (cognitive, sociological, psychological, biological), defining and measuring crime, origins of criminal behavior, developmental factors, risk factors, juvenile delinquency, prevention strategies, treatment and rehabilitation. Through lectures, discussions, and case studies, students gain insights into the complex interplay of biological, psychological, and environmental factors in criminal behavior.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	Introduction to Criminal Psychology		17
	1	Theories of crime	2
	2	Perspectives in Criminology, Cognitive Criminology	2
	3	Sociological Criminology, Psychological Criminology	5
	4	Biological or Neurological Criminology, Developmental Approach, Psychiatric Criminology	4
	5	Defining and Measuring Crime	4
II	Origins of Criminal Behavior		15
	6	Developmental factors	2
	7	Social Environmental Risk Factors	4
	8	Parental Risk Factors	4
	9	Psychological Risk Factors	3
	10	Cumulative Risk Model	2
III	Factors of Criminal Behavior		12

	11	Biological factors	3
	12	Environmental factors	3
	13	Psycho physiological factors	4
	14	Drug abuse	2
IV	Juvenile delinquency		20
	15	Definitions of Delinquency a) Legal Definition b) Social Definition c) Psychological Definitions	3
	16	Nature and Extent of Juvenile Offending	3
	17	Developmental Theories of Delinquency	2
	18	Gender Differences in Juvenile Offending	3
	19	Prevention of juvenile delinquency	4
	20	Characteristics of Successful Programs	2
	21	Treatment and Rehabilitation Strategies	3
V	Polygraph techniques		11
	22	Applications of polygraph tests	3
	23	Types of polygraph tests	3
	24	Validity of polygraph techniques	2
	25	Admissibility of Polygraph evidence	3
	Total Hours		75

Practicum

Make brief reports on:

1. Compare and contrast the experiences of jail visits (physical interaction) with the portrayal of prisons in web series (virtual interaction)
2. Review and analyse the original crime related documentaries.
3. Conduct studies related to serial killers.
4. Explore juvenile homes.
5. Conduct case studies of notorious Indian crimes.
6. Make a presentation on roles of forensic and criminal psychologists.

Reference

- Bartol, C.R. and Bartol, Anne M. (2017). *Criminal Psychology a Psychological Approach* (11th ed), Global Edition, Pearson Education Limited.
- Bartol, C.R. and Bartol, Anne M. (2008). *Introduction to Forensic Psychology Research and Application* (2nd ed.). Sage Publications India Pvt. Ltd.
- Durrant, Russil (2013). *An Introduction to Criminal Psychology*. Routledge.
- Hollin, C.R. (2010). *Psychology and Crime an Introduction to Criminological Psychology*. New York, Routledge.

Ray Bull, Claire Cooke, Ruth Hatcher and Jessica Woodhams (2006). *Criminal Psychology a beginner's guide, A One world Book*. One world Publications

Teisi Thou (2011). *Forensic Psychology*. ABD Publishers.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand the core concepts of the field of Criminal Psychology.	U	PSO-1,2
CO-2	Apply criminological theories and psychological principles to analyze and understand criminal behavior.	Ap	PSO- 1,2,4
CO-3	Analyze the nature and extent of juvenile offending, including gender differences.	An	PSO-1,4,7
CO-4	Evaluate the validity and admissibility of polygraph techniques in criminal investigations.	E	PSO-4.7

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Criminal Psychology: Credits: 3:0:1 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/ Tutorial (T)	Practical (P)
1	CO-1	PSO-1,2	U	F	3	1
2	CO-2	PSO- 1,2,4	Ap	C	2	2
3	CO-3	PSO-1,4,7	An	C	3	1
4	CO-4	PSO-4,7	E	C,	3	1

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PS O 7	P O1	PO 2	P O3	P O4	PO 5	P O6	P O7	P O8
CO 1	3	2	-	-	-	-	-	-	-	3	2	-	-	-	-
CO 2	3	2	-	3	-	-	-	-	3	3	2	-	3	-	-
CO 3	3	-	-	3	-	-	3	-	3	3	-	-	3	-	-
CO 4	-	-	-	3	-	-	3	-	3	-	-	-	3	-	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	End Semester Examinations
CO 1	✓		✓
CO 2	✓	✓	✓
CO 3	✓	✓	✓
CO 4	✓		✓



University of Kerala

Discipline	PSYCHOLOGY				
Course Code	UK3DSEPSY200				
Course Title	PSYCHOLOGICAL TECHNIQUES FOR ACADEMIC ACHIEVEMENT				
Type of Course	DSE				
Semester	III				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	4 hours	-	-	4
Pre-requisites	-				
Course Summary	This course provides students with a comprehensive understanding of various psychological techniques aimed at enhancing study skills, memory, time management, coping with stress, and overall mental well-being. Through a series of modules, students will learn effective study strategies, memory enhancement techniques, time management skills, stress coping strategies, and how to apply psychological principles to real-life academic situations.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	Goal Setting and Learning Technique		10
	1	Importance of goal setting for academic achievement, Types of goals (Short-term, long-term and personal) Setting realistic and challenging goals.	
	2	Active learning techniques such as summarization and self-testing.	
	3	Understanding different learning styles (visual, auditory, kinesthetic).	
	4	Adapting study techniques to match individual learning preferences.	
II	Memory Enhancement Techniques		13
	5	Factors influencing memory formation and consolidation, Theories of forgetting: interference theory, decay theory, retrieval failure	
	6	Strategies for improving memory retention: Mnemonics, Techniques for enhancing memory recall: Retrieval practice and spaced repetition, Application of memory techniques in learning	
III	Time Management and Productivity		13
	7	Setting SMART goals for effective time management. Prioritization techniques: Eisenhower Matrix, Pareto Principle. Creating schedules and daily planners to organize tasks	

	8	Understanding procrastination from a psychological perspective. Strategies to overcome procrastination and improve task initiation. Self-regulation techniques for managing distractions and staying focused.	
	9	Implementing time management strategies in study routines and academic project	
IV	Coping strategies for Stress and Mental Well-being		14
	10	Stressors in academic environment: Exams, deadlines, Workload, Performance Pressure, Social Stressors: Peer relationships, social comparison, Academic competition, Environmental stressors: noise, distractions, study environment	
	11	Cognitive-behavioral techniques: cognitive restructuring, positive self-talk. Relaxation techniques: deep breathing, progressive muscle relaxation, mindfulness, Self-care practices: physical activity, healthy eating, adequate sleep.	
	12	Social support networks: building relationships, seeking help and advice. Mental health awareness and stigma reduction in academic communities.	
V	Application of Psychological Techniques in Real life situations		10
	13	Case studies, Role play, and Personal development plans	
	Total Hours		60

References

Carey, B. (2014). *How We Learn: The Surprising Truth About When, Where, and Why It Happens*. Random House.

Ormrod, J. E. (2020). *Educational Psychology: Developing Learners* (9th ed.). Pearson.

Sharma, R & Sharma R.K.(2003). *Advanced Educational Psychology*. New Delhi : Atlantic Publishers.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Apply active learning techniques tailored to their learning preferences.	U, Ap	PSO-4
CO-2	Explain memory formation factors and theories of forgetting, and apply mnemonic devices, retrieval practice, and spaced repetition techniques to improve memory retention and recall in learning contexts	U	PSO-1

CO-3	Devise schedules for efficient time management.	U	PSO-1
CO-4	Identify stressors in academic environments and apply cognitive-behavioral techniques, relaxation exercises, and self-care practices to manage stress and promote mental well-being.	U, Ap	PSO-1,4
CO-5	Analyze real-life academic scenarios using psychological principles.	An	PSO-4

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Psychological Techniques for Academic Achievement Credits: 3:0:0 (Lecture:Tutorial)

CO No.	CO	PO/ PSO	Cognitive Level	Knowledge Category	Lecture (L)/ Tutorial (T)	Practical (P)
1	CO-1	1 /4	U, Ap	F	3	0
2	CO-2	3/1	U	C	3	0
3	CO-3	6/1	U	P	3	0
4	CO-4	6/1,4	U, Ap	C,M	3	0
5	CO-5	6/ 4	An	C	3	0

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PS O1	PS O2	PS O3	PSO 4	PS O5	PS O6	PS O7	PO 1	PO 2	PO 3	P O4	PO 5	PO 6	PO 7	PO 8
CO 1	-	-	-	3	-	-	-	3	-	-	-	-	2	-	-
CO 2	-	-	3	-	2	2	-	2	-	3	-	-	2	-	2
CO 3	3	-	-	-	-	-	-	-	-	-	2	-	3	2	-
CO 4	-	-	-	3	2	-	-	-	-	-	-	-	3	-	-
CO 5	-	-	-	2	-	-	2	-	-	-	-	-	2	-	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	End Semester Examinations
CO 1	✓		✓
CO 2	✓		✓
CO 3		✓	✓
CO 4		✓	✓
CO 5		✓	✓



University of Kerala

Discipline	PSYCHOLOGY				
Course Code	UK3DSEPSY201				
Course Title	ACADEMIC WRITING IN PSYCHOLOGY				
Type of Course	DSE				
Semester	III				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	4 hours	-	-	4
Pre-requisites	-				
Course Summary	This course provides students with essential skills for academic writing in psychology, covering various types of writing assignments and presentations, effective writing techniques, ethical considerations, presentation skills, and practical applications.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	Academic Writing in Psychology		12
	1	Types of Psychological Communication: Technical, Peer to peer, Academic, Popular.	
	2	Why do we tell the 'scientific story'?	
	3	Types of writing assignments: Lab reports, Literature Review, Term paper, Research paper	
	4	Writing Psychological Experiment Reports	
	5	Introduction to APA style formatting for experimental reports	
	6	Activity: Can you identify academic dishonesty? (Kuther page numbers 11-12).	
	7	Types of academic dishonesty. How to avoid academic dishonesty	
II	Effective Writing in Psychology		12
	8	Effective writing: Read widely; Prepare, Think, Write and Revise	
	9	How to read scholarly books	
	10	How to do literature review. Theoretical and Empirical reviews. Understanding meta analytic articles.	
	11	Literature review checklist	
	12	How to refer internet resources	
	13	Writing an empirical report- Structure of an empirical report	
	14	APA style for writing empirical papers.	

	15	Table and Figures in APA presentations. Table of contents, List of tables, List of figures	
	16	Software-Assisted Writing: Levels of heading, referencing, citation. AI assisted writing (Introducing a few AI apps. Ex: Jenni ai, Consensus ai)	
	17	The mechanics of writing	
III	Ethical Writing in Psychology		13
	18	Ethical writing. Ethical principles and standards. Plagiarism: Copying, Paraphrasing, detecting plagiarism, AI Plagiarism Avoiding plagiarism	
	19	Activity: Practise preparing reference lists	
	20	Activity: Practise ethical paraphrasing	
IV	Presenting for Diverse Audience		13
	21	Oral presentations at conferences. Developing presentation skills: Planning, structuring, verbal, non-verbal, body language	
	22	Checklist for effective paper and poster presentations. APA layout for oral and poster presentations)	
	23	ICT assisted presentations- checklist	
	24	Online data management and collaborative writing (Ex: Google sheet, Google doc.) Basic function (Sum, frequency, sorting, filter etc.)and Graphical presentations (Bar diagram, pie chart)	
	25	Writing for the public. Writing and presenting in regional languages	
	26	Practice sessions (Ref: Carson et al: Do's and Don'ts of Effective writing in Psychology)	
V	Enhancing Writing Skills through Activities and Practicum		10
	27	Conducting peer review sessions to provide constructive feedback on writing assignments	
	28	Organising writing workshops and exercises to improve specific aspects of academic writing	
	29	Publication process, Journal parameters	
	30	Understanding the peer review process	
	31	Ethical use of AI in academic writing	
	32	Practice sessions on writing and presenting	
		Total	60

Activities

1. Engage in practice sessions on writing and presenting included in the content to refine academic writing and presentation skills.
2. Conduct peer review sessions to provide constructive feedback on classmates' writing assignments.

Reference

- American Psychological Association. (2020). *Publication Manual of the American Psychological Association* (7th ed.).
- Kuther, T.L. (2012). *The psychology major's handbook*. Wadsworth Cengage Learning.
- Giordano, P. J., Davis, S. F., & Licht, C. A. (Eds.). (2011). *Your graduate training in psychology: Effective strategies for success*. SAGE Publications.
- Landrum, R. E. (2021). *Undergraduate writing in psychology: Learning to tell the scientific story*. American Psychological Association.
- Bem, D. J. (2003). Writing the empirical journal article. In J. M. Darley, M. P. Zanna, & H. L. Roediger III (Eds.), *The Complete Academic: A Career Guide* (pp. 185-219). American Psychological Association.
- Cozby, P. C., & Bates, S. C. (2018). *Methods in behavioral research* (13th ed.). McGraw-Hill Education.
- Galvan, J. L. (2017). *Writing literature reviews: A guide for students of the social and behavioral sciences* (7th ed.). Routledge.
- Carson, S., Fama, J., Clancy, K., Ebert, J., & Tierney, A. (2012). *Writing for psychology: A guide for psychology concentrators*. Harvard University.
- Butterfield, J. (2012). *Soft skills for everyone*. Cengage Learning.
- Smyth, T. (2004). *The principles of writing in psychology*. Palgrave Macmillan.
- Silvia, P. J. (2018). *How to Write a Lot a Practical Guide to Productive Academic Writing* (2nd ed.). DC: American Psychological Association

Web Resources:

- Purdue Online Writing Lab (OWL): https://owl.purdue.edu/owl/purdue_owl.html
- American Psychological Association (APA) Style: <https://apastyle.apa.org/>
- Research Methods Knowledge Base: <https://www.socialresearchmethods.net/kb/>
- PsychWriter: <https://www.psychwriter.com/>
- Psychology Writing Center: <https://writingcenter.unc.edu/handouts/psychology/>

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
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CO-1	Develop proficiency in writing clear and well-organized psychological experiment reports, undergraduate project reports, and dissertations.	Ap	1,3 ,6
CO-2	Apply critical thinking skills to analyze and interpret research findings effectively in written form.	Ap	1, 4,6
CO-3	Demonstrate proficiency in using APA style formatting, citation guidelines and ethical standards of writing for academic writing in psychology.	An, Ap	1,2,5
CO-4	Collaborate effectively with peers in providing constructive feedback and engaging in peer review activities.	C	1,2,3
CO-5	Acquire skills in presentations and popular writing.	An, Ap	1,2,3,4,6,7

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Academic Writing in Psychology: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/ PSO	Cognitive Level	Knowledge Category	Lecture (L)/ Tutorial (T)	Practical (P)
1	CO-1	1,3 ,6	Ap	C	4	0
2	CO-2	1, 4,6	Ap	P	4	0
3	CO-3	1,2,5	An, Ap	C, P	4	0
4	CO-4	1,2,3	C	C, P, M	4	0
5	CO-5	1,2,3,4,6,7	An, Ap	C, P, M	4	0

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PS0 7	PO 1	PO 2	P O3	PO 4	P O5	P O6	PO 7	PO 8
CO 1	3	-	-	-	-	-	-	3	-	-	-	-	-	-	3
CO 2	3	2	-	3	-	-	-	3	2	-	3	-	-	-	3
CO 3	-	2	-	2	-	-	-	-	2	-	2	-	-	-	-
CO 4	-	-	-	3	1	2	3	-	-	-	3	1	2	3	-
CO 5	-	-	2	3	-	-	3	-	-	2	3	-	-	3	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low

2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	End Semester Examinations
CO 1	✓		✓
CO 2	✓	✓	✓
CO 3	✓	✓	✓
CO 4	✓		✓
CO 5	✓		✓



University of Kerala

Discipline	PSYCHOLOGY				
Course Code	UK3VACPSY200				
Course Title	ESSENTIALS OF PSYCHOLOGICAL FIRST AID				
Type of Course	VAC				
Semester	III				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	3	-	-	3
Pre-requisites	-				
Course Summary	This course provides an introduction to Psychological First Aid (PFA), covering core competencies, the RAPID model, practical applications in various settings, and the importance of self-care for PFA providers.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	INTRODUCTION TO PSYCHOLOGICAL FIRST AID (PFA)		9
	1	Psychological First Aid: Definition	
	2	Concept, Importance of Psychological First Aid	
	3	Need for Psychological First Aid, Understand The Science Behind Psychological Support, Skills for PFA, Components	
	4	Hobfoll's Principles of Psychosocial Support In Emergencies	
II	INITIAL STEPS FOR PRACTICE PSYCHOLOGICAL FIRST AID		9
	5	Understand the Initial Steps for Practice of PFA	
	6	Establishing Rapport and Reflective Learning	
	7	Develop skills to establish rapport and reflective listening	
	8	Identify and prioritize the people who need immediate help	
III	CRISES AND REACTIONS		9
	9	Different Kinds of Crises	
	10	Personal Crises, Social Challenges, health challenges, Natural Disasters, Violence	
	11	Reactions to Crises, Assessing immediate basic and practical needs, Emotional reactions, Accept others' feeling, Calm the person, Ask about needs and concerns, Find solutions to immediate needs and problems	
IV	PROVIDING PSYCHOLOGICAL FIRST AID		9
	18	Establishing Rapid and Reflective listening	

	19	Who delivers it, good communication	
	20	Action Principle: Look, Listen, and Link	
	21	Helping multiple people at the same time	
	22	Special Attention	
V	MONITORING AND EVALUATION OF PFA		9
	23	Monitoring And Assessment, Tools For Measuring PFA	
	24	Design A Plan For Proving PFA	
	25	Prepare A Report	
	Total Hours		45

References

Sekar, K. (2023). *National Disaster Management Training Module: Psychosocial first aid*. NIMHANS, NDMA

CACHE (2020). *Certificate in understanding mental health first aid and mental health advocacy in the workplace-Workbook*. Spennymoor: Learning Curve Group.

Everly Jr. G.S & Lating, J. M. (2017). *The Johns Hopkins Guide to Psychological First Aid*. Baltimore: Johns Hopkins University Press.

Hansen, P. (2018). *A Guide to Psychological First Aid*. IFRC Reference Centre for Psychosocial Support, Copenhagen.

Jacobs, G. A. (2016) *Community-Based Psychological First Aid*. Amsterdam: Elsevier.

Wegerhoff, Urs & Zarth. E. (2018). *Psychological First Aid: Tips, tricks and techniques, how to get through emergency situations* Deutschland: Medi Urs Inh.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Define Psychological First Aid (PFA) and its importance in disaster response and recovery.	U	1,2
CO-2	Identify the core competencies of PFA and apply the RAPID model in crisis situations.	R	1,2,3
CO-3	Recognize individual differences in crisis response and the needs of individuals affected by disasters.	An	4
CO-4	Demonstrate practical skills in providing PFA, including establishing rapport, conducting assessments, and implementing intervention tactics..	Ap	4

CO-5	Implement strategies for monitoring and evaluating PFA efforts, including designing a plan for providing PFA and preparing a comprehensive report on PFA activities.	Ap	4,7
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R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Essentials of Psychological First Aid: Credits: 3:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/ PSO	Cognitive Level	Knowledge Category	Lecture (L)/ Tutorial (T)	Practical (P)
1	CO-1	1,2	U	F	3	0
2	CO-2	1,2,3	R	C	3	0
3	CO-3	4	An	C	3	0
4	CO-4	4	Ap	P, M	3	0
5	CO-5	4,7	Ap	C, P, M	3	0

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PS O1	PS O2	PS O3	PSO 4	PS O5	PS O6	PS O7	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	1	-	-	-	-	-	1	-	1	-	-	-	-	-	1
CO 2	2	3	-	-	-	-	2	3	2	3	-	-	2	-	2
CO 3	-	-	1	-	-	-	-	-	-	-	1	-	2	-	-
CO 4	-	-	2	3	-	2	-	-	-	-	2	3	-	-	-
CO 5	-	1	-	-	-	-	3	1	-	1	-	-	-	-	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	End Semester Examinations
CO 1	✓		✓
CO 2	✓		✓
CO 3	✓		✓
CO 4		✓	✓
CO 5		✓	✓



University of Kerala

Discipline	PSYCHOLOGY				
Course Code	UK3VACPSY201				
Course Title	PSYCHOLOGICAL FIRST AID: THEORY AND PRACTICE				
Type of Course	VAC				
Semester	III				
Academic Level	200 - 299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	3	-	-	3
Pre-requisites	-				
Course Summary	This course provides an introduction to Psychological First Aid (PFA), covering core competencies, the RAPID model, practical applications in various settings, and the importance of self-care for PFA providers.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	Disaster		7
	1	Disaster: Types of Disasters, Impact of Disaster	
	2	Needs of persons affected in disaster - Physical needs, Security needs, Support needs, Emotional needs, Recovery needs, Adaptation needs	
	3	Experiences of Disaster survivors, Disaster management cycle	
	4	Individual differences in Crisis Response- Spielberger Model	
II	Introduction to Psychological First Aids (PFA)		10
	5	Psychological First Aid: Definition, Concept, Importance, Objectives	
	6	Core Competencies of PFA	
	7	Hobfoll's Principles of Psychosocial Support In Emergencies	
	8	Who can provide PFA, Who needs PFA, Where can you provide PFA, When can you provide PFA, Preparing to provide PFA	
III	RAPID Model		12
	9	R—Establishing Rapport and Reflective Listening	
	10	A- Assessment: Screening, Appraisal	
	11	P—Psychological Triage Prioritization: ABC model	
	12	I—Intervention Tactics to Stabilize and Mitigate Acute Distress	
	13	D—Disposition and Facilitating Access to Continued Care	
IV	PFA in Practice		8

	14	PFA in groups, Challenges in group settings	
	15	Helping Children in distress, Children's complex reactions and situations, Helping parents and caregivers to support their children	
	16	Self Care for PFA Providers	
	17	Dos and Don'ts in PFA	
V	Monitoring and Evaluation of PFA		8
	23	Monitoring And Assessment, Tools For Measuring PFA	
	24	Design A Plan For Providing PFA	
	25	Prepare A Report	
Total Hours			45

References

Sekar, K. (2023). *National Disaster Management Training Module: Psychosocial first aid*. NIMHANS, NDMA

CACHE (2020). *Certificate in understanding mental health first aid and mental health advocacy in the workplace-Workbook*. Spennymoor: Learning Curve Group.

Everly Jr. G.S & Lating, J. M. (2017). *The Johns Hopkins Guide to Psychological First Aid*. Baltimore: Johns Hopkins University Press.

Hansen, P. (2018). *A Guide to Psychological First Aid*. IFRC Reference Centre for Psychosocial Support, Copenhagen.

Jacobs, G. A. (2016) *Community-Based Psychological First Aid*. Amsterdam: Elsevier.

Wegerhoff, Urs & Zarth. E. (2018). *Psychological First Aid: Tips, tricks and techniques, how to get through emergency situations* Deutschland: Medi Urs Inh.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Define Psychological First Aid (PFA) and its importance in disaster response and recovery.	U	1,2
CO-2	Identify the core competencies of PFA and apply the RAPID model in crisis situations.	R	1,2,3
CO-3	Recognize individual differences in crisis response and the needs of individuals affected by disasters.	An	4
CO-4	Demonstrate practical skills in providing PFA, including establishing rapport, conducting assessments, and implementing intervention tactics.	Ap	4
CO-5	Implement strategies for monitoring and evaluating PFA efforts, including designing a plan for providing PFA and preparing a comprehensive report on PFA	Ap	4,7

	activities.		
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R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Psychological First Aid: Theory and Practice. Credits: 3:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/ PSO	Cognitive Level	Knowledge Category	Lecture (L)/ Tutorial (T)	Practical (P)
1	CO-1	1,2	U	F	3	0
2	CO-2	1,2,3	R	C	3	0
3	CO-3	4	An	C	3	0
4	CO-4	4	Ap	P, M	3	0
5	CO-5	4,7	Ap	C, P, M	3	0

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PS O1	PS O2	PS O3	PSO 4	PS O5	PS O6	PS O7	PO 1	PO 2	PO 3	PO 4	PO 5	P O6	PO 7	PO 8
CO 1	1	-	-	-	-	-	1	-	1	-	-	-	-	-	1
CO 2	2	3	-	-	-	-	2	3	2	3	-	-	-	-	2
CO 3	-	-	1	-	-	-	-	-	-	-	1	-	-	-	-
CO 4	-	-	2	3	-	-	-	-	-	-	2	3	-	-	-
CO 5	-	1	-	-	-	-	-	1	-	1	-	-	-	-	-

Correlation Levels

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	End Semester Examinations
CO 1	✓		✓
CO 2	✓		✓
CO 3	✓		✓
CO 4		✓	✓
CO 5		✓	✓



University of Kerala

Discipline	PSYCHOLOGY				
Course Code	UK3VACPSY202				
Course Title	THEME-CENTERED INTERACTION FOR PERSONAL AND PROFESSIONAL DEVELOPMENT				
Type of Course	VAC				
Semester	3				
Academic Level	200 - 299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	3	-	-	3
Pre-requisites	-				
Course Summary	<p>Theme-Centered Interaction (TCI) offers a potent approach, deeply influenced by Ruth C. Cohn's work, resonating with positive psychology and group therapy. By commencing with an introduction to TCI, participants establish a robust foundation to grasp its principles and potential benefits. Emphasizing experiential learning ensures active engagement, promoting profound comprehension and personal development. Activities fostering self-awareness and empathy deepen insights into oneself and others. The module on personal goal setting empowers participants to translate newfound awareness into actionable steps, crucial for personal growth. Guidance on effective goal setting enhances the course's impact. Lastly, discussions on personal and professional effectiveness integrate self-awareness with practical application, enriching the journey towards self-discovery and impact.</p>				

Detailed Syllabus

Module	Unit	Content	Hrs
I	Introduction to Theme Centred Interaction (TCI)		10
	1	Humanistic psychology	
	2	Ruth C. Cohn and The historical context of development - TCI as a group therapy model	
	3	What is TCI	
	4	Axioms, Postulates and Auxiliary rules of TCI	
II	Understanding myself		10
	5	Who am I? family, family tree, siblings, grandparents (sharing activity)	
	6	How did I become who I am today -major influences in life (family, friends, teachers etc.)	

	7	Unopened gift in my life	
	8	Am I emotionally intelligent person	
	9	I am I, you are you, world is our task. How can we work together	
III	Understanding others		10
	10	Classmates as potentially nurturing friends	
	11	Radiating positive energy in the class	
	12	We need one another to grow up with	
	13	Feedback as a tool for mutually nurturing relationship- Johari Window	
IV	A will to change, A decision to grow		8
	14	Creative discontentment with myself	
	15	My learning attitude -nurturing friendship, reading habit, auto suggestion	
	16	My self confidence -awareness of past successes, safety nets and support systems, blessings in life	
	17	Personal change goal setting -atomic habits, formulating goals and sharing in group	
	18	Formation of living learning group to support each other	
V	Personal and professional effectiveness -Tips for employability		7
	19	Time management	
	20	Team spirit	
	21	Creativity	
	22	Dynamic balancing	
	23	Tips for employability	
	Total Hours		45

Suggested activities / Practicum

1. Write a personal review thesis (3 pages)
2. Do an interactive session with the batch of students in a nearby high school
3. A festival of appreciation in the class- giving positive feedback
4. Write a letter of gratitude the teacher who influences most
5. Fortnightly meeting of LLG (Living Learning Group) and starting the habit of learning journal
6. 5 O'Clock club by volunteer students
7. Creative writing - a poem or skit

Reference

- Jones, R. N. (2007). *Life Coaching Skills- How to develop skilled clients*. Sage Publications.
- Kuebel, M. A. (2016). *Living Learning- Third Edition*. Ripples Forum for Creative Interventions.
- Abraham, T. and Scharer, M. (2018). *The Butterfly Effect*. Ripples Forum for Creative Interventions.
- Lewis, H, (2000). *Body Language –A guide to professionals*. Response Book.

Eichenbaum, L. & Orbach, S. (2009). *The Johari Window: A guide to personal and career Development*. Doubleday.

Goleman, D. (1995). *Emotional Intelligence: Why it can matter more than IQ*. Bantam Books.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand the core principles of humanistic psychology and their relevance to personal growth.	U	1,2
CO-2	Identify the fundamental concepts of Theme-Centered Interaction (TCI), including axioms, postulates, and auxiliary rules.	An	1,3
CO-3	Engage in self-reflection activities to explore personal identity, major life influences, and emotional intelligence.	Ap	1,4
CO-4	Develop skills in understanding and nurturing positive relationships with others, utilizing feedback effectively and applying concepts from the Johari Window.	Ap	4,6
CO-5	Apply TCI principles to foster personal growth.	Ap	4,6

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

THEME-CENTERED INTERACTION FOR PERSONAL AND PROFESSIONAL DEVELOPMENT: Credits: 3:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/ PSO	Cognitive Level	Knowledge Category	Lecture (L)/ Tutorial (T)	Practical (P)
1	CO-1	1,2	U	F, C	3	0
2	CO-2	1,3	An	C	3	0
3	CO-3	1,4	Ap	C, P	3	0
4	CO-4	4,6	Ap	C, P	3	0
5	CO-5	4,5,7	Ap	C, P, M	3	0

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	End Semester Examinations
CO 1	✓		✓
CO 2	✓		✓
CO 3	✓		✓
CO 4		✓	✓
CO 5		✓	✓

SEMESTER 4



University of Kerala

Discipline	PSYCHOLOGY				
Course Code	UK4DSCPSY208				
Course Title	BIOPSYCHOLOGY				
Type of Course	DSC				
Semester	IV				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hours	5
Pre-requisites	-				
Course Summary	<p>This course provides an in-depth understanding of biopsychology including the structure and function of evolution and anatomy of the human nervous system. Students will study various aspects of neuroscience, genetics, brain-behavior relations, neural conduction, the endocrine system, anatomy of the nervous system, cognitive neuroscience, emotion, stress, consciousness and health from a biological perspective. This course will provide students with a comprehensive understanding of the biological underpinnings of behavior, preparing them for further studies or careers in neuroscience, psychology, or related fields.</p>				

Detailed Syllabus

Module	Unit	Content	Hrs
I	Foundations of Biopsychology		15
	1	Evolution of Biopsychology Definition, Origin and Divisions of Biopsychology: Physiological psychology, Psychopharmacology, Neuropsychology, psychophysiology, cognitive neuroscience, comparative psychology.	
	2	Genetics: Basic principles, Genes in action	
	3	Techniques to study brain-behavior relation: Ablation, Stimulation and Recording, CT, MRI, PET, fMRI, rCBF, SQUID, TMS, Optogenetic methods.	
II	Neural Conduction and Synaptic Transmission		15
	4	Neuron- function and classes of neuron, Non-neural cells: glial cells, astrocytes, oligodendrocytes (OLs), schwann cells, microglia, and ependymal cells.	

	5	Neural conduction, Synapse, Neurotransmitters: excitatory and inhibitory.	
	6	Endocrine system: Chemical regulators of bodily processes	
III	Anatomy of the Nervous System		15
	7	CSF, Meninges, Ventricles, Blood-brain barrier	
	8	Spinal cord and reflexes	
	9	Hindbrain, Midbrain, Forebrain. Thalamus, Hypothalamus, Pituitary gland, Basal Ganglia, Basal Forebrain and Hippocampus	
	10	Organization and functions of cerebral cortex: Occipital lobe, parietal lobe, temporal lobe, frontal lobe	
	11	Neuroplasticity and the treatment of CNS damage. Modern research on neuro-transplantation	
IV	Language, Split brain and Consciousness		18
	12	Cognitive neuroscience of language, cerebral lateralisation, speech laterality and handedness. The split brain experiment of Myers and Sperry, Commissurotomy in humans with epilepsy, doing two things at a time, helping hand phenomenon, visual completion, z lens. Differences between right and left hemispheres, evidences from fMRI studies	
	13	Biological clock and Circadian rhythm, Waking states of Consciousness, Brain activity associated with consciousness. Altered states of consciousness. Sleep, Dreams, Hypnosis. Hypnotic suggestibility, Meditation. Consciousness-altering drugs	
V	Biopsychology of Emotion, Stress and Health		12
	14	Darwin's theory of evolution of emotion. Theories of emotion. Sham rage, Limbic system and emotion, Kluver-Bucy syndrome, Emotions and autonomic nervous system, Emotions and facial expression, Brain mechanism of human emotion	
	15	Stress: Its Causes, Effects and Control Psychosomatic disorders, Psychoneuroimmunology; stress immune system and the brain, Innate immune system, Adaptive immune system, Stress and hippocampus. Health effects of long term stress.	
	Total hours		75

Practicals

(Minimum 4)

1. Bio- feedback
2. Ishihara colour blindness test
3. Depth perception
4. Tunnel vision
5. Stroop test
6. Kinesthetic Sensitivity
7. Two point threshold
8. Finger Dexterity
9. Tweezer Dexterity
10. Manual Dexterity
11. Bilateral transfer

Practicum

Revisiting the classic studies: Case studies of Phineas Gage, cases of Carlos and Philip, Phantom limbs and V S. Ramachandran, Henry Gustav Molaison (H.M),Victor Lomborgni TAN), Wild boy of Aveyron.

References

Carlson, R.N. & Birkett, M (2023). *Physiology of behavior* (18th ed.). Pearson education Limited.

Pinel, J. P. & Barnes, J.S., (2023). *Biopsychology* (11th ed.). Pearson education limited.

Kalat, J. W. (2022). *Biological Psychology* (13th ed.). Cengage learning.

Baron, R. A. & Misra, G. (2018). *Psychology* (5th ed.). Pearson education.

Suggestions for Reading

Khosla, M. (2017). *Physiological Psychology: An Introduction*. Sage Publications India Pvt Ltd.

Levinthal, C. F. (1990). *Introduction to Physiological Psychology*. New Delhi: Prentice Hall

Schneider, A. M. & Tarshis, B. (1986). *An Introduction to Physiological Psychology*. NewYork: Random House.

Weiten, W. (2016). *Psychology: Themes and variations*, 10th ed. New York: Brooks/Cole.

Web Resources

<https://youtu.be/0yXMGQaVVXg?si=Zen1LsuDpETUDthj>

<https://youtu.be/u2IkcmDArS4?si=rfc6aooPMzN2bl9i>

https://youtu.be/W2hHt_PXe5o?si=4ATXtnb0Iudwmqj0

<https://youtube/LQ4DIE1Xyd4?si=KFZDQTVaWPvx-5-q>

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Recall the definition, origin, and divisions of biopsychology.	R	PSO-1
CO-2	Understand functional organisation of human brain and its effect on human behavior	U	PSO-1

CO-3	Explain the structural and functional differences between the right and left hemispheres of the brain	U	PSO-1,4
CO-4	Analyse the biopsychology of emotion, stress and health.	An	PSO-1,2
CO-5	Evaluate the implications of hemispheric specialization for cognitive functions and behavior.	E	PSO-1,2,4
CO-6	Demonstrate understanding in conducting practicals related to biopsychology	C	PSO-4,7

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Biopsychology. Credits: 3:0:1 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/ Tutorial (T)	Practical (P)
1	CO-1	PSO-1	R	F	4	0
2	CO-2	PSO-1	U	F	4	0
3	CO-3	PSO-1,4	U	C	2	2
4	CO-4	PSO-1,2	An	C	3	1
5	CO-5	PSO-1,2,4	E	C	3	1
6	CO-6	PSO-4,7	C	P	2	2

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PS O1	PS O2	PS O3	PSO 4	PS O5	PS O6	PS O 7	PO 1	P O2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	-	-	-	-	-	-	-	-	3	-	-	-	-	-
CO 2	3	-	-	-	-	-	-	-	-	3	-	-	-	-	-
CO 3	2	-	-	2	-	-	-	2	-	2	-	-	2	-	-
CO 4	2	1	-	-	-	-	-	-	-	2	1	-	-	-	-
CO 5	2	2	-	3	-	-	-	3	-	2	2	-	3	-	-
CO 6	-	-	-	3	-	-	3	3	-	-	-	-	3	-	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	End Semester Examinations
CO 1	✓		✓
CO 2	✓		✓
CO 3	✓		✓
CO 4		✓	✓
CO 5		✓	✓
CO 6			✓



University of Kerala

Discipline	PSYCHOLOGY				
Course Code	UK4DSCPSY209				
Course Title	HEALTH PSYCHOLOGY				
Type of Course	DSC				
Semester	IV				
Academic Level	200 - 299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hours	5
Pre-requisites	-				
Course Summary	This course introduces students to the field of Health Psychology, exploring the interplay between psychological factors and health outcomes. Through lectures, discussions, and practical exercises, students gain insights into the psychological determinants of health and strategies for promoting well-being.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	Introduction to Health Psychology		13
	1	Health Psychology: Definition, Health-Mind-Body relationship: Brief History.	3
	2	Need for health psychology: Changing Patterns of Illness, Advances in Technology and Research, Expanded Health care Services, Increased Medical Acceptance	4
	3	Current Perspectives on Health and Illness : Biopsychosocial Perspective	4
	4	Research Practices in Health Psychology	2
II	Health Behaviors and Changing Health Behaviors		18
	5	Definition: Health Promotion, Health Behaviour, Health Habit Types of Prevention	3
	6	Practicing and Changing Health Behaviours: An Overview, Barriers to Modifying Poor Health Behaviours	5
	7	Changing Health Habits: Attitude Change and Health Behaviour, Health Belief Model, Theory of Planned Behaviour, Transtheoretical Model of Behaviour Change (Stages of Change).	6

	8	Cognitive-Behavioural Approaches to Health Behaviour Change: CBT, Self-monitoring, Stimulus Control, Classical Conditioning, Self-control of behaviour, Social Skills and Relaxation Training, Motivational Interviewing, Relapse Prevention	4
III	Stress and Coping		17
	9	Definition of Stress. Appraisal of Stressors. Characteristics of Stressful Situations.	3
	10	Origins of the study of Stress : Selye's General Adaptation Syndrome, Tend-and-Befriend. Contribution of Stress to illness.	5
	11	Physiology of Stress: Sympathetic Activation, HPA activation	3
	12	Coping with Stress: Emotion-focused coping, Problem-focused coping.	3
	13	Reducing Stress Reactions: Stress Management, Medication, Behavioural and Cognitive Methods, Relaxation, Systematic Desensitization, Biofeedback, Modeling, Massage, Meditation, Hypnosis	3
IV	Management of Pain		14
	14	Qualities and Dimensions of Pain - Organic vs Psychogenic Pain, Acute vs Chronic Pain, Gate Control Theory of Pain	4
	15	Pain Control Techniques: Pharmacological, Surgical, Sensory, Biofeedback, Relaxation, Distraction, Coping Skills Training	5
	16	Pain Management Programs: Initial Evaluation, Individualized Treatment, Family Involvement, Relapse Prevention	5
V	Health Promoting Behaviours		13
	17	Exercise: Benefits, Effects, Interventions	3
	18	Cancer Related Health Behaviours: Mammograms, Colorectal Cancer Screening, Sun Safety Practices	4
	19	Healthy Diet: Changing Diet, Resistance to Modifying Diet, Stress and Diet, Who Controls Diet? , Interventions to Modifying Diet	4
	20	Sleep - Sleep and Health, Rest, Renewal, Savouring	2
		Total Hours	

Practicum

1. Conduct awareness classes on health promoting behaviours in college/ neighbourhood.
2. Monitor your current dietary and lifestyle practices and then modify it with better practices.
3. Visit to Palliative care units.

Reference

Taylor, S. E., Sirois, F. M., & Molnar, D. S. (2021). *Health psychology*. 11th Ed. New York: McGraw-hill.

Sarafino, E. P., & Smith, T. W. (2017). *Health Psychology: Biopsychosocial Interactions*. 9th ed. Wiley.

Ogden, J. (2019). *Health Psychology: A Textbook*. 7th ed.. McGraw-Hill Education.

Brannon, L., & Feist, J. (2018). *Health Psychology: An Introduction to Behavior and Health*, 9th ed. Cengage Learning.

Web Resources

<https://perpus.univpancasila.ac.id/repository/EBUPT190956.pdf>

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Identify changing patterns of illness and advances in technology influencing health care services.	U	PSO- 1
CO-2	Analyze barriers to modifying poor health behaviors and strategies for overcoming them.	An	PSO-1,2
CO-3	Evaluate the effectiveness of pain management techniques and health-promoting behaviors.	E	PSO-4
CO-4	Develop personalized strategies for managing stress, pain, and promoting overall well-being.	C	PSO-4

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Health Psychology: Credits: 3:0:1 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/ Tutorial (T)	Practical (P)
1	CO-1	PSO- 1	U	F	4	0
2	CO-2	PSO-1,2	An	C	3	1
3	CO-3	PSO-4	E	C	2	2
4	CO-4	PSO-4	C	P, M	2	2

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs:

	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PS O7	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	-	-	-	-	-	-	3	-	-	-	-	-	-	3
CO 2	3	2	-	-	-	-	-	3	2	-	-	-	-	-	3
CO 3	-	-	-	3	-	-	-	-	-	-	3	-	-	-	-
CO 4	-	-	-	3	-	-	-	-	-	-	3	-	-	-	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	End Semester Examinations
CO 1	✓		✓
CO 2	✓	✓	✓
CO 3	✓	✓	✓
CO 4	✓		✓



University of Kerala

Discipline	PSYCHOLOGY				
Course Code	UK4DSCPSY210				
Course Title	DEVELOPMENTAL PSYCHOLOGY				
Type of Course	DSC				
Semester	IV				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hours	5 hours
Pre-requisites	-				
Course Summary	<p>The course in Developmental Psychology provides a comprehensive exploration of human development across the lifespan. It begins with an examination of the importance and historical perspective of lifespan development, highlighting the key characteristics of the lifespan perspective. The course further delves into prenatal development, neonatal health, physical development, ageing, and theories of ageing. This comprehensive course offers students a well-rounded understanding of human development, equipping them with valuable insights into the various stages of life.</p>				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	Introduction of lifespan development		12
	1	Importance of lifespan development, Historical perspective, Characteristics of life span perspective	
	2	Nature of development, developmental issues- nature and nurture, stability and change, continuity and discontinuity	
	3	Cross sectional and longitudinal approaches in developmental study.	
II	Theories of development		18
	4	Theories by Freud, Erikson, Piaget (Sensori-motor stage, Pre-operational stage, Concrete operational stage and Formal operational stage), Vygotsky.	
	5	Information processing theory, Behavioural social, cognitive ethological and Ecological theories.	

III	Prenatal Development		18
	6	Stages of Prenatal development: Germinal period – Embryonic period –Fetal period.	
	7	Prenatal diagnostic tests. Effects of teratogens. Genetic and chromosomal disorders.	
	8	Neonatal health and responsiveness. Assessing the newborn-APGAR. Preterm and low birth weight infants.	
IV	Physical Development and Aging		15
	9	Cephalocaudal and Proximodistal pattern, Newborn – reflexes, perception (vision, hearing, other senses, intermodal perception). Gross and fine motor skills, handedness, temperament.	
	10	Physical development in puberty. Changes in early and middle adulthood. Physical, psychological and cognitive changes in late adulthood. Developmental tasks of late adulthood	
	11	Theories of aging: Biological theories, Activity theory, Socio-emotional selectivity theory, Selective optimization with compensation theory.	
	12	Geriatrics and Gerontology (definition). Older adults in society: Stereotyping older adults, policy issues in an ageing society	
V	Attachment theories and Moral Development theories		12
	13	Socio-emotional Development theories - Attachment and love-Theories of attachment, caregiving and attachment, Moral Development – Piaget’s and Kohlberg’s theory	
	Total hours		75

Practicals:**Minimum 3 practicals from the following list:**

1. Span of attention
2. Set in attention
3. Depth Perception
4. Concept Formation
5. Temperament test
6. Neonatal Screening tests
7. Vineland Social Maturity Scale
8. Attachment Style Questionnaire
9. PASSI Test of Creativity

References

Santrock, J. W. (2011). *Life-span development* (13th ed.). McGraw-Hill Education.

Berk.E.L (2005) *Child Development*. New Delhi: Prentice Hall

Hurlock, E. B. (1980) *Developmental Psychology: A life-span approach*. New York: McGraw Hill.

Papalia, E. D., Olds, W. S., & Feldman, D. R. (2004). *Human Development*. New Delhi: Tata-McGraw-Hill.

Santrock, J. W. (2005). *A Tropical Approach to Life-span Development* (3rd ed.). New Delhi: Tata McGraw-Hill.

Suggested Readings

Damon, W., & Lerner, R. M. (Eds.). (2006). *Handbook of child psychology Volume 3: Social, Emotional, and Personality Development* (6th ed.). John Wiley & Sons Inc.

Martin, R. P., Lease, A. M., & Slobodskaya, H. R. (2020). *Temperament and children: Profiles of individual differences*. Springer Nature Switzerland AG.
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Zentner, M., & Shiner, R. L. (Eds.). (2012). *Handbook of Temperament*. New York, NY: Guilford Press.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Recall the significance of lifespan development and its historical context in shaping our understanding of human development.	R, U	PSO-1
CO-2	Analyze the complexities of developmental issues and their impact on individual development.	An	PSO-1, 4
CO-3	Evaluate the major developmental theories proposed by Freud, Erikson, Piaget, Vygotsky, and other theorists, considering their contributions to our understanding of human development.	E	PSO-2,3,4
CO-4	Discuss the role of different theories of aging, in explaining the physical, psychological, and cognitive changes observed in older adults.	An	PSO-2,3,4, 7
CO-5	Design programs for the welfare of the elderly.	Ap, C	PSO-2,4,6,7
CO-6	Write a report on a field visit such as old age home, neonatal care, anganwadi etc.	C	PSO-4,7

R-Remember, U-Understand, Ap-Apply, An-Analyze, E-Evaluate, C-Create

Developmental Psychology: Credits: 3:0:1 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/ Tutorial (T)	Practical (P)
1	CO-1	PSO-1	R, U	F	4	0
2	CO-2	PSO-1, 4	An	C	4	0
3	CO-3	PSO-2,3,4	E	C	3	1
4	CO-4	PSO-2,3,4,7	An	C	3	1
5	CO-5	PSO-2,4,6,7	Ap, C	C,P	2	2
6	CO-6	PSO-4,7	C	C,P	3	3

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PS O1	PS O2	PS O3	PSO 4	PS O5	PS O6	PS O 7	P O1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	-	-	-	-	-	-	-	-	3	-	-	-	-	-
CO 2	2	-	-	3	-	-	-	3	-	2	-	-	3	-	-
CO 3	-	2	2	2	-	-	-	2	-	-	2	2	2	-	-
CO 4	-	2	2	3	3	-	-	3	3	-	2	2	3	3	-
CO 5	-	2	-	3	-	2	3	3	-	-	2	-	3	-	2
CO 6	-	-	-	3	-	-	3	3	-	-	-	-	3	-	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	End Semester Examinations
CO 1	✓		✓
CO 2	✓	✓	✓
CO 3	✓	✓	✓
CO 4	✓		✓
CO 5	✓	✓	✓
CO 6	✓	✓	✓



University of Kerala

Discipline	PSYCHOLOGY				
Course Code	UK4DSEPSY202				
Course Title	INTRODUCTION TO CRIMINAL PSYCHOLOGY				
Type of Course	DSE				
Semester	IV				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hours	5 hours
Pre-requisites	-				
Course Summary	Criminal psychology explores the psychological aspects of criminal behavior. It focuses on understanding why individuals commit crimes, their motivations, and the impact of psychological factors on criminal factors on criminal actions.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	Introduction to Criminal Psychology		15
	1	Defining and measuring crime, Criminology and disciplinary perspective in criminology, Historical perspectives on criminal psychology (brief history), Criminal psychologist and their roles	
	2	Origin of criminal behaviour : Biological (behaviour genetics, pre- and post-natal malnutrition, traumatic brain injury, neurotoxins) Psychological, (parental psychopathology, lack of attachment, lack of sympathy, intelligence and delinquency, cognitive and language deficiencies) Developmental (peer rejection, association with antisocial peer group, academic failure, parental styles).	
II	Crime and mental disorder		15
	3	Defining mental illness Mental illness relates crimes Schizophrenia spectrum and other psychotic disorders, Bipolar disorder, Antisocial personality disorder, Dissociative identity disorder Mental disorders and violence -research on the violence of the mentally disordered.	
	4	Juvenile delinquency and criminal behaviour Definitions -legal, social and psychological Nature and extent of juvenile offending	

		Developmental theories of delinquency Prevention intervention and treatment of juvenile offending	
	5	Alcohol - psychological effects -crime-delinquency	
III	Psychopath		15
	6	Behavioural descriptions of psychopath-Behavioural characteristics -Psychopath and mental disorders -Psychopath and suicide -Other traits of psychopath	
	7	Psychological measures of psychopathy Criminal psychopath Female psychopathy Juvenile psychopathy	
	8	Genetic and neurobiological factors of psychopathy Treatment of psychopath (children and adolescents)	
IV	Serial killing, sexual assault and theft (forensic aspects).		20
	9	Investigation psychology Forensic psychologist and their roles	
	10	Profiling and its forms (psychological, suspect based, geographical and crime scene)	
	11	Serial murders/multiple murders: Choice of victims & modus operandi, Geographical operation of serial killing, Risk factors and psychological motives, Female serial killers, Juvenile serial killers	
	12	Sexual assault: Definition and statistics, Sexual assault in date and acquaintance relationships, Impact of sexual assault on survivors, Sexual assault vulnerability factors, Characteristics of sexual offender, Classification of rape pattern, Influence of pornography	
	13	Thefts: Definition, Motor vehicle theft, Fraud and identity theft, Shoplifting, Kleptomania, Motives of theft Treatments	
V	Criminal Justice Insights: Exploring Realms and Minds		10
	14	Studies related to serial killers. Exploring juvenile homes. Roles of forensic and criminal psychologist	
		Total Hours	75

Practicum

Do any two of the following:

1. Make brief reports on:
 - Compare and contrast the experiences of jail visits (physical interaction) with the portrayal of prisons in web series (virtual interaction).
 - Review and analyse the original crime related documentaries.
2. Case studies of any 5 notorious Indian crimes.

Reference:

Bartol, C. R., & Bartol, A. M. (2005). *Criminal behavior: A psychosocial approach*. Upper Saddle River, NJ: Pearson Prentice Hall.

Turvey, B. E. (2011). *Criminal profiling: An introduction to behavioral evidence analysis*. Academic press.

Davies, G. M., & Beech, A. R. (Eds.). (2012). *Forensic psychology: Crime, justice, law, interventions*. John Wiley & Sons.

Siegel, L. J., Senna, J. J., & Welsh, B. (2000). *Juvenile delinquency: Theory, practice, and law* (Vol. 7). Belmont, CA: Wadsworth.

Hollin, C. R. (2013). *Psychology and crime: An introduction to criminological psychology*. Routledge.

Andrews, D. A., & Bonta, J. (2010). *The psychology of criminal conduct*. Routledge.

Web Resources

1. The Stranger Beside Me” by Ann Rule
2. Mrs. Nanda Khemka vs State Delhi on 7 January, 2016 (indiankanoon.org)
3. Developmental psychology of a serial killer; a case study by Alyssa Briover
4. Curry and cyanide- the jolly joseph case (Netflix)
5. Delhi crime – Delhi rape case (Netflix)
6. Indian predator; diary of a serial killer (Netflix)
7. House of secret; the Burari deaths (Netflix)
8. American nightmare -couples harrowing experience with a home invader (Netflix)

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Appreciate the significance of criminal psychology in understanding deviant behavior.	U	PSO-1,3,4,7
CO-2	Evaluate the people with mental illness and their criminal behaviour.	E	PSO-3,5,6,7
CO-3	Explore the concept of psychopathy	An	PSO-3,5,6,7
CO-4	Understand the psychology and motivations behind serial killings,sexual assault and theft.	U	PSO-3,5,6,7
CO-5	Write reports on different aspects of crime.	C	PSO-1,3,4,6,7

INTRODUCTION TO CRIMINAL PSYCHOLOGY: Credits: 3:0:1 (Lecture:Tutorial:Practical)

CO	CO	PO/ PSO	Cognitive	Knowledge	Lecture (L)/	Practical
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No.			Level	Category	Tutorial (T)	(P)
CO1	CO-1	PSO-1,3,4,7	U	F, C	4	0
CO2	CO-2	PSO-3,5,6,7	E	F,C	4	0
CO3	CO-3	PSO-3,5,6,7	An	F	3	1
CO4	CO-4	PSO-3,5,6,7	U	F,C	2	2
CO5	CO-5	PSO-1,3,4,6,7	C	P	2	2

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PS O1	PS O2	PS O3	PSO 4	PS O5	PS O6	PS O7	P O1	P O2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	-	-	-	-	-	-	-	-	3	-	-	-	-	-
CO 2	2	-	-	3	-	-	-	3	-	2	-	-	3	-	-
CO 3	-	2	2	2	-	-	-	2	-	-	2	2	2	-	-
CO 4	-	2	2	3	3	-	-	3	3	-	2	2	3	3	-
CO 5	-	2	-	3	-	2	3	3	-	-	2	-	3	-	2

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	End Semester Examinations
CO 1	✓		✓
CO 2	✓		✓
CO 3	✓		✓
CO 4		✓	✓
CO 5		✓	✓



University of Kerala

Discipline	Psychology				
Course Code	UK4DSEPSY203				
Course Title	PSYCHOLOGY OF ADOLESCENCE				
Type of Course	DSE				
Semester	IV				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hours	5
Pre-requisites	-				
Course Summary	This course covers various aspects of adolescent development, focusing on theories, research, and current issues from puberty through emerging adulthood. This course also covers emotional, cognitive, and physical development in adolescence along with the formation and maintenance of various relationships during the same period.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	Introduction		14
	1	Historical Perspective: Early 20 th and 21 st centuries, Stereotyping of Adolescents, A positive view of Adolescence..	4
	2	The nature of development: Processes and Periods, Developmental Transitions.	4
	3	Puberty: Biology of Puberty, Secondary sexual characteristics, Growth Spurt	4
II	Cognitive, Emotional, and Moral Development in Adolescence		18
	4	Cognitive development: Piaget's theory, Vygotsky's view,	4
	5	Emotional development: The emotions of adolescence, Hormones, experience and emotions, emotional competence.	3
	6	Moral development: Domains- Moral thought (Kohlberg's stages), Moral Behaviour, Moral Feeling, Moral personality.	3
	7	Contexts of moral development – Parenting, School, Values, Religion and Spirituality	2
III	Gender and sexuality		15
	8	Biological, social, and cognitive influences on gender,	2
	9	Gender stereotypes, similarities and differences	2

	10	Gender role classification: Masculinity, femininity, and androgyny	2
	11	Traditional masculinity and problem behaviors in adolescent males, Gender – role transcendence. Developing a sexual identity	3
	12	Adolescent sexual problems, Sexual literacy, and Sex education	3
IV	Problems in adolescents		16
	13	Exploring problems of Adolescence – Biopsychosocial approach, developmental psychopathology approach.,	2
	14	Stress and Coping, Resilience. Risk taking behavior among adolescents	2
	15	Eating disorders, Drug abuse, Anti-social behavior,	2
	16	Juvenile Delinquency, Teenage pregnancy, Depression and Suicide.	3
	17	Prevention and Intervention strategies for adolescent problems	3
V	Adolescents and media		12
	18	Media and Technology: Media/Screen time, Television, Technology and digital media, Communication, Social Policy, and the media.	6
	19	Media effects on adolescents: Violence and aggression, Sexual Beliefs and Behavior, Body Image, Tobacco, Alcohol, and Illicit Drug Use.	6
		Total Hours	75

Practicals

(Minimum 4)

1. Adolescent Adjustment Inventory
2. Academic stress scale
3. Adolescent Emotional Maturity Scale
4. Parenting Style Questionnaire
5. Family Environment Scale
6. Spirituality Test
7. Adolescent's Holistic Scientific Attitude Scale
8. Resilience Scale
9. Adolescent Mental Health Scale
10. Sexual Behaviour Scale

Practicum

Ask students to visit a nearby rehabilitation centre/ school counselor and take note of the various problems faced by the Adolescent population.

References

Santrock, J.W. (2011). *Adolescence*, (12th ed.). India: Tata McGraw Hill Publishing Co

Papalia, D.E, Olds, S.W., & Feldman, R.D. (1992). *Human Development*, (9th ed.). Tata Hill Publishing Co

Mahmud, J. (2005). *Development Psychology*, Efficient Offset Printers.

Berk, L. (2015). *Child Development*. Pearson Higher Education AU, Ehund.

Lerner, R. M., & Steinberg, L. (2004). *Handbook of Adolescent Psychology*. John Wiley & Sons.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Identify the changes occurring during adolescence	U	PSO- 1
CO-2	Describe the cognitive, emotional, and moral development in adolescence	U	PSO-1
CO-3	Discuss the gender roles and sexuality in adolescence	Ap	PSO-2
CO-4	Describe the problem behaviours likely to be exhibited during adolescence	Ap	PSO-2,3
CO-5	Analyze the effects of media on adolescents	An	PSO-3

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

PSYCHOLOGY OF ADOLESCENCE: Credits: 3:0:1 (Lecture:Tutorial:Practical)

CO No.	CO	PO/ PSO	Cognitive Level	Knowledge Category	Lecture (L)/ Tutorial (T)	Practical (P)
1	CO-1	PSO- 1	U	F	4	0
2	CO-2	PSO-1	U	F	4	0
3	CO-3	PSO-2	Ap	C	3	1
4	CO-4	PSO-2,3	Ap	C	2	2
5	CO-5	PSO-3	An	F	2	2

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	End Semester Examinations
CO 1	✓		✓
CO 2	✓		✓
CO 3	✓	✓	✓
CO 4	✓	✓	✓
CO 5	✓	✓	✓



University of Kerala

Discipline	PSYCHOLOGY				
Course Code	UK4DSEPSY204				
Course Title	ENVIRONMENTAL PSYCHOLOGY				
Type of Course	DSE				
Semester	IV				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 Hours	-	2	5
Pre-requisites					
Course Summary	Environmental psychology investigates the interplay between people and their physical and social surroundings. It explores how we perceive, interpret, and understand the spaces we navigate. Topics include the impact of environment on human psyche. We analyze environmental influences, sustainability, and pro-environmental behavior on Indian culture.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	Introduction to Environmental Psychology		15
	1	Definition and Scope of Environmental Psychology	
	2	Historical Overview with Emphasis on Indian Perspectives	
	3	Interdisciplinary Nature: Integration of Psychology and Environmental Studies	
II	Environmental Perception and Well-being		16
	5	Perceptual Processes in Environmental Cognition	
	6	Cultural Influences on Environmental Perception (Indian Context)	
	7	Environmental Stressors and their Impact on Well-being	
	8	Restorative Environments: Traditional Indian Concepts and Practices	
III	Environmental Attitudes and Behavior		16
	8	Formation and Change of Environmental Attitudes	

IV	9	Cultural Factors Shaping Pro-Environmental Behavior (Indian Cultural Values)	
	10	Strategies for Promoting Sustainable Lifestyles: Insights from Indian Traditions	
	Designing Healthy Environments		16
	11	Principles of Biophilic Design in Indian Context, Urban Green Spaces and Biodiversity Conservation: Case Studies from India	
	12	Sustainable Architecture: Incorporating Traditional Indian Architectural Practices.	
V	Applications of Environmental Psychology		12
	13	Environmental Assessment and Impact Studies: Considerations in Indian Context	
	14	Community-based Environmental Interventions: Examples from Indian Communities	
	15	Policy Implications for Sustainability: Challenges and Opportunities in India	
		Total hours	75

Practicums (1 & 2 compulsory)

1. Proxemics study through observation
2. Observation of Crowding Behaviour in Market v/s a park or beach

References:

- Steg, L., & Van den Berg, A. E. (2019). *Environmental Psychology: An Introduction* (2nd ed.). Wiley-Blackwell.
- Gifford, R. (2002). *Environmental Psychology: Principles and Practice* (3rd ed.). Optimal Books.
- Bell, P. A., Greene, T. C., & Fisher, J. D. (2011). *Environment Psychology* (5th ed.). Psychology Press.
- Kopec, D. (2018). *Environmental Psychology for Design* (3rd ed.). Bloomsbury Academic
- Stokols, D., Altman, I., & Wohlwill, J. F. *Environmental Psychology: Behavior and Experience in Context*

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
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CO-1	Explore how psychological principles apply to environmental contexts.	Ap	PSO-1,2,3
CO-2	Acknowledge the rich indigenous knowledge of local communities	Ap	PSO-3,4
CO-3	Increase awareness of the global impact of climate change across Indian cultures.	U	PSO-2,3
CO-4	Understand Biophilic Design and human psyche	U	PSO-4
CO 5	Analyze the impact of human behaviour on the environment and vice versa.	An	PSO-2,3,4

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Environmental Psychology: Credits: 3:0:1 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/ Tutorial (T)	Practical (P)
CO1	CO-1	PSO-1, 2,3	Ap	F, C	4	0
CO2	CO-2	PSO-3,4	Ap	P	4	0
CO3	CO-3	PSO-234	U	F	3	1
CO4	CO-4	PSO-2	U	F	2	2
CO5	CO 5	PSO-3,4	An	F,C	3	1

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	End Semester Examinations
CO 1	✓		✓
CO 2	✓		✓
CO 3	✓		✓
CO 4		✓	✓
CO 5		✓	✓



University of Kerala

Discipline	PSYCHOLOGY				
Course Code	UK4DSEPSY205				
Course Title	CULTURAL PSYCHOLOGY: UNDERSTANDING IDENTITY AND DIVERSITY				
Type of Course	DSE				
Semester	4				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2	5
Pre-requisites	-				
Course Summary	The course in Cultural Psychology offers students an exploration of the dynamic interplay between culture and human behavior, encompassing theoretical frameworks, empirical research, and practical applications. Through a blend of global perspectives and insights from Indian scholars students gain a comprehensive understanding of how cultural factors shape individual and collective psychological processes, with implications for diverse real-world contexts.				

Detailed Syllabus

Module	Unit	Content	Hrs
I	Introduction to Cultural Psychology		15
	1	Culture and its relation to psychology	
	2	Cross-cultural Psychology Vs Cultural Psychology. Pioneer researchers and theoretical positions in Cultural Psychology	
	3	Conducting research across cultures- Comparisons across cultures, Cross-cultural research with surveys and experiments, Ethnography, Neuroscience methods	
	4	Cultural relativism vs. Universality	
II	Culture and Identity		13
	5	Universal and divergent aspects of the self. Independent vs. interdependent self-construal	
	6	Individualism vs. Collectivism, High-context vs. Low-context cultures. Shame cultures, National identity -Implications for behaviour, cognition, gender roles and authority	
III	Indian Social Psyche		15
	7	Identity and development in the context. Illustrations of various groups: Views of Kakar, Throat, Saraswati	
	8	The Indian Psyche: Cultural commentaries of Erikson, Kakar, Nandy. Cultural formation of the Individual, Family and Culture.	

		Myths and the formation of social psyche in India: Ramanaujam, Kakar	
	9	Analysis of Leadership in Indian society: Swami Vivekananda, Mahatma Gandhi, Jawaharlal Nehru (Erikson, Kakar)	
IV	Glimpses of the Kerala Psyche		17
	10	Myths and the Kerala society- Illustrations: Parasuraman, Naranath Bhranthan, Perumthachan	
	11	Society, Family and Individual in Malayalam Films. Illustrations: Fan Culture (Ossella & Ossella), Family Relations (Joseph), Star Persona (Joseph)	
	12	Cultural Practices and Social Healing (Ahamed), Child development and hereditary occupation in a tribal community (Kuniyil)	
V	Culture, Social discourses and Psychology in Kerala		15
	13	Analysis of Serials and TV shows: Illustrations. Family and Social dynamics.	
	14	Social psyche in advertisements. Illustrations.	
	15	Psychopolitical analysis of social media	
	16	Political psychology of contemporary Kerala	
		Total Hours	75

Activities based on the syllabus content

1. In-class Demonstrations
2. Discussions
3. Assignments
4. Workshops
5. Seminars

Practicum

(Minimum two)

1. Cultural Immersion Experience: Participate in an immersive cultural experience within the local community or through virtual platforms, and engage with individuals from diverse cultural backgrounds. Document the observations and reflections on how cultural factors influence behavior and psychology.
2. Cross-Cultural Research Project: Design and conduct a cross-cultural research project focusing on a specific psychological phenomenon. Collect data from individuals belonging to different cultural groups and analyze the results to understand cultural variations in psychological processes.
3. Cultural Identity Workshop: Organize and facilitate a workshop on cultural identity, inviting guest speakers from diverse cultural backgrounds to share their experiences. Through interactive activities and discussions, explore the complexities of cultural identity and its impact on individual well-being.
4. Cultural Artifact Analysis: Select cultural artifacts (e.g., art, music, literature, symbols) from different cultures and analyze their psychological significance. Present the

findings, highlighting how cultural artifacts reflect underlying beliefs, values, and norms within specific cultural contexts.

5. Cultural Artifact Showcase: Choose an artifact from a culture you're curious about—like a traditional dance, a piece of art, or a folk song. Investigate its history and meaning, then present the findings to the class.
6. Media Analysis: Pick a movie, TV show, or song from one's own or another culture. Watch or listen to it with a critical eye, considering how cultural values and beliefs are portrayed. Share the analysis with the class and discuss how the media shapes our perceptions of different cultures.

Reference:

- Kitayama, S., Duffy, S., & Uchida, Y. (2007). Self as cultural mode of being. In *Handbook of cultural psychology* (pp. 136–174). The Guilford Press.
- Kakar, S. (2008). *Culture and psyche: Selected essays*. Oxford University Press.
- Nandy, A. (1989). *Intimate enemy* (pp. x-x). Oxford: Oxford University Press.
- Thorat, A. C. (2018). Dalit Identity in Dalit Autobiography: A Standpoint. *The Indian journal of English studies*, 197.
- Saraswathi, T. S. (1999). Adult-child continuity in India: Is adolescence a myth or an emerging reality? In T. S. Saraswathi (Ed.), *Culture, socialization and human development: Theory, research and applications in India* (pp. 213–232). Sage Publications, Inc.
- Kakar, S. (2012). *The inner world: A psychoanalytic study of childhood and society in India* (4th Ed.). New Delhi, India: Oxford University Press
- Matsumoto, D., & Juang, L. (2016). *Culture and psychology*. Cengage Learning.
- Joseph, S. (2014). *Psychocultural Analysis of Popular Myths in Kerala*. Unpublished Research Manuscript.
- Osella, C. and Osella, F. (2004). 'Malayali young men and their movie heroes.' In: Chopra, Radhika, Osella, Caroline and Osella, Filippo, (eds.), *South Asian masculinities: context of change, sites of continuity*. New Delhi: Women Unlimited, an associate of Kali for Women, pp. 224-261.
- Joseph, S., Sasidharan, T., & Menon, M. (2013). “Mother, I want to marry her, but only if you wish”: A case of Visual Analysis to Understand Families in Contemporary Kerala. *Artha Journal of Social Sciences*, 13(1),33-48.
- Ahammed, S. (2019). Caste-based oppression, trauma and collective Victimhood in Erstwhile South India: The collective therapeutic potential of Theyyam. *Psychology and Developing Societies*, 3(1), 88-105.
- Kuniyil, V. (2021). Parental concept of child development and hereditary occupation among the Malayan Community of North Kerala. *Psychological studies*, 66(4), 445-454.
- Joseph, S. (2006). Bhoothakkannaadikal Maattumpol. In. Bipin Chandran (Ed.) *Mammootty: Kaazhchayum Vaayanayum*. DC Books.

Online Resources

<https://arcurea.in/wp-content/uploads/2024/04/P.K.-Nair-Commemoration-Lecture-SK-Speech.pdf>. Sudhir Kakar on ‘Cinema and Psychology’

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Develop an understanding of the intricate relationship between culture and psychology, examining how cultural factors influence individual and collective behavior.	U	1
CO-2	Appreciate the contributions of pioneer researchers and theoretical perspectives in the field.	An	1
CO-3	Acquire methodological skills for conducting research across cultures, including comparative analysis, cross-cultural surveys, experiments, ethnography, and neuroscience methods.	Ap	4
CO-4	Analyze the concepts of cultural relativism and universality, exploring their implications for cultural identity formation and societal norms.	An	5
CO-5	Evaluate universal and divergent aspects of the self, including independent versus interdependent self-construals, and assess their impact on behavior and cognition within various cultural contexts, with specific attention to Indian and Keralite social psyches.	E	5, 6

R-Remember, U-Understand, Ap-Apply, An-Analyze, E-Evaluate, C-Create

CULTURAL PSYCHOLOGY: UNDERSTANDING IDENTITY AND DIVERSITY:

Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/ PSO	Cognitive Level	Knowledge Category	Lecture (L)/ Tutorial (T)	Practical (P)
1	CO-1	1	U	F,C	4	0
2	CO-2	1	An	C, M	3	1
3	CO-3	4	Ap	P, M	2	2

4	CO-4	5	An	C, M	4	0
5	CO-5	6,7	E	C, M	4	0

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs

	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PS O7	PO 1	P O2	P O3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	2	2	2	-	-	-	-	2	-	3	-	-	-	-	-
CO 2	2	3	2	-	-	-	-	2	-	2	-	-	-	-	-
CO 3	-	2	-	-	-	-	-	-	-	-	-	-	2	-	-
CO 4	-	2	2	-	-	-	-	2	2	-	1	-	-	-	-
CO 5	1	3	3	-	-	-	-	2	2	3	2	-	2	-	2

Correlation Levels

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Assignment/ Seminar/ Active discussion
- Continuous Comprehensive Assessment
- Article Review
- Visual analysis demonstrations
- End Semester Assessment

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment/ Seminar	Article Review	Visual analysis/ Interpretation	End Semester Examinations
CO 1	✓	✓	✓	✓	✓
CO 2	✓				✓
CO 3	✓				✓
CO 4	✓	✓			✓
CO 5	✓	✓	✓	✓	✓



University of Kerala

Discipline	PSYCHOLOGY				
Course Code	UK4DSEPSY206				
Course Title	CYBERPSYCHOLOGY				
Type of Course	DSE				
Semester	IV				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hours	5
Pre-requisites	-				
Course Summary	This course provides the learner with a comprehensive understanding of how the internet, social media, virtual reality and other digital technology influence human thoughts, feelings and behaviour. Through lectures, discussions, case studies, and hands-on activities, the learner will be able to critically evaluate the effects of digital technology on individuals, relationships, and society and to explore ways for promoting responsible use of technology.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	Cyberpsychology: An overview		15
	1	The basics: Definition and a brief synopsis of Cyberpsychology	
	2	Cyberspace: The concept of cyberspace, The internet as a psychological construct, Psychological elements of cyberspace	
	3	Research methods: Observation, Correlational and Survey designs, Experiments, Online and emerging methods, Ethical challenges in research	
II	Self in Cyberspace		15
	4	Cyberself: Online and offline selves, Motivations for sharing the self, Individual and social cognitive factors, Impression management and self-presentation	
	5	Theoretical perspectives: Goffman's theory of self-presentation, Arkin's self-presentation strategies, Self-discrepancy theory, Social capital, Regulatory focus theory, Flow theory, Social information processing theory, Hyperpersonal communication model, Warranting theory, Morals and social norms	
	6	Identity development in social networking sites: Relatedness, Autonomy, and Networked Individualism, Customised Sociality, Self-expression	
III	Social life in Cyberspace		15
	7	Computer-mediated communication: Communication tools online, Online communication strategies (Verbal language, Paralanguage, Acronyms and Abbreviations, Emojis)	

	8	Social interactions online: Online dating, Online groups, Social influence (compliance, obedience and authority, conformity), Persuasion (The Elaboration Likelihood Model, Captology), Cyberactivism on social media, Blogs and Vlogs	
	9	Social consequences of online interactions: Moderating factors, The interpersonal connection behaviours framework, Positive consequences (Self-disclosure, Social support), Negative consequences (Social comparison, Loneliness)	
IV		Applications of Cyberpsychology	17
	10	Psychopathology: Problematic internet use, Internet gaming disorder, Technology in mental health interventions	
	11	Consumer behaviour: Online consumer behaviours, Factors affecting online shopping acceptance, Consumer-brand relationships	
	12	Forensics: Types of cybercrimes, Cybercriminal profiling	
	13	Health: Technology and health, Sharing and self-disclosure in digital health settings, Searching and curating health information online	
	14	Education: Impact of the internet on learning, Learning resources on the internet, Future trends	
V		Latest research trends	13
	15	Research review: Psychology and Technology Interface (Human-computer interaction, Gaming, Psychological applications of Virtual reality and Artificial intelligence)	
		Total Time	75

Practicum

1 & 2 are compulsory.

1. Analyse and reflect on your personal usage of social media platforms, by examining patterns, motivations and psychological effects of your online interactions. Write a reflective essay on the basis of your analysis.
2. Select one or two free online discussion forums based on your interest and observe the ongoing discussions, and interactions. Identify patterns by carefully observing and analysing the types of topics being discussed, tone and language used in discussions, and prevalent attitudes. Present the findings (written report/oral presentation).

References

- Attrill-Smith, A., Fullwood, C., Keep, M., & Kuss, D. J. (2019). *The Oxford handbook of Cyberpsychology*. USA: Oxford University Press.
- Kirwan, G., Connolly, I., Barton, H., & Palmer, M. (2024). *An introduction to Cyberpsychology*. Taylor & Francis.
- Attrill, A., & Fullwood, C. (2016). *Applied Cyberpsychology: Practical applications of cyberpsychological theory and research*. Palgrave Macmillan.
- Attrill, A. (2015). *The manipulation of online self-presentation*. Springer.

Harley, D., Morgan, J., & Frith, H. (2018). *Cyberpsychology as everyday digital experience across the lifespan*. Springer.

Hadlington, L. (2017). *Cybercognition*. SAGE.

Khader, M., Neo, L. S., & Chai, W. X. T. (2021). *Introduction To Cyber forensic psychology: Understanding the mind of the Cyber deviant perpetrators*. World Scientific.

Parsons, T.D. (2019). *Ethical challenges in digital psychology and Cyberpsychology*. Cambridge University Press.

McLean, K. C., & Syed, M. (Eds.). (2015). *The Oxford Handbook of Identity Development*. New York: Oxford University Press.

Subrahmanyam, K., & Šmahel, D. (2011). *Digital Youth: The role of media in development*. Springer.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Demonstrate an understanding of the foundational theories and research methods in cyberpsychology	U	PSO 1
CO-2	Explain the psychological processes underlying self-presentation, identity, and the dynamics of social interactions in cyberspace	U	PSO 1
CO-3	Equip oneself to apply cyberpsychology in the fields of psychopathology, consumer behaviour, forensics, health and education	An, Ap	PSO 1,2
CO-4	Evaluate latest research in the area of psychology-technology interface	E	PSO 1,2,3
CO-5	Analyse online behaviour of oneself and others based on the concepts and theoretical perspectives in cyberpsychology	An	PSO 1,2,3,4,6

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Cyberpsychology: Credits: 3:0:1 (Lecture:Tutorial:Practical)

CO No.	CO	PO/ PSO	Cognitive Level	Knowledge Category	Lecture (L)/ Tutorial (T)	Practical (P)
1	CO-1	PSO 1	U	F	4	0

2	CO-2	PSO 1	U	F	4	0
3	CO-3	PSO 1,2	An, Ap	C, M	2	2
4	CO-4	PSO 1,2,3	E	C, M	3	1
5	CO-5	PSO 1,2,3,4,6	An	C, M	4	0

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PS O7	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	-	-	-	-	-	-	3	-	-	-	-	-	-	-
CO 2	3	-	-	-	-	2	-	3	-	-	-	-	-	-	1
CO 3	-	-	-	3	-	-	-	3	2	-	3	2	-	2	-
CO 4	3	-	-	2	-	-	-	3	-	-	2	-	1	-	-
CO 5	3	-	-	-	-	-	-	3	-	-	-	-	-	-	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	End Semester Examinations
CO 1	✓		✓
CO 2	✓		✓
CO 3	✓		✓
CO 4		✓	✓
CO 5		✓	✓



University of Kerala

Discipline	PSYCHOLOGY				
Course Code	UK4DSEPSY207				
Course Title	COMMUNITY PSYCHOLOGY				
Type of Course	DSE				
Semester	IV				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3	-	2	5
Pre-requisites	-				
Course Summary	This course is designed to provide students with an introduction to the field of community psychology, with a focus on the theory and methods used in this area. Students will explore the history of community psychology, as well as various topics related to community research, social and community interventions, community mental health, and social change. Through lectures, discussions, assignments and field visits, students will gain a solid understanding of the concepts and principles of community psychology, and how they can be applied in real-world settings.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I		Introduction to Community Psychology and Models	15
	1	Definition, Nature, Scope and Emergence of Community Psychology	
	2	Principles and Conceptual Tools of Community Psychology,	
	3	Core values in Community Psychology, The Psychologist and Community change	
	4	Mental Health Model, Behavioural Model, Organisational Model, Ecological Model, Social Action Model	
	5	Integration of Modern Psychology with Indian Thought	
II		Globalization, Marginalisation, Immigration and Settlement	15
	6	Globalization and its effects, Social Insecurity, Social Marginalisation, Immigration and Refugees	
	7	Poverty and economic marginality, Resistance and Resilience, The relevance of Community Psychology to Marginalisation, working against social Marginalisation	

	8	Cultural and cross-cultural transition, Responses of the receiving community, Roles and challenges for community psychologists.	
III		Gender and Community Psychology	15
	9	Defining variations in sexual orientation and gender identity, Heterosexism and oppression	
	10	Towards liberation and well-being - LGBT health promotion and prevention.	
	11	Collective power- Gay rights liberation movement and community partnership.	
IV		Promotion and Prevention	15
	12	Empowerment and Citizen Participation. Primary, Secondary and Tertiary prevention, Preventing Problematic Behaviour. Promoting Social change, Program Evaluation and Program Development	
V	13	Field Experience	15
		Field work/ Discussion / Project. Designing programs for community welfare	
		Total Hours	75

Practicum

Do any two supervised field work in the area of community psychology and report the findings.

References

- Dasgupta, S. (2000). *Social Transformation in India*. Dorling Kindersley (India) pvt Ltd, Pearson.
- Mohanty, A. K., & Misra, G. (2000) *Psychology of Poverty and Disadvantage*. New Delhi: Concept Pub. Co
- Nelson, G., & Prilleltensky, I. (2012). *Community Psychology - in pursuit of liberation and well-being* (2nd ed.).
- Oxford, J. (2008). *Community Psychology: Challenges, Controversies and Emerging Consensus*. John Wiley & Sons.
- Sinha, D., Misra, G., & Dalal A. K. (2015). *Psychology in India*. Oxford University Press.
- Zax, M, & Spector, G. A.(1974). *An Introduction to Community Psychology*. New york: John Wiley & Sons

Web Resources

Community change in public health – www.coursera.org

Foundational skills for community at health - www.coursera.org

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand the role of community psychology in promoting mental health and well-being.	R,U	1,2
CO-2	Apply the values and methods of community psychology.	An, Ap	2,4,5
CO-3	Develop research skills for studying communities and understanding community issues.	Ap, E	3,4
CO-4	Design innovative programs geared towards empowerment of marginalized groups.	U, Ap, C	2,4
CO-5	Plan social and community interventions to solve community problems.	Ap, C	4,7

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Community Psychology: Credits: 3:0:1 (Lecture:Tutorial:Practical)

CO No.	CO	PO/ PSO	Cognitive Level	Knowledge Category	Lecture (L)/ Tutorial (T)	Practical (P)
1	CO-1	1,2	R,U	F	4	0
2	CO-2	2,4,5	An, Ap	C, Ap	3	1
3	CO-3	3,4	Ap, E	Ap	3	1
4	CO-4	2,4	U, Ap, C	Ap, M	3	1
5	CO-5	4,7	Ap, C	Ap, M	2	2

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	End Semester Examinations
CO 1	✓		✓
CO 2	✓		✓
CO 3	✓		✓
CO 4		✓	✓
CO 5		✓	✓



University of Kerala

Discipline	PSYCHOLOGY				
Course Code	UK4SECPSY200				
Course Title	BETTERING COMMUNICATIONS THROUGH TRANSACTIONAL ANALYSIS				
Type of Course	SEC				
Semester	IV				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	3 hours	-	-	3
Pre-requisites	-				
Course Summary	This course looks into Transactional Analysis theory. This course will also look into communication and improving communication through analysis of transactions.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	Introduction of Transactional Analysis		9
	1	TA and Eric Berne, Basic Assumptions in TA, Goal of TA, Applications of TA	
	2	Ego states, Structure model, Functional model, Contamination and Exclusion, Diagnosis of ego states, Ego grams	
	3	Stimulus and Recognition Hunger, Strokes – Definition, types, stroke economy	
II	4Transactions, Life positions and Time Structuring		9
	5	Transaction- definition, types, rules	
	6	Life positions – Definition, OK ness, 4 position	
	7	Social Time Structuring and effective life	
III	8Life Script and Games		9
	9	Life Script, Injunctions, Counter Injunctions, Drivers, Rackets	
	10	Games , Karpman Drama Triangle, Autonomy	
IV	Communication		9
	11	360 ° interpersonal relationship in schools, workplaces Non Verbal Communication – Body Movement or Kinesics, Physical characteristics, Vocal quality, Proxemics, Artifacts and Environment	

	12	Listening and Responding – Active Listening, Giving feedback, Paraphrasing	
V	Exercises		9
	13	Egogram - Administering, interpreting Exercise to improve Listening Skills	
		Total Time	45

Practicum

Do any two of the following (Not a mandatory component)

1. Role Play for various transactions
2. Analysing some transactions between sales agent and customer
3. Analysing some transactions between Teacher and student
4. Analysing some transactions between employee and managers
5. Analysing transactions at home
6. Analysing transactions at social circles

References

Berne, E. (2009). *Transactional Analysis in Psychotherapy*. Snowball Publishing

Berne, E. (2016). *Games People Play*. Penguin Life.

Steiner, C. (2003). *Emotional Literacy: Intelligence with a Heart*.

Stewart, I. & Joines, V. (2012). *TA Today* (1987). Lifespace Publishers

Web Resources

Youtube video on Games People Play- Interview with Eric Berne

 Dr. Eric Berne - Games People Play - The Theory Part I <https://youtu.be/eLQS0IxLYMg>

Youtube videos on Improving Active Listening Skills  Active Listening Skills

<https://youtu.be/7wUCyjiyXdg>

Improving Listening Skills  How to Improve Listening Skills

<https://youtu.be/iWPkHHlchIE>

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Explain concepts in TA.	U	PSO-1
CO-2	Demonstrate types of transactions.	Ap	PSO-1,4
CO-3	Illustrate appropriate Stroke Behaviour towards a marginalised person.	Ap	PSO-4,6

CO-4	Analyse one's own life position in a social dealing.	An	PSO-3.4
CO-5	Design effective time structure for a classmate.	C	PSO-4

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

**Bettering Communication Through Transactional Analysis: Credits: 3:0:0
(Lecture:Tutorial)**

CO No.	CO	PO/ PSO	Cognitive Level	Knowledge Category	Lecture (L)/ Tutorial (T)	Practical (P)
1	CO-1	PSO-1	U	C	3	0
2	CO-2	PSO-1,4	Ap	M	3	0
3	CO-3	PSO-4,6	Ap	M	3	0
4	CO-4	PSO-3,4.	An	M	3	0
5	CO-5	PSO-4	C	P	3	0

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	End Semester Examinations
CO 1	✓		✓
CO 2	✓		✓
CO 3		✓	✓
CO 4		✓	✓
CO5		✓	✓



University of Kerala

Discipline	PSYCHOLOGY				
Course Code	UK4SECPSY201				
Course Title	SKILLS FOR EMOTION MANAGEMENT				
Type of Course	SEC				
Semester	IV				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	3 hours	-	-	3
Pre-requisites					
Course Summary	This course provides an in-depth exploration of emotions, their functions, regulation techniques, and interpersonal effectiveness skills. Participants will gain insight into understanding and naming emotions, recognizing the impact of emotion dysregulation, and developing mindfulness practices. Additionally, the course will focus on enhancing positive emotions and fostering healthy interpersonal relationships.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	Understanding Emotion Regulation and Dysregulation		8
	1	Understanding the Functions of emotions	
	2	Emotion Regulation and Dysregulation	
	3	Biosocial theory of Emotion Dysregulation: Biological vulnerabilities, Role of Invalidating Environment	
	4	Characteristics of emotionally vulnerable individuals. Biological influences on vulnerability. Individual variation in emotionality	
	5	Characteristics of Invalidating environment	
	6	Consequences of Emotion Dysregulation	
II	Mindfulness Skills		10
	7	Core Mindfulness Skills	
	8	“What” Skills - Observe, Describe, Participate	
	9	“How” Skills - Non-judgmentally, One-mindfully, Effectively	
	10	Balancing Doing Mind and Being Mind	
	11	Wise Mind: Walking the Middle Path	
III	Emotion Regulation Skills		10
	12	Understanding the functions of Emotions	
	13	Understanding and Naming Emotions	
	14	Changing Emotional Responses	

	15	Reducing Vulnerability to Emotion mind - ABC PLEASE skills	
	16	Managing Really Difficult Emotions	
IV	Interpersonal Effectiveness Skills		10
	17	Core Interpersonal Effectiveness Skills	
	18	Objectives Effectiveness Skills - DEAR MAN	
	19	Relationship Effectiveness - GIVE skills	
	20	Self-respect Effectiveness - FAST	
	21	How to end relationships	
	22	Strategies for Changing Behavior	
V	Enhancing Positive Emotions		7
	23	Broaden-and-Build theory of Positive emotions	
	24	Fordyce's 14 fundamentals for Happiness	
	25	Strategies for enhancing hope, optimism and positive expectations	
	26	Benefits of Forgiveness and Gratitude - Strategies to practice forgiveness and gratitude	
		Total Hours	45

Suggested Activities

1. Emotion wheel exercise - identifying and labeling different emotions.
2. Mindful breathing exercise; distress tolerance worksheet.
3. ABC PLEASE skill practice - Accumulating positives, Building Mastery, Coping Ahead, Physical illness, Sleep, and Eating.
4. Anger diary - tracking anger triggers and responses.
5. Gratitude journaling; sharing gratitude letters in pairs.
6. Pleasant event scheduling - planning and engaging in enjoyable activities.
7. DEAR MAN and GIVE skills role-play - assertive communication in interpersonal interactions.
8. Problem-solving scenarios using emotion regulation techniques; creating personal emotion regulation plans.

References:

- Linehan, M. (2014). *DBT Skills training manual*. Guilford Publications.
- Read, G. (2015). *DBT Skills Training Manual DBT Skills Training Handouts and Worksheets*.
- McKay, M., Wood, J. C., & Brantley, J. (2019). *The dialectical behavior therapy skills workbook: Practical DBT exercises for learning mindfulness, interpersonal effectiveness, emotion regulation, and distress tolerance*. New Harbinger Publications.
- Carr, A. (2013). *Positive psychology: The science of happiness and human strengths*. Routledge.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Articulate emotion regulation components, identify influencing factors, and explain its significance for well-being.	U	1
CO-2	Acquire skills to recognize and manage emotions using evidence-based techniques like mindfulness and cognitive restructuring.	A, An, Ap	1,3,4
CO-3	Develop assertiveness, active listening, and empathy for effective communication and conflict resolution.	An, Ap	1,3,4
CO-4	Learn coping strategies for intense emotions such as anger and anxiety, including emotion labeling and relaxation techniques.	Ap, C	1,3,4
CO-5	Cultivate resilience through activities fostering gratitude, optimism, and self-compassion for greater life satisfaction.	Ap, An, C	1,3,4

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Skills for Emotion Management: Credits: 3:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/ Tutorial (T)	Practical (P)
1	CO-1	1	U	F,C	3	0
2	CO-2	1,3,4	A, An, Ap	F,C,P	3	0
3	CO-3	1,3,4	An, Ap	F,C	3	0
4	CO-4	1,3,4	Ap, C	F,C,P	3	0
5	CO-5	1,3,4	Ap, An, C	F,C,M,P	3	0

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	End Semester Examinations
CO 1	✓		✓
CO 2	✓		✓
CO 3		✓	✓
CO 4		✓	✓
CO 5		✓	✓



University of Kerala

Discipline	PSYCHOLOGY				
Course Code	UK4SECPSY202				
Course Title	YOGA AND SELF EMPOWERMENT TECHNIQUES				
Type of Course	SEC				
Semester	IV				
Academic Level	200 - 299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	3 hours	-		3
Pre-requisites	-				
Course Summary	This course covers Self empowerment techniques including Yoga and various forms of relaxation, such as Jacobson's progressive muscle relaxation and guided somatopsychic relaxation. Students will learn pranayama techniques, different types of meditation, and basic yoga postures to promote physical and mental well-being.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	Introduction to Self empowerment Techniques		9
	1	Relaxation training- progressive Muscular relaxation and meditation	
	2	Types of relaxation-Progressive muscle relaxation-Passive muscle relaxation- meditation-visualization/imagery-autogenic relaxation-yoga-exercise- Tai chi-Massage	
	3	Breathing Exercise and Breathing Relaxation	
	4	Yoga Principles.	
II	Relaxation		9
	5	Jacobson's progressive Muscle Relaxation- Theory and Procedure, Applications of JPMR	
	6	Guided Somato Psychic Relaxation - Theory and Procedure, Applications of GSPR	
	7	Autogenics (self relaxation) - Procedure	
	8	Yoganidra - Theory and Procedure, Applications of yoga nidra	
III	Pranayama/Breathing Exercises		9
	9	Introduction to pranayama	
	10	Simple Breathing exercises	
	11	Types of Pranayama	
	12	Kapalbhati	
	13	Anuloma viloma	

	14	Ujjai	
	15	Sitali	
	16	Cithkari	
	17	Bhasthrika	
IV	Meditation		9
	18	Types of meditaion	
	19	Simple meditation	
	20	Japa meditation	
	21	Zen Meditation	
	22	Cosmic energy meditation	
V	Yoga and Yoga Asanas		9
	23	Components of yoga	
	24	Basic asanas	
	25	Sooryanamaskar, Child pose, Sarvasana/ Corpse pose, Paschimothanasan, Inclined Plain , Bhujangasan	
		Total time	45

Reference:

Mc Neil, D. W., & Lawrence, S. M. (2002). *Relaxation Training. Encyclopedia of Psychotherapy (Vol.2)*. Academic Press.

Schafer, W. (2000). *Stress management (4th ed)*. Wadsworth learning, Inc.

Sreedhar, K. P. (1996). *Guided Somatic-Psychic Relaxation*. Trivandrum: Department of Psychology, University of Kerala..

Iyengar, B. K. S. (2011). *Light on yoga*. Harper Collins Publishers.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Discuss the origin and the emergence of yoga and relaxation techniques	U	1,2
CO-2	Critique the different types of relaxation techniques	E	4
CO-3	Describe the procedure and applications of different self empowerment techniques such as Yoga asanas, meditation, JPMR, GSPR, Autogenics, Yoganidra and Pranayama	U	1
CO-4	Analyze the importance of different relaxation techniques	An	1
CO-5	Apply the principles of yoga, relaxation techniques, meditation and pranayama	Ap	1,4

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Yoga and Self Empowerment Techniques: Credits: 3:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/ PSO	Cognitive Level	Knowledge Category	Lecture (L)/ Tutorial (T)	Practical (P)
1	CO-1	1,2	U	F	3	0
2	CO-2	4,6	E	C	3	0
3	CO-3	1,3	U	F, P	3	0
4	CO-4	1,3	An	C	3	0
5	CO-5	1,4	Ap	P	3	0

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	End Semester Examinations
CO 1	✓		✓
CO 2	✓		✓
CO 3	✓		✓
CO 4		✓	✓
CO 5		✓	✓



University of Kerala

Discipline	PSYCHOLOGY				
Course Code	UK4VACPSY203				
Course Title	PSYCHOLOGY OF RELATIONSHIPS				
Type of Course	VAC				
Semester	IV				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	3 hours	-	-	3
Pre-requisites	-				
Course Summary	The course explores the intricate dynamics of attachment and love, from childhood to adulthood, examining attachment styles, types of love, and their influence on relationship development. Students will learn to analyse the complexities of interpersonal communication, conflict resolution, and assertiveness within intimate relationships, and learn to navigate the challenges of leaving relationships and managing the dark side of intimate connections.				

Detailed Syllabus

Module	Unit	Content	Hrs
I	Attachment and Love		9
	1	Strange Situation Test, Styles - Secure, Anxious, Avoidant-dismissive, Disorganised Style Reflections of Attachment on Adult Relationship- Styles of loving Know your attachment style (activity)	3
	2	Types of Love: Sternberg's Triangle of Love Characteristics of Healthy and Unhealthy Relationships. Development of romantic relationships: Levinger's Stage theory model	4
	3	Determinants of love: Proximity, Similarity, Complementarity, Physical attraction, Reciprocal Liking, Competence	2
II	Interpersonal Communication and Conflict Management		9
	4	Communication- Nature of Interpersonal Communication	2
	5	Interpersonal Conflict - Definition, Myths, Conflict Management Styles- Competing, Avoiding, Accommodating, Collaborating, Compromising. Steps in Conflict Management	3

	6	Techniques for building assertiveness- Assertive body language, Learning to say NO, Broken Record, Free Information, Self-Disclosure, Fogging, Content-to-Process Shift, Momentary Delay, Time-out Assertiveness Skills Practice- DEAR MAN Skills	4
III	Dynamics of Intimate Relations		9
	7	Functional vs Dysfunctional Family, Improving Family Dynamics And Communication, Parenting styles, Gentle parenting practices	3
	8	Marriage: Does love disappear after marriage?. Ways to enhance Marital Satisfaction	2
	9	What is Healthy Sexuality - Defining normal sexuality, Dimensions of an ideal Sexual experience, Essential personal qualities for Healthy Sexual relating	2
	10	Consent: Overview, When and how to ask for Consent, Verbal and nonverbal cues, General guidelines	2
IV	Leaving a Relationship		9
	11	Identifying toxic relationship: Signs and Symptoms	3
	12	Breaking up a love relationship: Attributions of behaviour in intimate relationships, When to leave a relationship? Coping Strategies to deal with dissolution.	4
	10	Relationship Churning: Effects on Mental Health and Relationship	2
V	Dark Side of Intimate Relationship		9
	23	Narcissist in Love, Effects of Narcissism in relationship, Understanding and Managing a Narcissist.	4
	25	Activities: Skills training Analysing Current trends and terminologies in relationships - Gaslighting,Breadcrumbing, Stalking, Red flags, Love bombing, Ghosting	5
		Total Hours	45

Reference

- Jackson-Dwyer, D. (2014). *Interpersonal relationships: Foundations of Psychology*. Routledge.
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- King, J. (2018, June 5). *Too Good To Go Too Bad To Stay*. Morgan James Publishing.
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Web resources

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and Assertive Techniques.

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<https://youth.gov/youth-topics/teen-dating-violence/characteristics>

Dfapa, G. H. B. M. (2019, August 15). New research offers insight into our reasoning around ending relationships. *Psychology Today*.

<https://www.psychologytoday.com/us/blog/experimentations/201708/how-do-we-decide-whether-or-not-break>

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<https://uca.edu/counseling/files/2012/09/Surviving-A-Relationship-Break-1.pdf>

Goldsmith, B., PhD. (2019, June 14). How to help each other be your best, and much more.

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<https://psychcentral.com/blog/what-makes-a-family-functional-vs-dysfunctional>

Schaffner, A. K., PhD. (2024, April 3). *Unleashing the power of gentle parenting (& 3*

examples). PositivePsychology.com. <https://positivepsychology.com/gentle-parenting/>

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand attachment styles and their role in adult relationships.	U	1
CO-2	Recognize types of love and traits of healthy relationships.	U	1, 3
CO-3	Develop effective communication and conflict resolution skills.	Ap	6
CO-4	Explore family dynamics, marriage satisfaction, and healthy sexuality.	An	4
CO-5	Learn strategies for leaving relationships and coping with challenges.	Ap	3, 4

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Psychology of Relationships: Credits: 3:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/ PSO	Cognitive Level	Knowledge Category	Lecture (L)/ Tutorial (T)	Practical (P)
1	CO-1	1	U	F, C	3	0
2	CO-2	1, 3	U	C	3	0
3	CO-3	6	Ap	C, Ap	3	0
4	CO-4	4	An	C, M	3	0
5	CO-5	3, 4	Ap	C, M, P	3	0

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PSO 7	PO 1	PO 2	P O3	PO 4	P O5	PO 6	PO 7	PO 8
CO 1	3	2	-	-	-	-	-	3	-	-	-	-	3	-	-
CO 2	-	-	-	3	-	-2	-	-	2	-	2	-	-	-	2
CO 3	3	-	2	-	2	-	3	-	2	-	-	3	-	1	-
CO 4	2	-	2	-	-	-	-	-	1	-	-	3	-	-	2
CO 5	-	-	-	3	-	-	2	-	-	3	-	-	-	3	-

Correlation Levels

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics

	Internal Exam	Assignment	End Semester Examination
CO 1	✓		✓
CO 2	✓	✓	✓
CO 3	✓	✓	✓
CO 4	✓	✓	✓
CO 5	✓		✓



University of Kerala

Discipline	PSYCHOLOGY				
Course Code	UK4VACPSY204				
Course Title	PSYCHOLOGY OF WELL-BEING				
Type of Course	VAC				
Semester	IV				
Academic Level	200 - 299				
Course Details	Credit	Lecture per week	Tutorial per week	Practicum/Practical per week	Total Hours/Week
	3	3 hours	-	-	3
Pre-requisites	-				
Course Summary	This course explores the theory and practice of well-being and personal growth from a psychological perspective. Through this course, the students will acquire the ability to identify their personal strengths and enhance the quality of their life.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	Introduction to Psychology of Well being		10
	1	Definition and Significance of Psychological well-being	2
	2	Major theories - hedonic, eudaimonic, PERMA model, Ryff's six-dimensional model of psychological well-being	4
	3	Factors influencing well-being - Personality traits, Social relationships, Life events	4
II	Happiness and Flow		8
	4	Positive Emotions: Thought widening, Undoing Negative emotions,, Building Resilience	4
	5	Enhancing Positive Emotions in Everyday living - Strategies for creating good mood, Happiness training program, Sustainable happiness model, Barbara Fredrickson's Positivity, Hope training	4
III	Identifying and Promoting Strengths		12
	6	Values in Action (VIA) Classification of Strengths and Virtues - 24 character strengths and 6 virtues	3
	7	Understanding one's strength profile, VIA strength survey, Signature Strengths	3
	8	ROAD-MAP to build strength capacity - reflect, observe, appreciate, discuss, monitor, ask, plan	4
	9	Spotting Strengths, Strengths planning for Positive habit	2

IV	Lifestyle Practices for Wellness		7
	10	Physical Activity and Wellbeing, Getting more activity, Sleep Hygiene and Nutrition	2
	11	Psychoneuroimmunology	1
	12	Digital Well-being -Mindful technology use and digital detox strategies. Creating healthy boundaries and managing digital distractions	3
	13	Mindfulness in everyday living	1
V	Personal Growth		8
	14	Discovering Possible Selves Developing Vision, Mission and a Personal Philosophy in Life	2
	15	Learning Reality Acceptance Skills	3
	16	Identifying Obstacles to the development of desirable habits and learning to deal with them Dealing with Procrastination	3
	Total Hours		45

Suggested Activities

1. VIA Survey
2. Mindfulness practice and record keeping

References

- Carr, A. (2004). *Positive Psychology: The science of happiness and human strength*. UK: Routledge.
- Compton, W. C., & Hoffman, E. (2019). *Positive psychology: The science of happiness and flourishing*. Sage Publications.
- Corey, G., & Corey, M. C. (2010). *I never knew I had a choice: Explorations in personal growth* (9th ed.). Cengage Learning.
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- Niemiec, R. M. (2019). *The Strengths-Based Workbook for Stress Relief*. New Harbinger Publications, Inc.
- Harrington, R (2013). *Stress, Health and Well-being: Thriving in the 21st century*. Wadsworth Cengage Learning
- Linehan, M. M. (2014). *DBT Skills Training Handouts and Worksheets*.
- Snyder, C.R. (2010). *Handbook of Positive Psychology*.
- Markus, H., & Nurius, P. (1986, September). Possible selves. *American Psychologist*, 41(9), 954–969.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand the concept and significance of psychological well-being.	U	1,2
CO-2	Explore major theories and models of well-being, including hedonic, eudaimonic, and the PERMA model.	An	1,2
CO-3	Examine the factors that influence well-being, such as personality traits, social relationships, and life events.	R, U	1,2
CO-4	Learn strategies to cultivate positive emotions and enhance well-being, including happiness training and resilience-building techniques.	Ap	4
CO-5	Develop lifestyle practices for overall wellness, including physical activity, sleep hygiene, nutrition, and mindfulness.	Ap	4

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Psychology of Wellbeing: Credits: 3:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/ PSO	Cognitive Level	Knowledge Category	Lecture (L)/ Tutorial (T)	Practical (P)
1	CO-1	1,2	U	F	3	0
2	CO-2	1,2	An	F,C	3	0
3	CO-3	1,2	R, U	C,M	3	0
4	CO-4	4	Ap	P,M	3	0
5	CO-5	4	Ap	M	3	0

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PS O7	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	1	-	2	2	1	-	-	2	1	-	1	-	3	-	3
CO 2	2	-	3	3	-	2	3	-	2	-	2	-	-	1	3
CO 3	1	2	1	2	-	-	2	1	-	2	2	1	-	-	2

CO 4	2	-	2	3	-	2	3	-	2	2	1	2	-	1	3
CO 5	2	-	-	2	2	-	1	2	-	2	3	-	-	-	2

Correlation Levels

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics

	Internal Exam	Assignment	End Semester Examinations
CO 1	✓		✓
CO 2	✓		✓
CO 3	✓		✓
CO 4		✓	✓
CO 5		✓	✓



University of Kerala

Discipline	PSYCHOLOGY				
Course Code	UK4VACPSY205				
Course Title	GENDER, SEXUALITY AND YOUTH MENTAL HEALTH				
Type of Course	VAC				
Semester	IV				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	3	-	-	3
Pre-requisites	-				
Course Summary	This course offers a comprehensive exploration of the intersections among gender, sexuality and mental health among youth. The learner will delve into theoretical frameworks, empirical research, and practical applications to understand the unique challenges and experiences faced by young individuals navigating their gender and sexual identities in relation to psychological well-being.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	Introduction: Key concepts and terms		9
	1	Concepts and Terminology: - Sex and Gender, Gender Identities and Expressions - Sexuality, Sexual Orientation, Sexual Identities	
	2	Conceptualizing gender and sexuality: Essentialism, Social constructionism, Critical realism, Feminism, Queer theory	
II	Gender and Sexual Identity Development		9
	3	Gender identity development: Gender identity as a social developmental process, Models of Gender identity (Egan & Perry, Tate et al.), Indigenous, historical and cross-cultural perspectives, Gender identity and Transitioning	
	4	Sexual identity development: Sexual identity and understandings of sexuality, Models of homosexual and bisexual identity formation	
	5	Identity management: Coming out and Identity management, Connecting with others, Identity and social media	
III	Mental Health of Sexual/Gender Minority Youth		9
	6	Unique challenges: - Difficulties with Self-acceptance - Gender dysphoria - Passing, Coming out, Gender Transitioning	

		<ul style="list-style-type: none"> - Misgendering and Trans-erasure, Societal attitudes (Homophobia, Biphobia, Transphobia), Victimization, Systemic prejudice (Heterosexism, Heteronormativity, and Cisgenderism) - The role of Minority stress experiences, Syndemics and Intersectionality 	
	7	Mental health disparities among LGBTQ+ youth: Suicidality, Depression and other internalizing symptoms, Substance use Social contexts influencing mental health: School/College, Family, Community, Global variations	
IV	Creating Safe Spaces for Sexual/Gender Minority Youth		9
	8	<i>Building inclusive environments:</i> Gender-sensitive language and communication practices, Inclusive policies and practices in educational, work, health and community settings,	
	9	<i>Psychological interventions:</i> Queer affirmative counselling and psychology practice, Ethical guidelines, The role of advocacy and social justice in affirmative practice	
V	Sexual/Gender Minority Youth in India and Kerala: Status and Concerns		9
	10	Historical, cultural and religious attitudes towards gender and sexuality, Legal policies related to LGBTQ+ rights and protection, Societal norms and stigma, Health disparities and mental health challenges, Strategies for support and advocacy	
Total hours			45

Suggested Activities

1. Review latest research on LGBTQ+ individuals' lived experiences from diverse cultural contexts and examine the unique challenges faced by them.
2. Develop a plan for making the college community space more inclusive and try implementing it.
3. Prepare resources on gender-sensitive language and communication practices to be followed in your class and college community.

References

- Ellis, S.J., Riggs, D.W., & Peel, E. (2020). *Lesbian, gay, bisexual, trans, intersex and queer psychology: An introduction* (2nd ed.). Cambridge University Press.
- Nadal, K.L. & Scharron-del Rio, M.R. (Eds.). (2021). *Queer psychology: Intersectional perspectives*. Springer
- Richards, C. & Barker, M.J. (Eds.). (2015). *The palgrave handbook of the psychology of sexuality and gender*. Palgrave Macmillan.
- Natu, S.A. (2024). *Psychology and gender: An advanced reader*. Routledge.
- Singh, A.A., & Dickey, L.M. (Eds.). (2017). *Affirmative counseling and psychological practice with transgender and gender non-conforming clients*. American Psychological Association.

Ranade, K., Chakravarty, S., Nair, P. & Shringarpure, G. (2022). *Queer affirmative counselling practice (QACP): A resource book for mental health practitioners in India*. Mariwala Health Foundation.

VanderLaan, D.P. & Wong, W.I. (Eds.). (2022). *Gender and sexuality development: Contemporary theory and research*. Springer.

Rothblum, E.D. (Ed.). (2020). *The Oxford handbook for sexual and gender minority mental health*. Oxford University Press.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Demonstrate an understanding of the developmental aspects of gender and sexual identity in youth	U	PSO-1,2
CO-2	Discuss the unique mental health challenges faced by the sexual/gender minority youth	U,Ab	PSO-1,2
CO-3	Demonstrate an understanding of practical and ethical aspects of queer affirmative counselling and psychological interventions	U	PSO-1,2,5,7
CO-4	Analyse latest research related to sexual/gender minority youth in order to identify unique challenges faced by them	An	PSO-1,2,3,6,7
CO-5	Create more inclusive spaces in the community	C	PSO-1,2,3,4,5,7
CO-6	Prepare resources on gender-sensitive language and communication practices	C	PSO-1,2,3,4,5,6,7

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Gender, Sexuality and Youth Mental Health: Credits: 3:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/ PSO	Cognitive Level	Knowledge Category	Lecture (L)/ Tutorial (T)	Practical (P)
1	CO-1	1,2	U	C	3	0
2	CO-2	1,2	U	C	3	0
3	CO-3	1,2,5,7	U	C, P	3	0
4	CO-4	1,2,3,6,7	An	C, M	3	0
5	CO-5	1,2,3,4,5,7	C	C, P, M	3	0

6	CO-6	1,2,3,4,5,6,7	C	C, P, M	2	1
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F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PS O7	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	2	2	-	2	-	1	-	1	-	-	-	2	-	2
CO 2	-	-	-	-	1	-	1	-	-	-	-	2	-	-	3
CO 3	-	2	2	-	2	-	-	2	-	-	3	-	2	-	-
CO 4	1	-	-	-	2	2	3	-	-	-	2	3	-	-	3
CO 5	-	1	-	-	2	2	2	2	3	3	2	3	2	-	3
CO 6	-	1	-	-	2	2	3	2	3	3	-	3	3	-	3

Correlation Levels

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics

	Internal Exam	Assignment	End Semester Examinations
CO 1	✓		✓
CO 2	✓		✓
CO 3	✓		✓
CO 4		✓	✓
CO 5		✓	✓
CO 6	✓		✓



University of Kerala

Discipline	PSYCHOLOGY				
Course Code	UK4VACPSY206				
Course Title	SERVICE LEARNING AND SOCIAL INTERVENTIONS				
Type of Course	VAC				
Semester	IV				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practicum/ Practical per week	Total Hours/Week
	3	3 hours	-	-	3
Pre-requisites	-				
Course Summary	This course provides an overview of service learning within the intersection of psychology, community development, and social work, emphasizing its theoretical foundations, practical applications, and reflective practices. Through a combination of theoretical discussions, experiential learning activities, and practical exercises, students will explore community interventions, group work dynamics, and the importance of reflective practice in personal and professional development for practitioners. The course is expected to orient the students to internship, case work and community work.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	Introduction to Service Learning		12
	1	Defining Service Learning	
	2	Rationale for Service Learning	
	3	Theoretical foundations - Experiential learning, Social Constructivism, Transformative learning, Reflective Learning - Dewey, Donald Schon, Contemporary models - Critical reflection	
	4	Type of Service Learning - Direct, Indirect, Research, Advocacy	
	5	Role of Critical reflection in Service-learning - DEAL model	
	6	Nature of Reflective learning and Experiential Learning	
II	Community Interventions		8
	7	Importance of Context and Environment, Context-minimization error	
	8	First-order change (Ameliorative), Second-order change (Transformative), Third-order change	
	9	Scientific Tools to Work in the Community: Network analysis Community Needs Assessment Community Assets Mapping Conducting Participatory Action Research	

	10	<i>Community Interventions</i> - Definition, Advantages and Disadvantages of: <ul style="list-style-type: none"> ● Citizen participation ● Networking/Collaborating ● Consultation ● Community Information Dissemination and Community Education ● Public policy 	
III	Group Work - Basics		12
	11	Group work - Definition	
	12	Strengths and Challenges of Group work	
	13	Task groups - Characteristics, Roles and Functions of Leader Psychoeducational Groups - Characteristics, Role and Functions of leader Counseling and Psychotherapy Groups - Characteristics, Role and Functions of leader	
	14	Group leader Core Characteristics & Skills of Effective Group Leaders	
	15	Group dynamics	
	16	Problems for Group Process - Member roles and Leader Responses	
	17	Stages of Group development - <ol style="list-style-type: none"> 1. Orienting and Forming - Ensuring secure environment, Goal setting, Contracts, Group rules 2. Middle stage - Structuring the group's work, Helping members achieve goals, Developing treatment plans, Monitoring group's progress 3. Termination - Ending group meetings, Ending the Group as a whole 4. Evaluation - Benefits of Evaluation 	
IV	Skills for Group Work		7
	18	Methods for Assessment of Group Members - observation, self-monitoring, reports by others, use of standardized instruments Assessment of functioning of the group - assessing communication patterns, cohesion, dysfunctional role behaviours	
	19	Middle stage skills Interpersonal interventions - Unstructured Role play procedures, Environmental interventions, Changing interaction patterns among group members, Changing group culture	
	20	Termination Stage - Maintaining and generalizing group efforts, Preventing setbacks, Helping members Solve problems independently, Reducing group attraction, Planning for future	
	21	Evaluation - Methods	
V	Reflective Practice		6
	22	Reflective Tools: Borton's Framework Guiding Reflective Activities (1970) Adaptation of Boud, Keogh and Walker's (1985) Reflective Process Gibbs' Reflective Cycle (1988) Holm and Stephenson's (1994) Reflective Activity Critical Incident Analysis Framework (Crisp, Green Lister and Dutton, 2005)	

	23	Reflective Writing: Learning Journals, Portfolios, Purposeful reflection, Critical Reflection	
		Total Hours	45

Activities Suggested

1. Service Learning Project Implementation: Actively engaging in the planning, execution, and evaluation of service learning projects allows students to apply theoretical knowledge to real-world scenarios, fostering experiential learning and community engagement.
2. Reflection Sessions: Regular reflection sessions provide students with the opportunity to critically analyze their experiences, identify personal and professional growth areas, and integrate theoretical concepts into practice, enhancing their reflective and analytical skills.
3. Community Needs Assessment: Conducting a thorough assessment of community needs enables students to understand the socio-economic, cultural, and environmental factors influencing community dynamics, informing the development of targeted interventions and fostering a client-centered approach to social work practice.
4. Group Facilitation: Taking on leadership roles in facilitating group discussions or activities within community settings allows students to apply group work dynamics principles, develop interpersonal communication skills, and foster collaboration and cohesion among group members.
5. Final Presentation: Delivering a final presentation summarizing the service learning project outcomes, reflecting on key learnings, and discussing the impact of interventions on the community provides students with the opportunity to demonstrate their professional competencies, communication skills, and critical thinking abilities, while also showcasing their contributions to community development.

Practicum

Do any two of the following (Not a mandatory component)

I. Reflective Report Writing

1. Apply the Social Identity Theory to explore your own social identities and understand the identities of others. Submit a reflective report.
2. Apply the Cognitive Dissonance theory to challenge your preconceptions or stereotypes about certain groups or issues. Submit a reflective report.
3. Apply the Identity Development Theory by Marcia to reflect on your own identities and life experiences, as well as to facilitate identity exploration and development among individuals they engage with in the community. Submit a reflective report

II. Needs assessment, Program planning and development, Implementation and Evaluation

1. Conduct a Community Needs assessment survey using any of the methods among the stakeholders, consolidate the findings and prepare a program plan for intervention. Implement the program and conduct an evaluation. Submit a detailed report.
2. Conduct group work with parents, children/adolescents, teachers, community workers. Do needs assessment, then plan a group work, set objectives, work with them, conduct an evaluation and submit a report with your reflections.

III. Conduct an Awareness Campaign

Possible Topics - Stigma of Mental Illness, Say No to Drugs and Alcohol, Importance of Developing Healthy Lifestyle etc.

References

Module I

Bringle, R. G., Reeb, R. N., Brown, M. A., & Ruiz, A. I. (2016). *Service learning in psychology: Enhancing undergraduate education for the public good*. American Psychological Association.

Moon, J. A. (2013). *A handbook of reflective and experiential learning: Theory and practice*. Routledge.

Deeley, S. (2014). *Critical perspectives on service-learning in higher education*. Springer.

Module II

Kloos, B., Hill, J., Thomas, E., Wandersman, A., Elias, M. J., & Dalton, J. H. (2012). *Community psychology. Belmont, CA: Cengage Learning*.

Moritsugu, J., Vera, E., Wong, F. Y., & Duffy, K. (2019). *Community psychology*. Routledge.

Phillips, R., & Pittman, R. (2008). *An introduction to community development*. Routledge.

Nelson, G., Kloos, B. & Ornelas, J. (Eds.), (2014). *Community psychology and community mental health: Towards transformative change*. Oxford University Press.

Module III & IV

Toseland, R. W., & Rivas, R. F. (2022). *An introduction to group work practice*. 9th Edition. Boston, MA: Pearson/Allyn and Bacon.

Erford, B. T. (Ed.). (2018). *Group work: Processes and applications*. Routledge.

Module V

Bruce, L. (2013). *Reflective practice for social workers: A handbook for developing professional confidence*. McGraw-Hill Education (UK).

Moon, J. A. (2013). *A handbook of reflective and experiential learning: Theory and practice*. Routledge.

Knott, C., & Scragg, T. (2010). *Reflective Practice in Social Work*. Learning Matters Ltd.

Additional Resources

Butin, D. (2010). *Service-learning in theory and practice: The future of community engagement in higher education*. Springer.

Brockbank, A., & McGill, I. (2007). *Facilitating reflective learning in higher education*. McGraw-Hill Education (UK).

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand the significance of service learning in education, emphasizing its impact on personal and community development.	U	1
CO-2	Grasp the theoretical basis of service learning, including experiential learning, social constructivism, and transformative learning, informing their practical application.	U, An	1, 2
CO-3	Engage in critical reflection using models like the DEAL model, enhancing their capacity to analyze and learn from service learning experiences.	Ap, E	3, 7
CO-4	Gain insight into various community intervention strategies, enabling them to effectively address community needs and assets.	An, A	1,3
CO-5	Gain proficiency in assessment, intervention and reflective practices of service learning.	Ap	1,2,3,6,7

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

SERVICE LEARNING AND SOCIAL INTERVENTIONS: Credits: 3:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/ PSO	Cognitive Level	Knowledge Category	Lecture (L)/ Tutorial (T)	Practical (P)
1	CO-1	1	An	F,C	3	0

2	CO-2	1, 2	U	F,C	3	0
3	CO-3	3, 7	Ap, E	P	3	0
4	CO-4	1,3	E	P,M	3	0
5	CO-5	1,2,3,6,7	Ap	P,M	3	0

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs

	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PSO 7	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	2	-	-	-	-	-	-	-	-	-	-	3	-	-
CO 2	-	-	3	2	-	-	-	3	-	2	-	-	-	-	-
CO 3	-	2	-	-	-	-	-	-	2	3	-	-	-	-	-
CO 4	2	-	-	-	3	-	-	-	-	-	-	2	-	-	2
CO 5	-	-	2	-	-	2	-	-	2	-	3	-	3	-	-

Correlation Levels

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	End Semester Examinations
CO 1	✓		✓
CO 2	✓		✓
CO 3	✓		✓
CO 4		✓	✓
CO 5		✓	✓



University of Kerala

Discipline	PSYCHOLOGY				
Course Code	UK4VACPSY207				
Course Title	PSYCHOLOGY OF GENDER ROLES AND SOCIALIZATION				
Type of Course	VAC				
Semester	IV				
Academic Level	200 – 299				
Course Details	Credit	Lecture per week	Tutorial per week	Practicum/Practical per week	Total Hours/Week
	3	3 hours	-	-	3
Pre-requisites	-				
Course Summary	<p>This course provides a comprehensive exploration of gender psychology, delving into the complexities of sex, gender identity, and sexual orientation. Discussions highlight the intersections of gender with factors such as race, class, and caste, fostering a nuanced understanding of gender inequality. Practical exercises engage students in critical analysis of real-world gender dynamics and socialization processes, empowering them to advocate for gender equity and social change. Ultimately, the course equips students with the knowledge and skills to navigate and challenge the multifaceted dimensions of gender in contemporary society.</p>				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	INTRODUCTION		10
	1	Introduction to psychology of gender roles	
	2	Concepts of Gender: Sex, Gender Identity, Sexual Orientation	
	3	Gender Role Attitudes, Gender Stereotypes Concepts of Identity: Multiple identities Gender roles: Biological vs cultural determinism	
	4	Caste, Class and Gender and gender power Post Modern Feminist thought Black Feminism Dalit Feminism Eco Feminism	

		Global Feminism Human development indicators and gender disparity	
	5	Gender representation in Indian politics Gender dimensions in electoral politics ,Gender exclusion in politics	
II	GENDER IN EDUCATION AND LEGAL SYSTEMS		10
	6	Gender and Education	
	7	Gender disparity in education Education goals from gender perspective	
	8	Gender Issues in Curriculum Gender bias in school curriculum Andro-centric construction of knowledge	
	9	Gender Jurisprudence. Gender perspective of personal law Social legislations and women empowerment	
	10	Role of women in national movements	
III	GENDER, FAMILY AND ECONOMY		9
	11	Gender and Family Gender division of labour and asymmetric role structure	
	12	Gender role socialization and formation of identity Psychoanalysis, social constructionist, and discursive analysis of gender	
	13	Gender and Economy Segmented labour market and labour force participation Occupational segregation and wage discrimination Gender Stereotyping and Gender Discrimination Gender stereotyping in work place	
IV	SOCIALIZATION		10
	15	Gender socialization, Types of gender socialization, Occurrence of gender socialization Gender Socialization Examples.	
	16	Agents of Gender Socialization and Impact of Gender Socialization, sexism. Global Sexism, The Glass Ceiling	
	17	Socialization Across the Life Course Factors Determining Gender Roles/Stereotypes	
	18	Gender and society, Capitalism and Gender	
	19	Socialization and Theories of Self Development	
	20	Bio-Social Perspective of Gender	
21	Gender Socialization and Families. Gender Socialization and Identity Theory.		
V	APPLICATIONS OF PSYCHOLOGY		6
	22	Gender Issues and Socialisation process in India	
	23	Gender Discrimination at Different Levels of Institutions	
	24	Gender Identities	
	25	Socialisation Practices in Different Types of Families in India	
		Total hours	45

Activities Suggested

1. List the constitutional rights related to women
2. Classify the following activities/jobs based on your life-experiences as to whom you have seen doing these activities often (Ignore the exceptions).
 1. Cooking
 2. Sweeping the house
 3. Washing utensils
 4. Carrying heavy loads
 5. Riding a motor bike
 6. Heading a community
 7. Paying bills
 8. Watchman
 9. Baby-sitter
 10. Plumbing work
3. List the various crimes against women that come under special law. Discuss how does special law help in safeguarding women
4. Conduct a literature review on seminal studies in the psychology of gender roles.
5. Analyze contemporary media representations of gender roles and discuss their psychological implications.
6. Survey individuals to assess their understanding of sex, gender identity, and sexual orientation.
7. Administer attitude surveys to explore participants' views on traditional and non-traditional gender roles.
8. Analyze advertisements or media content to identify and deconstruct gender stereotypes.
9. Analyze data on gender representation in political leadership roles.
10. Role-play scenarios to understand the application of gender-sensitive legislation in real-life situations.
11. Create multimedia presentations on the contributions of women to historical and contemporary social movements.
12. Organize a field trip to visit sites relevant to women's activism and advocacy.
13. Conduct family interviews to explore gender division of labor and decision-making processes.
14. Administer surveys to assess participants' experiences of gender socialization across different contexts.
15. Design surveys to assess the influence of cultural, familial, and media factors on gender role attitudes.

References

- Arora, P. (2011). *Gender and Power*. Pacific publication.
- Bosson, Buckner, & Vandelle (2022). *the psychology of sex and gender. (2nd edition)*. Sage.
- Deaux, K. & Kite, M. (1993). *gender stereotypes* In F. L. Denmark & M. A. Paludi (Eds.) *Psychology of women: A handbook of issues and theories (pp. 107–139)*. Greenwood Press/Greenwood Publishing Group.

Stockard, J. (1999). "Gender socialization." *In Handbook of the Sociology of Gender*. Edited by Janet S. Chafetz. New York: Kluwer Academic/Plenum Publishers, , pp. 215–46.

Mahabaleshwar, R (2017). *Gender, School Education*. Vismaya Prakashana.

Levant, R. & Rankin, T. J. (2014) "The gender role socialization of boys to men." *In Gender in Organizations*. Edited by Ronald J. Burke and Debra A. Major. Edward Elgar Publishing, Inc.

Whelehan, I., & Pilicher, J. (2004). *50 Key Concepts In Gender Studies*. Sage Publications.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Explain the concepts of gender and sex	U	1,2
CO-2	Understand the complexity of sex, gender, gender identity and sexual orientation, and analyze the relation between gender and family	U	1,2
CO-3	Analyze the complexity of gender identity, sexual orientation, and gender roles in various cultural contexts.	An	1,2,3
CO-4	Critically evaluate societal attitudes and stereotypes surrounding gender and their impact on individuals and society.	E	2,3,4,7
CO-5	Develop critical thinking skills to deconstruct gender norms and advocate for gender justice in diverse social settings.	E	3,4,7

R-Remember, U-Understand, Ap-ApPLY, An-AnALYse, E-EVALUate, C-Create

Psychology of Gender Roles and Socialization: Credits: 3:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/ Tutorial (T)	Practical (P)
CO-1	CO-1	1 PSO-1,2	U	F	3	0
CO-2	CO-2	1 PSO- 1,2	U	F	3	0
CO-3	CO-3	1,6 PSO-1,2,3	An	C	3	0

CO-4	CO-4	1,2,4 PSO-2,3,4,7	E	M	3	0
CO-5	CO-5	1,2,6,8 PSO-3,4,7	E	M	3	0

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PS O7	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	2	-	-	-	-	-	2	-	-	-	-	-	-	-
CO 2	3	2	-	-	-	-	-	2	-	-	-	-	-	-	-
CO 3	3	2	2	-	-	-	-	2	-	-	-	-	2	-	-
CO 4	-	2	3	2	-	-	2	3	2	-	3	-	-	-	-
CO 5	-	-	2	2	-	-	2	2	2	-	-	-	3	-	2

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	End Semester Examinations
CO 1	✓		✓
CO 2	✓		✓
CO 3	✓	✓	✓
CO 4		✓	✓
CO 5		✓	✓

SEMESTER 5



University of Kerala

Discipline	PSYCHOLOGY				
Course Code	UK5DSCPSY300				
Course Title	COUNSELLING PSYCHOLOGY				
Type of Course	DSC				
Semester	V				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hours	5
Pre-requisites	-				
Course Summary	This course provides a comprehensive overview of counselling, emphasising its definition, distinctions from related fields like guidance and psychotherapy, ethical considerations, and practical techniques for effective practice. Students will explore the core principles, stages, and components of counselling, along with the personal characteristics essential for becoming an effective counsellor. The course delves into the importance of self-awareness, building relationships, facilitating disclosure, goal setting, termination, and various counselling approaches.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	Understanding Counselling as a Process		18
	1	Definition of Counselling; Difference between Counselling, Guidance and Psychotherapy	
	2	Process and Outcome goals of Counselling	
	3	Stages of Counselling - Initial Disclosure, In-depth Exploration, Commitment to Action	
	4	Components of Effective Assessment in Counselling	
	5	Tools for Effective Assessment - Standardised tests, Rating Scales, Observations of the Client in natural settings, Inputs from significant others and role-playing exercises	
	6	Five general ethical principles (a) beneficence and nonmaleficence, (b) fidelity and responsibility, (c) integrity, (d) justice, and (e) respect for the rights and dignity of clients/patients.	
	7	Ethics in Counselling - Putting clients' needs before one's own, Ethical decision making, Right of informed consent, Confidentiality, Ethical	

		issues in Assessment Practice, Dual relationships in Counselling practice, Counsellor Education and Training	
II	Becoming an Effective Counsellor		13
	8	Importance of Self-Knowledge and Self-Insight	
	9	Motivations for wanting to Help - Balance between Other-orientation and Self-orientation	
	10	Awareness of Biases	
	11	Personal Characteristics of Effective Counsellors	
	12	Impediments to Communication in Counselling - Counsellor predispositions, Premature advice-giving, Lecturing, Excessive questioning, Storytelling	
	13	Strategies for Increasing Self-awareness - Increase self-compassion, Gain insight, Supervision and Healthy Lifestyle	
III	Counselling Techniques of Stages I and II		15
	14	Core Conditions of Counselling - Empathy, Unconditional Positive Regard, Congruence, Concreteness	
	15	Counsellor's Nonverbal messages, Active listening	
	16	Counsellor's Verbal Encouragement to disclose - Minimal Verbal Encouragers	
	17	Importance of and Principles governing the Use of Feedback	
	18	Structuring in the Beginning and Later sessions	
	19	Advanced Empathy	
	20	Immediacy	
	21	Confrontation - identification of mixed messages and guidelines for constructive confrontation, Interpretation and Role Playing	
	22	Leading and Questioning	
	IV	Counselling Techniques of Stage III	
23		The Process of Goal Setting, Selective Reflection, Ability-potential Responses	
24		Counsellor Directiveness in Goal Setting	
25		Implementation of Action Plans, Evaluate Outcomes	
26		Obstacles to Implementing Action Plans, Supporting a Client's Action Plan	
27		Termination - Readiness to Termination, Client and Counsellor Responses to Termination	
V	Theoretical Approaches to Counselling		12
	28	Major concepts and processes of: Person-centered counselling, Existential Counselling, Gestalt Counselling, Behavioural Counselling, Psychoanalytic Counselling, Cognitive Counselling	
Total Hours			75

Practicum/ Practical Skill Development:

A minimum of 2 practicals to be conducted from the following list:

1. Role-Playing Exercises:

- 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.

2. Video-Based Counseling Sessions:

- Students record and analyze video recordings of mock counselling sessions they conduct with volunteer peers. This provides an opportunity for self-reflection and feedback from instructors on their counselling skills and techniques.

3. Case Conceptualization Exercises:

- Students analyze case studies and develop comprehensive case conceptualizations, including identifying presenting problems, formulating treatment goals, and selecting appropriate counselling interventions.

4. Ethical Decision-Making Scenarios:

- Students are presented with ethical dilemmas commonly encountered in counselling practice. They discuss and analyze the ethical considerations involved and develop strategies for ethical decision-making.

5. Supervised Practicum Experience:

- Students participate in supervised practicum placements in community agencies or counseling centers, where they have the opportunity to apply counselling theories and skills in real-world settings under the guidance of experienced supervisors.

6. Group Counseling Skills Practice:

- Students engage in group counseling skills practice sessions, where they take turns leading group discussions and facilitating therapeutic activities. This helps them develop skills in group dynamics, leadership, and facilitating group processes.

7. Client Assessment Sessions:

- Teacher assisted classroom sessions can be conducted to teach students how to conduct client assessments, including intake interviews, psychological assessments, and treatment planning. Students practice administering assessment tools and interpreting results.

8. Verbatim record of counselling session and skill identification

- Students are expected to engage in a mock counselling session where one person acts as counsellor and other as client. Record the verbatim, and later analyse the content and identify the skills.

Psychometric assessments (Maximum two from this list, out of total 5 practicum/ practicals)

1. Interest inventory
2. Career preference record
3. Aptitude test
4. Differential Aptitude Test (DAT)

References

- Belkin, G.S. (1988). *Introduction to Counselling*: W.G. Brown Publishers
- Corey, G (1996). *Theory and practice of Counselling and psychotherapy*. Brooks/cole publishing co. London.
- Gelso, C. J. & Fretz B. R. (1995). *Counselling Psychology*. Bangalore: Prism Books Pvt. Ltd.
- Jones, R (2001). *Theory and Practice of Counselling and Therapy*. 3rd ed. London: Continuum.
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- Patterson, L.E. and Welfel, E.R. (2000). *The Counselling Process*, 5th ed. U.K.: Brooks/Cole.
- Rao, S.N. (2008). *Counselling and Guidance*, 2nd ed. New Delhi: Tata McGraw Hill Publishing Co. Ltd.
- Rick A. Houser and Stephen Thoma .(2012). *Ethics in Counseling and Therapy: Developing an Ethical Identity*, 1st edn, Sage Publications.
- Sarason,.I. G., & Sarason, R.B. (2002). *Abnormal Psychology: The Problem of Maladaptive Behaviour* (9th ed.). New Delhi: Prentice- Hall of India.
- Shertzer and Stone (1974). *Fundamentals of Counselling*, Houghton Mifflin Co.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Explain the process and outcome goals of counselling.	U	PSO-1,2
CO-2	Identify and describe the stages of counselling, including initial disclosure, in-depth exploration, and commitment to action.	Ap	PSO-4

CO-3	Analyze ethical issues in counselling, including confidentiality, informed consent, and dual relationships.	An	PSO-1
CO-4	Demonstrate skills in building therapeutic relationships, utilizing nonverbal messages, and active listening.	Ap	PSO-1
CO-5	Apply core conditions of counselling, principles of feedback, structuring sessions, and techniques like empathy and confrontation.	Ap	PSO-4,7

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Counselling Psychology: Credits: 3:0:1 (Lecture:Tutorial)

CO No.	CO	PO/ PSO	Cognitive Level	Knowledge Category	Lecture(L)/ Tutorial (T)	Practical (P)
1	CO-1	1/1,2	U	F	4	0
2	CO-2	2/4	Ap	P	2	2
3	CO-3	2/1	U	F	4	0
4	CO-4	3/1	E	C	3	1
5	CO-5	6/4,7	Ap	P	2	2

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PS O 7	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	2	-	-	-	-	-	3	-	-	-	-	3	-	-
CO 2	-	-	-	3	-	-2	-	-	2	-	2	-	-	-	2
CO 3	3	-	-	-	-	-	3	-	2	-	-	3	-	-	-
CO 4	2	-	2	-	-	-	-	-	3	-	-	3	-	-	2
CO 5	-	-	-	3	-	-	3	-	-	3	-	-	-	3	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	End Semester Examination
CO 1	✓		✓
CO 2	✓		✓
CO 3	✓		✓
CO 4	✓	✓	✓
CO 5	✓	✓	✓



University of Kerala

Discipline	PSYCHOLOGY				
Course Code	UK5DSCPSY301				
Course Title	SOCIAL BEHAVIOUR				
Type of Course	DSC				
Semester	V				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	4 hours	-	-	4
Pre-requisites	-				
Course Summary	This course provides an overview of social psychology, exploring its definition, historical landmarks, interdisciplinary connections, research methods, and key topics such as attitudes, stereotypes, prejudice, social influence, prosocial behaviour, and self and social identity. Students will examine theories, empirical research, and practical applications in understanding social behaviour and its impact on individuals and society.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	Social Psychology - An Overview		12
	1	Definition and Scope of Social Psychology. Scientific nature of social psychology- accuracy, objectivity, skepticism and open mindedness.	
	2	Landmarks in the history of social psychology	
	3	Social Psychology in relation with other disciplines	
	4	Methods of Social Psychology- systematic observation, correlation, experimental method.	
II	Attitudes, Stereotypes and Prejudice		12
	5	Attitudes - Definition and Components, Explicit and implicit attitudes, Formation of Attitudes, Attitudes and Behaviour - LaPierre's Study	
	6	Measurement of Attitudes - Likert, Thurstone, Bogardus, Osgood	
	7	Persuasion, Resistance to Persuasion, Theory of cognitive dissonance	
	8	Stereotyping - Definition, Nature, Gender stereotypes, glass ceiling, tokenism.	
	9	Prejudice - Definition and origins, Prejudice based on gender - hostile and benevolent sexism	

	10	Discrimination - implicit and explicit, bona fide pipeline. Discrimination based on religion, caste and gender in India.	
	11	Countering the effects of prejudice	
III	Social Influence		12
	12	Conformity - Definition and Research - Works of Solomon Asch, Sherif, Cialdini	
	13	Factors affecting conformity, Social foundations of Conformity, Downside of conformity, Why we sometimes choose not to go along	
	14	Compliance - Definition, Underlying principles	
	15	Compliance tactics based on Friendship, Ingratiation, Commitment, Reciprocity and Scarcity	
	16	Obedience in the Laboratory - Stanley Milgram's work, Reasons for the occurrence of Destructive Obedience, Resisting its effects	
IV	Prosocial Behaviour		12
	17	Theories of Prosocial behaviour - Empathy-Altruism, Negative-State Relief, Empathic Joy, Kin Selection Theory, Defensive Helping	
	18	Diffusion of Responsibility - Darley and Latane's Work; Bystander effect and Steps on Deciding to Help	
	19	Situational factors that increase helping - Similarity and Responsibility, Exposure to live prosocial models, Playing prosocial video games, Gratitude	
	20	Mood, Feelings of Elevation and Helping; Empathy as foundation of Helping	
	21	Factors that reduce helping - Social Exclusion, Darkness and Putting an economic value on our time	
	22	Effects of Being Helped	
V	Self and Social Identity		12
	23	How we evaluate ourselves - social comparison theory, self-evaluation maintenance model	
	24	Self-presentation, Self-verification theory, Self serving biases	
	25	Emotional and Behavioral consequences of self as target of prejudice	
	26	Self-presentation in the digital world - Social capital	
	27	Social Identity theory, Personal-versus-Social identity continuum	
	Total Hours		60

List of Suggested Activities

1. Debates on the scientific nature of social psychology, emphasizing accuracy and objectivity.
2. Timeline projects highlighting historical landmarks in social psychology and their significance.
3. Group discussions on interdisciplinary connections between social psychology and other fields.

4. Research projects utilizing various methods (systematic observation, correlation, experimentation) to investigate social phenomena.
5. Role-playing exercises to explore attitudes, stereotypes, and prejudice in different social contexts.
6. Mock persuasion campaigns to apply theories of persuasion and resistance.
7. Case studies analyzing real-life examples of conformity and obedience.
8. Role-playing scenarios to practice compliance tactics and resistance strategies.
9. Simulation activities demonstrating prosocial behavior theories like empathy-altruism.
10. Community service projects to observe and analyze real-world instances of prosocial behavior.
11. Self-reflection exercises exploring personal identity and social comparison.
12. Online discussions on the implications of cancel-culture and self-presentation in social media.
13. Group presentations on social identity theory and its application to real-life situations.

References

Branscombe, N. R. & Baron, R. A. (2017). *Social Psychology*, (14th Ed.). Pearson Education Limited.

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Baron, R.A., & Byrne, D. (2006). *Social Psychology* (10th ed.). New Delhi: Pearson Education.

Baron, R. A., Branscombe, N. R., Byrne, D., & Bhardwaj, G. (2021). *Social Psychology* (12th ed.). Pearson Education.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand the fundamentals of social psychology, including key concepts and theories.	R	PSO-1
CO-2	Explain research methods used in social psychology, including systematic observation, correlation, and experimentation.	U	PSO-1
CO-3	Analyze the formation and measurement of attitudes, stereotypes, and prejudice.	An	PSO-1,3
CO-4	Examine social influence, including conformity research and compliance principles.	An	PSO-2,4

CO-5	Analyze factors influencing helping behavior.	E	PSO-2, 3, 6
CO-6	Analyse self and social identity concepts, including theories related to self-evaluation and self-presentation.	U	PSO-1, 2

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Social Behaviour: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/ PSO	Cognitive Level	Knowledge Category	Lecture (L)/ Tutorial (T)	Practical (P)
1	CO-1	PSO-1	R	F	4	0
2	CO-2	PSO-1	U	F	4	0
3	CO-3	PSO-1,3	An	C	4	0
4	CO-4	PSO-2,4	An	C	4	0
5	CO-5	PSO-2, 3, 6	E	C	4	0
6	CO-6	PSO-1, 2	An	C	4	0

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PS O7	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	-	2	-	2	-	-	3	-	2	-	-	3	-	
CO 2	3	-	-	3	-	-	-	3	-	-	-	-	-	-	
CO 3	2	-	2	-	-	-	-	2	-	2	-	-	2	-	
CO 4	-	2	-	3	-	-	-	-	2	-	3	-	-	2	
CO 5	-	1	2	-	-	2	-	-	1	2	-	-	2	-	
CO6	1	2	-	2	-	-	-	-	2	-	2	-	-	-	3

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	End Semester Examinations
CO 1	✓		✓
CO 2	✓	✓	✓
CO 3	✓	✓	✓
CO 4	✓		✓
CO 5	✓		✓
CO 6			✓



University of Kerala

Discipline	PSYCHOLOGY				
Course Code	UK5DSCPSY302				
Course Title	ABNORMAL PSYCHOLOGY- I				
Type of Course	DSC				
Semester	V				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	4 hours	-	-	4
Pre-requisites	-				
Course Summary	This course provides an introduction to the field of psychopathology, focusing on the study of maladaptive behaviour and mental disorders. The learner will be familiarised with the historical views and different theoretical approaches of maladaptive manifestations of behaviour. Through lectures, discussions, and demonstrations, the learner will be able to understand and differentiate the characteristic features of neurodevelopmental, schizophrenia spectrum, depressive and bipolar disorders. The learner will also be provided with an overview of classification systems and assessment methods employed in this field.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	Introduction		12
	1	Normality v/s Abnormality, Indicators of abnormality Definition of mental disorder (DSM 5-TR)	
	2	Historical and contemporary views of abnormal behaviour	
	3	Classification systems: DSM 5-TR and ICD 11	
	4	Assessment: Clinical interviews, Case history taking, Mental Status Examination, Observation, Psychological tests, Neuropsychological assessment	
II	Causal factors and viewpoints		12
	5	Risk factors and causes of abnormal behaviour: Necessary, sufficient and contributory causes, Diathesis-stress models	
	6	Perspectives: Biological, Psychological, Social, Cultural	
III	Neurodevelopmental and Schizophrenia spectrum disorders		12
	7	Clinical features of Intellectual developmental disorders, Autism spectrum disorder, Attention-deficit/hyperactivity disorder, Specific learning disorder	

	8	Clinical features of Delusional disorder, Schizophrenia, Schizoaffective disorder, Schizophreniform disorder, Brief psychotic disorder	
IV	Depressive, Bipolar and related disorders		12
	9	Clinical features of Disruptive mood dysregulation disorder, Major depressive disorder, Persistent depressive disorder Clinical picture and causal pattern of Suicide	
	10	Clinical features of Bipolar I disorder, Bipolar II disorder, Cyclothymic disorder	
V	Current research trends and updates		12
	11	<i>Current research:</i> New psychopathology models, Evaluation of current classification systems, New approaches in classification, Emerging measures of psychopathology assessment	
Total hours			60

Assignments

1. *Role playing exercises:* Students can take turns in playing the roles of individuals experiencing different psychological disorders and clinicians conducting case history interviews or assessment. Case history taking, Mental status examination, other assessment methods and clinical features of disorders can be demonstrated in these exercises. This can be followed by feedback and discussion sessions.
2. *Media analysis:* Students can be assigned to analyse and write reports on how various psychological disorders are portrayed in popular media (e.g., films, TV shows) and to critically evaluate the accuracy and appropriateness of these portrayals. The critical analysis can focus on identifying common misconceptions or stereotypes, and discuss the potential impact on public perceptions of mental illness.

References

- American Psychiatric Association (2022). *Diagnostic and Statistical Manual of Mental Disorders, 5th edn, Text Revision*. Washington, DC: American Psychiatric Association.
- Hooley, J. M., Nock, M., & Butcher, J. N. (2021). *Abnormal psychology* (18th ed.). Pearson Education Limited.
- Boland, R., & Verduin, M. L. (2021). *Kaplan and Sadock's synopsis of Psychiatry* (P. Ruiz, Ed.; 12th ed.). Wolters Kluwer.
- Bernstein, D. A., Teachman, B. A., Olatunji, B. O., & Lilienfeld, S. O. (2021). *Introduction to clinical psychology: Bridging science and practice* (9th ed.). Cambridge University Press.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
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CO-1	Differentiate between normal and abnormal behaviour	U	PSO-1
CO-2	Describe major theoretical perspectives and concepts in psychopathology	U	PSO-1,2
CO-3	Discuss the characteristic clinical features of neurodevelopmental, schizophrenia spectrum, depressive and bipolar disorders	U	PSO-1
CO-4	Examine research findings related to the etiology, classification and assessment of psychopathology	An	PSO-1,2,3
CO-5	Critique media portrayals of psychological disorders	E	PSO-1,2,3,4

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Abnormal Psychology I: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/ PSO	Cognitive Level	Knowledge Category	Lecture (L)/ Tutorial (T)	Practical (P)
1	CO-1	PSO-1	U	F	4	0
2	CO-2	PSO-1,2	U	F	4	0
3	CO-3	PSO-1	U	F	4	0
4	CO-4	PSO-1,2,3	An	C	4	0
5	CO-5	PSO-1,2,3,4	E	C	4	0

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PS O7	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO 2	3	2	-	-	-	-	-	2	-	-	2	-	-	-	-
CO 3	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO 4	3	2	3	-	-	-	-	2	3	-	2	3	-	-	2
CO 5	2	3	3	3	-	-	-	3	-	-	3	-	3	-	2

Correlation Levels

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar

- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	End Semester Examinations
CO 1	✓		✓
CO 2	✓		✓
CO 3	✓		✓
CO 4		✓	✓
CO 5		✓	✓



University of Kerala

Discipline	PSYCHOLOGY				
Course Code	UK5DSEPSY300				
Course Title	ADVANCED HEALTH PSYCHOLOGY				
Type of Course	DSE				
Semester	V				
Academic Level	300 - 399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hours	5
Pre-requisites	-				
Course Summary	This course provides an in-depth exploration of health psychology, covering its definition, historical context, and current perspectives on health and illness. Students will also examine various aspects of health behaviors, stress and coping mechanisms, pain management, and psychosocial interventions, along with the role of health psychologists in medical settings and the challenges associated with terminal illness.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	Introduction to Health Psychology		16
	1	Health Psychology: Definition, Health-Mind-Body relationship: Brief History.	
	2	Need and Significance of health psychology: Changing Patterns of Illness, Advances in Technology and Research, Role of Epidemiology and Medical Acceptance, Role of Interventions and Research Methods, Contribution of Psychosomatic Medicine, Emergence of Behavioural Medicine and Health Psychology.	
	3	Current Perspectives on Health and Illness: Biopsychosocial Perspective, Life-span and Gender Perspectives.	
	4	Careers and Training in Health Psychology: Careers in Practice and Research.	
II	Health Behaviour and Changing Health Behaviour		16

	5	Introduction - Role of behavioural factors in disease and disorder	
	6	Health promotion – Health behaviors and health habits, practicing and changing health behaviours, barriers to modifying poor health behaviours.	
	7	Changing Health Habits (Briefly): Attitude Change and Health Behaviour, Health Belief Model, Theory of Planned Behaviour, Self-regulation and health behaviour, Implementation intentions, Health behaviour change and the brain	
	8	Cognitive behavioural approaches to health behaviour change – CBT, Self-monitoring, Stimulus control, The self-control of behaviour, Social skills and relaxation training, Motivational interviewing, Relapse prevention	
	9	The transtheoretical model of behaviour change. Social engineering. Venues for Health-Habit Modification – The practitioner’s office, the family, Self-help groups, Schools, Workplace intervention	
III	Stress and Coping		16
	10	Definition of Stress and Stressor. Fight or flight, Selye's General Adaptation Syndrome, Tend-and-Befriend	
	11	Physiology of stress – Effects of long-term stress, Individual differences in stress reactivity, Physiological recovery, Allostatic load	
	12	Sources of chronic stress – Effect of early life experience, Chronic stressful conditions, workplace stress, Some solutions to work-place stressors, Combining work and family roles	
	13	Coping styles and coping strategies, Emotion-focused coping, Problem-focused coping.	
	14	Coping – Personality and coping, Psychosocial resources, Resilience	
	15	Coping Interventions – Mindfulness meditation and acceptance or commitment therapy, Expressive writing, Self-affirmation, Relaxation training, coping skills training	
	16	Social support – What is social support? Effects of social support on illness, Biopsychosocial pathways, Moderation of stress by social support, What kinds of support are most effective?	
IV	Management of Pain, Chronic and Terminal Health Disorders		16
	17	Measurement of pain. The physiology of pain. Neurochemical base of pain and its inhibition.	
	18	Pain Control Techniques: Pharmacological, Surgical, Sensory, Biofeedback, Relaxation, Distraction, Coping Skills Training, CBT.	

	19	Pain Management Programs: Initial Evaluation, Individualized Treatment, Components of programs, Family Involvement, Relapse Prevention	
	20	Quality of life. Emotional responses to chronic health disorders – Denial, anxiety, depression. Personal issues in chronic health disorders – the physical self, achieving self, social self and private self	
	21	Coping with Chronic health disorders: Coping Strategies, patient's beliefs	
	22	Psychological interventions and chronic health disorders – Pharmacological intervention, Individual therapy, Relaxation, stress management and exercise, Social support interventions, Support groups.	
	23	Kubler Ross's 5-stage theory, Psychological issues and the terminally ill – Medical staff, Palliative care, Counselling,	
V	Using Health Services: Becoming Ill and Getting Medical Treatment		11
	24	Using Health service - Recognition of symptoms, Interpretation of symptoms, cognitive representation of illness. Lay referral network, the internet	
	25	Misusing health services – Using health services for emotional disturbances, Delay behaviour	
	26	Patient-provider communication – Setting, Provider behaviour that contribute to faulty communication, Patient's contribution to faulty communication., Interactive aspects of the communication problems, Use of artificial intelligence, Result of poor communication – Non-adherence to treatment regimen. Improving patient- provider communication and increasing adherence to treatment	
	27	Getting hospitalized -Sick Role Behaviour in the Hospital, Coping processes in Hospital patients.Preparing Patients for Stressful Medical Procedures.	
	28	Assisting hospitalized patients – Initial steps in helping, Tests for psychological assessment of medical patients, Promoting patient's health and adjustment	
	Total Hours		75

Practicals (Minimum 2)

- Perceived Stress Scale
- Life events scale
- Resilience scale
- McGill Pain Questionnaire
- Minnesota Multiphasic Personality Inventory (MMPI)

- Millon Behavioral Medicine Diagnostic (MBMD)
- Psychosocial Adjustment to Illness Scale (PAIS)

Reference

Taylor, S. E., Sirois, F. M., & Molnar, D. S. (2021). *Health psychology*. 11th Ed. New York: McGraw-hill.

Sarafino, E. P. & Smith, T. W. (2017). *Health Psychology: Biopsychosocial Interactions*. 9th ed. Wiley.

Ogden, J. (2019). *Health Psychology: A Textbook*. 7th ed. McGraw-Hill Education.

Brannon, L., & Feist, J. (2018). *Health Psychology: An Introduction to Behavior and Health* 9th ed. Cengage Learning.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand the significance and current perspectives in Health Psychology.	U	PSO-1,2, 3
CO-2	Apply the methods of behaviour change to promote health behaviour.	U, Ap	PSO-1,2, 3
CO-3	Evaluate the sources of stress and factors affecting coping. Apply the appropriate intervention techniques for facilitating the process of coping.	Ap, E	PSO-1,2
CO-4	Analyse the different psychological issues of terminally ill patients.	U, Ap, An, E	PSO-1,2
CO-5	Develop programs for helping patients with chronic or terminal illness.	C	PSO-1,2, 3
CO-6	Analyse how to improve patient-provider communication. Evaluate how a health psychologist can assist a hospitalised patient.	An, E	PSO-1,2, 3

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Advanced Health Psychology: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/ PSO	Cognitive Level	Knowledge Category	Lecture (L)/ Tutorial (T)	Practical (P)
1	CO-1	PSO-1,2, 3	U	F	4	0
2	CO-2	PSO-1,2, 3	U, Ap	C	3	1
3	CO-3	PSO-1,2	Ap, E	C,P	3	1
4	CO-4	PSO-1,2	U, Ap, An, E	C,P	3	1
5	CO-5	PSO-1,2, 3	C	P	4	0
6	CO-6	PSO-1,2, 3	An, E	C	2	2

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PS O7	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	1	-	-	-	-	-	-	-	-	-	1	-	-	-	-
CO 2	2	3	-	-	-	-	-	-	-	-	2	3	-	-	3
CO 3	-	-	1	-	-	-	1	-	-	-	-	-	1	-	-
CO 4	-	-	2	3	2	-	2	3	-	-	-	-	2	3	-
CO 5	-	1	-	-	2	-	-	-	3	-	2	1	-	-	2

Correlation Levels

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics

	Internal Exam	Assignment	End Semester Examinations
CO 1	✓		✓
CO 2	✓		✓
CO 3	✓		✓
CO 4		✓	✓
CO 5		✓	✓



University of Kerala

Discipline	PSYCHOLOGY				
Course Code	UK5DSEPSY301				
Course Title	PSYCHOLOGICAL TESTING AND TEST CONSTRUCTION				
Type of Course	DSE				
Semester	V				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2	5
Pre-requisites	-				
Course Summary	This course offers an overview of psychological tests and measurement, covering the various types of tests, levels of measurement, test construction, reliability, validity, and standardization processes. Students will learn about the functions of measurement, item writing and analysis, as well as the importance of reliability and validity in assessing psychological constructs.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	Psychological tests and measurement		15
	1	What is a Psychological test? Uses and Varieties of Psychological tests	
	2	Measurement and evaluation	
	3	Levels of measurement- Ordinal, Nominal, Ratio	
	4	Functions of Measurement	
II	Test construction		15
	5	Meaning of test in psychology, characteristics of a good psychological test	
	6	General step in test construction	
	7	Item writing :-meaning and types of item, difference between essay type tests and objective type tests, general guidelines for item writing	
	8	Item analysis :-meaning and purpose of item analysis, Item difficulty, Item discrimination, Item bias.	
III	Reliability		15
	9	Meaning and definition of reliability	
	10	The Correlation Coefficient , The reliability coefficient	

	11	Types (Methods) of Reliability	
	12	Test-Retest Reliability	
	13	Alternate-form Reliability	
	14	Split-half Reliability	
	15	Kuder-Richardson Reliability and Coefficient Alpha	
	16	Scorer Reliability	
	17	Reliability of speed tests	
IV	Validity		15
	18	Meaning of Validity	
	19	Types of Validity- Content Validity, Face Validity, Criterion-related Validity, Predictive Validity, Concurrent Validity, Construct Validity	
	20	Correction for Attenuation	
	21	Factors influencing Validity	
	22	Relation of validity to reliability	
V	Test standardisation and Practical		15
	23	Norms and test scales :- Meaning of norm -referencing and criterion referencing, steps In developing norms, types of norms and test scales	
	24	Response set in test scores :-meaning of response sets, types of response sets, implications of response sets, methods to eliminate response sets	
		Total Hours	75

Practical (compulsory)

Construct and Standardise a test with a selected psychological variable.

Reference:

Anastasi, A., & Urbina, S. (2017). *Psychological testing* (7th ed.). Pearson India Education.

Singh, A. K. (2022). *Tests, Measurement and Research Methods in Behavioural Sciences*. Bharathi Bhavan Pub.

McBurney, D. H. (2001). *Research methods*. London: Thomson Wadsworth Publishing Co.

Gregory, R. J. (2017). *Psychological testing: History, principles and applications* (7th ed.). Boston: Pearson.

Kaplan, R. M., & Sacuzzo, D. P. (2012) *Psychological Assessment and Theory: Creating and Using Psychological Tests* (8th ed). USA: Westview press.

Malec, M. A. (2012). *Essential Statistics for Social Research* (2nd ed.). Jaipur: Rawat Publications.

Gravetter, F. J. & Wallnau, L.B.(2013). *Statistics for the Behavioral Sciences* (9th ed.).USA: Wadsworth.

Gliner, J. A., & Morgan, G. A. (2000). *Research methods in applied settings: An integrated approach to design and analysis* (3rd ed.) New York: Routledge.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Describe the levels of measurement, reliability and validity in psychological testing.	U	1
CO-2	Understand the steps and procedures underlying test construction.	U	1
CO-3	Evaluate the reliability and validity of psychological tests.	Ap	3
CO-4	Examine the reliability and validity of tests.	Ap	3
CO-5	Analyse the standardisation procedure of a test construction.	Ap	1,3
CO-6	Construct psychological tests by applying the principles and procedures of test construction already studied.	C	2

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Psychological Testing and Test Construction: Credits: 3:0:1 (Lecture:Tutorial:Practical)

CO No.	CO	PO/ PSO	Cognitive Level	Knowledge Category	Lecture (L)/ Tutorial (T)	Practical (P)
1	CO-1	1	U	F	4	0
2	CO-2	1	U	F, C	4	0
3	CO-3	3	Ap	F, C	3	1
4	CO-4	3	Ap	F, C	3	1
5	CO-5	1,3	Ap	C, P	3	1
6	CO-6	2	C	C, P	2	2

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PS O7	PO 1	PO 2	PO 3	PO 4	PO 5	P O6	P O7	P O8
CO 1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-

CO 2	2	3	-	-	-	-	3	-	-	3	-	-	-	-	3
CO 3	-	-	1	-	-	-	-	1	-	-	1	-	-	-	-
CO 4	-	-	2	3	-	-	-	2	3	-	2	3	-	-	-
CO 5	-	1	-	-	-	-	1	-	-	1	-	-	-	-	1
CO 6	-	-	-	3	-	-	-	-	3	-	-	3	-	-	-

Correlation Levels

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	End Semester Examinations
CO 1	✓		✓
CO 2	✓		✓
CO 3	✓		✓
CO 4		✓	✓
CO 5		✓	✓
CO 6		✓	✓



University of Kerala

Discipline	PSYCHOLOGY				
Course Code	UK5DSEPSY302				
Course Title	INTRODUCTION TO EVOLUTIONARY PSYCHOLOGY				
Type of Course	DSE				
Semester	5				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2	5
Pre-requisites	-				
Course Summary	This course delves into the principles and applications of evolutionary psychology, a field that investigates human behaviour from an evolutionary perspective. Drawing on insights from biology, anthropology, and psychology, students will analyse how evolutionary processes have influenced various aspects of human cognition, emotion, social interaction, and mating behaviour.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	Evolutionary Psychology: The New Science of the Mind		16
	1	Introduction to evolutionary theory and natural selection	
	2	Various modes of evolution	
	3	Milestones in human evolutionary history	
	4	Historical development of evolutionary psychology: Key figures in evolutionary psychology: Leda Cosmides, John Tooby, David Bus	
	5	Methodological approaches in evolutionary psychology research: Adaptationist Approach, Comparative studies, Cross-cultural research, Ecological validity	
II	Evolutionary Perspectives on Cognition		16
	6	Evolutionary explanations for human cognitive processes	
	7	Adaptive functions of perception, memory, and decision-making	
	8	Cognitive modules and the modularity of mind hypothesis	
III	The Social Mind: Evolutionary Psychology of Social Behavior		16
	9	Evolutionary theories of social interactions and relationships	
	10	Adaptive functions of cooperation, competition, altruism, and aggression	

	11	Evolutionary roots of social emotions, such as jealousy, pride, and shame	
	12	Dunbar's number and the evolution of human social groups (Dunbar, 1992)	
	13	Evolutionary psychology on gender differences	
IV	Evolutionary Psychology of Mating and Reproduction		15
	14	Sexual selection theory and mate choice mechanisms	
	15	Evolutionary perspectives on mating strategies and sexual behavior	
	16	Parental investment theory and evolutionary aspects of parenting	
V	Applications and Critiques of Evolutionary Psychology		12
	17	Evolutionary psychology and mental health: Depression, anxiety, and stress disorders. The mismatch hypothesis and its implications for mental health (Nesse & Williams, 1994)	
	18	Evolutionary medicine and implications for healthcare practices	
	19	The role of culture in shaping evolved psychological mechanisms (Pinker, 1997)	
	20	Critiques and controversies in evolutionary psychology: Adaptationism, the environment of evolutionary adaptedness (EEA), and sociocultural influences	
	Total Hours		75

Practicum

(Any two. Submit Individual Report.)

1. Evolutionary Psychology Experiment Design:

Design an experiment to test an evolutionary psychology hypothesis, such as mate preferences or parental investment.

2. Evolutionary Psychology Literature Review:

Conduct a literature review on a specific topic in evolutionary psychology, such as sexual selection, kin selection, or parental investment theory.

3. Evolutionary Psychology Case Study:

Analyze a case study related to evolutionary psychology, such as a study on the evolution of language or the development of moral intuitions.

4. Evolutionary Psychology Debate:

Participate in a debate on a controversial topic in evolutionary psychology, such as the role of genes in human behavior or the evolutionary basis of gender differences and submit a report.

References:

Buss, D. M. (2015). *Evolutionary psychology: The new science of the mind* (5th ed.). Psychology Press.

- Cosmides, L., & Tooby, J. (1992). Cognitive adaptations for social exchange. In J. H. Barkow, L. Cosmides, & J. Tooby (Eds.), *The adapted mind: Evolutionary psychology and the generation of culture*. Oxford University Press.
- Dunbar, R. I. M. (1998). The social brain hypothesis. *Evolutionary Anthropology*, 6(5), 178–190.
- Pinker, S. (1997). *How the mind works*. W.W. Norton & Company.
- Buss, D. M. (2013). Seven tools for teaching Psychology. In Dunn, D. S., Gurung, R. A. R., Naufel, K. Z., & Wilson, J. H. (Eds.), *Controversy in the Psychology Classroom*. APA.
- Nesse, R. M., & Williams, G. C. (1994). *Why we get sick: The new science of Darwinian medicine*. Times Books.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Explain the foundational principles of evolutionary psychology and its relevance to understanding human behavior.	An	PSO-1,3
CO-2	Evaluate the methods of studying evolutionary psychology.	E	PSO-1,3
CO-3	Evaluate empirical research in evolutionary psychology.	E	PSO-1,3,4
CO-4	Apply evolutionary concepts to explain a range of psychological phenomena, including cooperation, aggression and decision-making and mate selection.	Ap	PSO-1,3,4
CO-5	Critically assess the implications of evolutionary psychology for contemporary issues in society, such as gender roles, parenting practices, mental health and for explaining culture.	E	PSO-1,2,3,4

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Introduction to Evolutionary Psychology. Credits: 3:0:1 (Lecture:Tutorial)

CO No.	CO	PO/ PSO	Cognitive Level	Knowledge Category	Lecture(L)/ Tutorial (T)	Practical (P)
1	CO-1	PSO-1,3	R	F	4	0

2	CO-2	PSO-1,3	U	F	3	1
3	CO-3	PSO-1,3,4	Ap	C, P	3	1
4	CO-4	PSO-1,3,4	E	C, M	3	2
5	CO-5	PSO-1,2, 3,4	E, Ap	C, M,P	2	2

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PS O 7	PO 1	PO 2	PO 3	P O4	PO 5	P O6	P O7	P O8
CO1	3	-	2	-	-	-	-	-	-	-	-	-	2	-	-
CO 2	3	-	3	-	-	-	-	3	-	3	-	-	2	-	-
CO 3	3	-	2	4	-	-	-	3	-	2	-	-	-	-	-
CO 4	3	-	3	3	-	-	-	3	-	3	-	-	-	-	-
CO 5	3	3	2	2	-	-	-	3	-	2	-	-	-	-	3

Correlation Levels

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	End Semester Examinations
CO 1	✓		✓
CO 2	✓	✓	✓
CO 3	✓		✓
CO 4	✓	✓	✓
CO 5	✓		✓



University of Kerala

Discipline	PSYCHOLOGY				
Course Code	UK5DSEPSY303				
Course Title	ADVERTISING AND PSYCHOLOGY				
Type of Course	DSE				
Semester	V				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	4 hours	-	-	4
Pre-requisites	-				
Course Summary	This course examines the application of psychological concepts in the field of advertising. Designed for students interested in a career in advertising this course equips them with the knowledge of various psychological processes applied in the field of advertising				

Detailed Syllabus

Module	Unit	Content	Hrs
I	Introduction to advertising psychology		15
	1	Brief history of advertising	
	2	Introduction to basic psychological processes of memory, perception, illusion, attention and their applications in advertising	
	3	Ethical considerations	
II	Information processing and subliminal perception		16
	4	Top down and bottom-up processing, creativity	
	5	Gestalt laws of perceptual organisation, applications in creating logos and designing	
	6	Subliminal perception, definition, techniques, case studies	
III	Colour psychology and emotions		16
	7	Use of colour in creating brand identities, designing campaigns, colours and emotions.	
	8	Define emotions, theories briefly, effective use of emotions in creating campaigns, use of fear, love, happiness	
	9	Associating emotions with products	
IV	Social Psychology and Advertising		16
		Persuasion definition – techniques of persuasion, appeal of fear, use of celebrities, building brand identity	
		Bandwagon effect	

		Mob and crowd psychology designing campaigns for political parties' social issues	
V		Research and Analysis	12
		Case studies, Designing of advertisements. Research methods. Surveys, Questionnaires. Analysis of advertisements. Contemporary trends in advertisement: Targeted advertising online	
		Total Hours	60

References

- Fennis, B.M & Stroebe, W. (2020). *The Psychology of advertising* (3rd ed.). Routledge.
- Sheena, I. & Bennett, G. (2018). *The advertising effect: How to change behaviour*. Oxford University Press.
- Adams, R. L. (2017). *Color design workbook: A real-world guide to using color in graphic design*. Rockport Publishers.
- Koffka, K. (2013). *Principles of Gestalt psychology*. Routledge.
- Smith, K. (2015). *Cognitive psychology mind and brain*. Pearson
- Baron, R. B. (2020). *Social psychology*. Pearson.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand the basics of cognitive psychology as applied in advertising	U	1,4,5
CO-2	Understand the mechanisms of information processing, creativity and gestalt principles in designing	U	1.4
CO-3	Apply the basics of colour psychology and emotions as used in advertising	Ap	1,4
CO-4	Apply the various social psychological principles as used in advertising and marketing	Ap	1.4,7
CO-5	Analyse various case studies and applying research methods	An	3

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Advertising and Psychology: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No	CO	PO/ PSO	Cognitive Level	Knowledge Category	Lecture (L)/ Tutorial (T)	Practical (P)
1	CO-1	1/1,4,5	F	C	4	0
2	CO-2	1/1.4	F	C	4	0
3	CO-3	1,2/1.4	F	C	4	0
4	CO-4	1.2/1,4,7	P	P	4	0
5	CO-5	2/3	M	P	4	0

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PS O7	PO 1	PO 2	PO 3	PO 4	P O5	PO 6	P O7	PO8
CO 1	2			3	2			1							
CO 2	2			2				2			2				
CO 3	3			2				1							
CO 4	2			3				2			2				
CO 5			2					1						2	

Correlation Levels

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	End Semester Examinations
CO 1	√		√
CO 2	√		√
CO 3	√		√
CO 4	√	√	√
CO 5	√		√



University of Kerala

Discipline	PSYCHOLOGY				
Course Code	UK5DSEPSY306				
Course Title	FORENSIC PSYCHOLOGY				
Type of Course	DSE				
Semester	V				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	4 hours	-	-	4
Pre-requisites	.				
Course Summary	The course on Forensic Psychology provides students with an overview of the field, including its definition, roles, and related areas. It delves into the understanding of criminal behaviour, assessment and evaluation techniques, the interaction between psychology and law enforcement, and applied forensic techniques in criminal investigations.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	Introduction to Forensic psychology and Criminal Behaviour		12
	1	Definition, Description and concept of Criminal Psychology and Forensic psychology	
	2	Public's attitude towards crime. Victims of crime: PTSD, Helping victims	
	3	Roles of Forensic Psychologist. Functions of Forensic Psychologist	
	4	Related fields of Forensic psychology	
II	Approaches to Understanding Criminal Behaviour		12
	5	Theories of criminal behaviour: Psychodynamic, behaviourist, cognitive, media aggression theories	
	6	How criminality is related to certain human features: Impulsivity, Locus of control, values, intelligence	
	7	Social factors related to crime- Family characteristics, child-rearing practices, parental criminality, peer influences, unemployment, child abuse, school experiences	
	8	Mental health and crime: Antisocial personality, Psychopathy, Conduct disorder, ADHD	
	9	Juvenile crimes	
III	Assessment and Evaluation		12

	10	Mental Disability/ Illness, Malingering, Substance Abuse Evaluation (Forensic Perspective)	
	11	Lie detection. Polygraph.	
	12	Profiling of Criminal behaviour	
	13	Assessment of risk	
	14	Assessment of Eyewitness and their statements	
IV	Understanding the Victim		12
	11	Psychological effects of being victim	
	12	Trauma, fear, anxiety, depression, guilt, shame, trust issues	
	13	Victim-blaming	
	14	Theories of victim experience: Trauma theory, Crisis intervention theory, post-traumatic growth theory, Resilience theory	
	15	How to support the victim	
V	Applied Forensic Techniques in Criminal Investigation		12
	16	Forensic interviewing	
	17	Crime scene analysis	
	18	Forensic evidence collection and analysis	
	19	Use of technology in forensic investigations	
	20	Contemporary trends in forensic psychology	
	21	Forensic psychology in India- Study opportunities and career prospects	
	Total Hours		60

References

- Bartol, C.R., & Bartol, A.M. (2019). *Introduction to Forensic Psychology: Research and Application* (5th ed.). Sage Publications
- Roesch, R., Zapf, P.A., & Hart, S.D. (Eds.). (2018). *Psychology and Law: Bridging the Gap* (3rd Ed). Springer.
- Heilbrun, K., DeMatteo, D., & Goldstein, A.M. (Eds.). (2020). *APA Handbook of Psychology, Law and Criminal Justice*. American Psychological Association
- Kocsis, R.N. (2017). *Applied Police and Fire Psychology: Stress, Critical Incident Management and Police Psychology*. Routledge.
- Fisher, B.A.J., & Lab, S.P. (2018). *Encyclopaedia of Forensic and Legal Medicine* (2nd ed). Academic Press.
- Ainsworth, P. B. (1999) *Psychology and Crime: Myths and Reality*. London: Longman.
- AuCoin, K., & Beauchamp, D. L. (2007). *Impacts and consequences of victimization, GSS 2004*. Canadian Centre for Justice Statistics.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Define the concepts of Criminal Psychology and Forensic Psychology and their significance in the criminal justice system.	R,U	PSO-1
CO-2	Examine theoretical perspectives on criminal behavior, including factors influencing criminal behavior and their implications for forensic psychology.	U, An	PSO-1,3
CO-3	Recognize the psychological effects of crime on victims, including PTSD, and understand strategies for helping victims cope.	An	PSO-1.4
CO-4	Identify the roles and functions of forensic psychologists within the criminal justice system.	U	PSO-1,3,4
CO-5	Explore interdisciplinary approaches within forensic psychology and its intersections with other disciplines.	U	PSO-4,5

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Forensic Psychology: Credits: 4:0:0 (Lecture:Tutorial)

CO No.	CO	PO/ PSO	Cognitive Level	Knowledge Category	Lecture(L)/ Tutorial (T)	Practical (P)
1	CO-1	PSO-1	R,U	F	4	0
2	CO-2	PSO-1,3	U, An	C	4	0
3	CO-3	PSO-1.4	An	M	4	0
4	CO-4	PSO-1,3,4	U	C	4	0
5	CO-5	PSO-4,5	U	C	4	0

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PS O1	PS O2	PS O3	PSO 4	PS O 5	PS O 6	PS O7	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8

CO 1	3	-	-	-	-	-	-	3	-	-	-	-	-	-
CO 2	2	-	3	-	-	-	3	-	-	-	-	-	-	-
CO 3	3	-	-	2	-	-	-	3	-	-	-	-	-	-
CO 4	2	-	-	2	-	-	2	-	-	2	-	-	-	-
CO 5	-	-	-	3	2	-	2	2	-	-	-	-	-	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	End Semester Examinations
CO 1	✓		✓
CO 2	✓	✓	✓
CO 3	✓		✓
CO 4		✓	✓
CO 5		✓	✓



University of Kerala

Discipline	PSYCHOLOGY				
Course Code	UK5DSEPSY307				
Course Title	APPLYING PSYCHOLOGY TO EDUCATION				
Type of Course	DSE				
Semester	V				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hours	5
Pre-requisites	-				
Course Summary	This course applies developmental psychology theories to education, aiming to help educators understand how children grow, learn, and develop. It covers cognitive, social, emotional, and behavioral development, and their relevance to teaching. It also addresses neuroscience in education, dispelling myths and offering evidence-based insights. Additionally, it explores motivation and engagement, emphasizing creating supportive learning environments. Drawing on positive psychology, it promotes strengths, well-being, and positive relationships in education.				

Detailed Syllabus

Module	Unit	Content	Hrs
I	Applying Developmental Psychological theories		13
	1	Teaching based on Principles of Development	
	2	Cognitive Development: Implications of Brain Development on Education - Lessons for teachers Educational Implications and Limitations of Piaget's Theory Educational Implications and Limitations of Vygotsky's Theory	
	3	Social and Emotional Development: Strategies for Educating Children based on Bronfenbrenner's Theory and Erikson's Theory Strategies to encourage students' Self-esteem	
II	Applying Behavioural, Social and Cognitive Theories of Learning		17
	4	Applying Classical Conditioning in the Classroom	
	5	Educational Applications of Operant Conditioning Principles - Role of Antecedents and Consequences	
	6	Using Observational Learning in Classrooms	
	7	Self-regulation, Development of Self-regulation, Zimmerman's Model of Self-regulated learning,	

	8	Strategies for supporting self-regulated learning	
III	Applying Theories of Motivation		15
	9	Self-determination theory - autonomy, competence and relatedness needs	
	10	Strategies for teachers to use to support students' self-determination	
	11	Control-Value theory of Achievement Emotions	
	12	Definition and Dimensions of Engagement	
	13	Building blocks of Students' motivation to learn - Need and Self-determination, Goals, Expectancies, Values and Cost, Self-efficacy and Self-concept, Attributions, Boredom, Mindset about ability, Interests and Emotions	
	14	Strategies for Students to regulate academic emotions	
IV	Applying Psychological Principles for Creating Supportive Learning Environments		15
	15	Creating a motivating classroom environment	
	16	Teacher characteristics that increase student motivation to learn	
	17	Strategies for managing routine misbehaviours	
	18	Behaviour Modification Strategies for increasing desirable behaviours	
	19	Behaviour Modification Strategies for decreasing undesirable behaviours	
V	Applying Positive Psychology to Education		15
	20	Definition of Positive Education	
	21	Developing safe and positive classroom climate - ASPIRE	
	22	Whole-school well-being - RIPPLE approach	
	23	Well-being Literacy - Definition, Components and Benefits of promoting Well-being literacy	
	24	Strengths-based approach to education	
	Total Hours		75

Practical

(Minimum 2)

1. Rote Vs Meaningful learning
2. Academic Stress Scale
3. Achievement Motivation scale
4. Social Anxiety
5. Social Media Addiction
6. Teacher Attitude Scale
7. Students Attitude towards Educational Media
8. Students Liking Scale
9. Interview a school psychologist and write an individual report on the observations made
10. Write a report of the Child Behavior Checklist administered to understand a child's behaviour problem in a regular school.
11. Conduct comprehensive assessment (in multiple domains) of a child and write a report of the same.

Practicum

(Minimum 2- One each from A and B)

A. Case studies

1. Conduct observations of pre-primary/primary/middle school/high school students in their classrooms and make comparisons on the basis of their cognitive, learning, social and emotional skills.
2. Conduct interviews with students to understand their approach to learning, type of goals, expectancies, achievement related attitudes and emotions.
3. Conduct interviews with pre-primary, primary, middle school and high school teachers and to understand the common strategies used by them for classroom management and discipline issues

B. Conduct Group sessions

1. Prepare modules to educate/hold discussions/interactive sessions with school teachers on the topics related to teaching based on principles of children's cognitive, social and emotional development
2. Prepare modules to conduct group sessions with students on facilitating self-regulated learning/reducing academic boredom/generating interest in studies/effective study skills
3. Prepare modules and conduct sessions with teachers on the topic of increasing student engagement/encouraging students' motivation to learn

References

- Duchesne, S., McMaugh, A. & Mackenzie, E. (2022). *Educational Psychology: For Learning and Teaching*. 7th Edition. Cengage Learning.
- Eggen, P., & Kauchak, D. (2010). *Educational Psychology: Windows on Classrooms* (8th ed.). University of North Florida.
- Santrock, J.W. & Roehrig, A.D. (2024). *Educational Psychology*. 8th Edition. McGraw-Hill, New York.
- Slavin, R. E. (2018). *Educational Psychology: Theory and Practice*. 12th Edition. Pearson.
- Snowman, J., McCown, R. & Biehler, R. (2012). *Psychology Applied to Teaching*. 13th Edition. Wadsworth Cengage Learning.
- Woolfolk, A. & Usher, E. L. (2023). *Educational Psychology*. 15th Edition. Pearson.
- Giraldez-Hayes, A., & Burke, J. (Eds.) (2022). *Applied Positive School Psychology*. Taylor & Francis.
- Furlong, M. J., Gilman, R., & Huebner, E. S. (Eds.). (2014). *Handbook of positive psychology in schools*. New York, NY: Routledge.
- Kern, M. L., & Wehmeyer, M. L. (2021). *The Palgrave handbook of positive education* (p. 777). Springer Nature.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand key developmental psychological theories and their implications for teaching and learning.	U	1,3
CO-2	Apply principles of cognitive, social, and emotional development to design instructional strategies that align with students' needs and abilities.	Ap	1,4
CO-3	Implement evidence-based behavior modification techniques to manage classroom behavior effectively.	Ap	1,4
CO-4	Utilize observational learning techniques to promote positive behaviors and social skills in students.	Ap	4
CO-5	Design supportive learning environments that foster student motivation, engagement, and well-being.	C	4
CO-6	Apply positive psychology principles to create safe and positive classroom climates and promote student well-being and academic success.	Ap	4,5,6

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Applying Psychology to Education: Credits: 3:0:1 (Lecture:Tutorial:Practical)

CO No.	CO	PO/ PSO	Cognitive Level	Knowledge Category	Lecture (L)/ Tutorial (T)	Practical (P)
1	CO-1	1,3	U	F	4	0
2	CO-2	1,4	Ap	C,P	4	0
3	CO-3	1,4	Ap	P,M	3	1
4	CO-4	4	Ap	C,P	4	0
5	CO-5	4	C	C,P,M	2	2
6	CO-6	4,5,6	Ap	P,M	2	2

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	1	-	-	-	-	-	2	-	-	3	-	-	-	-	-
CO2	2	3	-	-	-	-	1	-	-	2	3	-	-	-	-

CO3	-	-	1	-	-	-	2	-	-	-	-	1	-	-	-
CO4	-	-	2	3	-	-	-	3-	-	-	-	2	3	-	-
CO5	-	1	-	-	-	-	2	-	-	-	1	-	-	-	-
CO6	-	-	-	3	-	-	-	-	-	3	-	-	-	-	-

Correlation Levels

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics

	Internal Exam	Assignment	End Semester Examinations
CO 1	✓		✓
CO 2	✓		✓
CO 3	✓	✓	✓
CO 4	✓	✓	✓
CO 5	✓	✓	✓
CO 6	✓	✓	✓



University of Kerala

Discipline	PSYCHOLOGY				
Course Code	UK5DSEPSY308				
Course Title	PSYCHO-ONCOLOGY				
Type of Course	DSE				
Semester	V				
Academic Level	300 – 399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	4	-	-	4
Pre-requisites	-				
Course Summary	The course aims at sensitizing students to various psychological, biological, and social and environmental aspects of cancer. The students will be trained in identifying the psychosocial interventions for cancer survivors and for their caregivers.				

Detailed Syllabus

Module	Unit	Content	Hrs
I	INTRODUCTION TO PSYCHO-ONCOLOGY		12
	1	Meaning and concept of Psycho-oncology	
	2	Overview of the hallmarks of cancer, Mechanisms of oncogene activation	
	3	Risk Factors in Cancer: Genetic Factors, Environmental Factors,	
	4	Carcinogenic: Dietary Factors, Non-dietary Factors	
	5	Types of Cancer	
	6	Stages of cancer	
	7	Psycho-oncology team, Career opportunities in psycho-oncology	
II	PSYCHO-SOCIAL FACTORS AND CANCER		12
	8	Personality proneness to Cancer: A psychological profile. Stress and Cancer. Psychoneuroimmunology.	
	9	Psycho-social problems in children with cancer, Psychological impacts of a diagnosis of cancer on a child, young person and their family.	
	10	Adjusting to Cancer. Coping with cancer.	
III	PSYCHO-SOCIAL ASSESSMENT		12
	11	Meaning in life	
	12	Adjustment to body disruptions	
	13	Rumination, Embitterment	

	14	Enhance post traumatic growth, Managing fear of death, Side effects of chemotherapy	
IV	INTERVENTIONS		12
	15	Cognitive-behavioural interventions (Mindfulness based interventions)	
	16	Psychotherapeutic Interventions: Individual therapy, Family therapy, Support Groups.	
	17		
V	EVIDENCE BASED PRACTICE		12
	18	Key research areas in psycho oncology. Research evidence	
	19	Quantitative research	
	20	Qualitative research	
	21	Psycho oncology as a career: Higher studies centers and career options	
		Total Hours	

References

Taylor, S E. (2006). *Health Psychology* (6th ed.). Tata McGraw-Hill

Weinberg, A B. (2013). *The Biology of Cancer* (1st ed.). NewYork.

Watson, M & Kissane, D (2011). *Handbook of psychotherapy in cancer care*. A John Wiley & Sons, Ltd.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand the psychological, biological, social and environmental aspects of cancer	U	PSO-1,2
CO-2	Describe the skills in analyzing the need for intervention	R, U	PSO- 1, 3
CO-3	Acquire skills to carry out comprehensive psychological evaluations.	U, Ap	PSO- 4, 5
CO-4	Demonstrate the competence in providing the psychosocial interventions related to well-being.	Ap	PSO- 7

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Psycho-oncology: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/ PSO	Cognitive Level	Knowledge Category	Lecture (L)/ Tutorial (T)	Practical (P)
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1	CO-1	PSO-1,2	U	F	4	0
2	CO-2	PSO- 1, 3	R, U	F	4	0
3	CO-3	PSO- 4, 5	U, Ap	Ap	4	0
4	CO-4	PSO- 7	Ap	C,P,M	4	0

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	End Semester Examinations
CO 1	✓		✓
CO 2	✓		✓
CO 3	✓		✓
CO 4		✓	✓



University of Kerala

Discipline	PSYCHOLOGY				
Course Code	UK5DSEPSY309				
Course Title	SPORTS PSYCHOLOGY				
Type of Course	DSE				
Semester	V				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	4	-	-	4
Pre-requisites	-				
Course Summary	The course provides an overview of the field of sports psychology and its career opportunities. Learn about the psychological attributes and its relationship with performance.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	FUNDAMENTALS OF SPORTS PSYCHOLOGY		10
	1	Sports Psychology: Definition, Historical Development	
	2	Need and scope of sports psychology, History of Sports Psychology in India.	
	3	Psychology of Play: Competitive and non-competitive physical activities.	
	4	Sports Psychology as an integral part of Sports Sciences and Sports Coaching. Importance of Sport Psychology for Athletes.	
II	PERSONALITY AND MOTIVATION		14
	5	Definition and types of Personality and its relation to Competitive and non-competitive sports.	
	6	Personality theories (trait theories). Personality and Performance in Sports (Ice Berg Profile by Morgan), Sports specific personality traits.	
	7	Self-analysis through SWOT, Johari Window.	
	8	Motivation & Goal Setting: Definition of Motivation, Need, Drive, Motive and Motivation Types.	
	9	Theories of Motivation (Abraham Maslow, Need Achievement by McClelland) Self-determination theory.	
III	SPORTS and NUTRITION		14
	10	Concept of balanced diet and nutrition, Macro and micro nutrients, Nutritive and non-nutritive components of diet.	

	11	A healthy weight. The pitfalls of Dieting.	
	12	Importance of diet in sports: Pre, during and post competition requirements.	
IV	PSYCHOLOGICAL ATTRIBUTES IN SPORTS		14
	13	Self-esteem, Emotional Intelligence, Goal setting	
	14	Risk Behaviours: Substance Abuse. Aggression in Sports: Concept and Causes.	
	15	Burnout and Overtraining: Concept and Causes.	
	16	Healthy Approaches to Competition: Fair Play.	
	17	Coping Skills: Coping with Stress	
V	CAREER AND RESEARCH IN SPORTS PSYCHOLOGY		8
	18	Key research areas in Sports Psychology	
	19	Higher studies in Sports Psychology	
	20	Career opportunities in Sports Psychology	
		Total Hours	60

References

Edlin, Golanty & Brown. (2002). *Health and wellness*.

Cratty, B.J. (2000). *Psychology of contemporary sports*. Human Kinetics Publishers.

Richard M. Suinn, (2002) *Psychology in Sports, Methods & Application*. Surjeet Publication.

Myers, D. G. (2008). *Social psychology*. Tata McGraw-Hill.

Gurbakhsh S. Sandhu (2002). *Psychology in sports – A contemporary approach*. Friends publications.

Murphy, S.M. (1995). *Sport Psychology Interventions*. Human Kinetics

Weinberg, R.S, Gould, D. (2003). *Foundation of sport and exercise psychology* (3rd Ed). Human Kinetics.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand the historical development of sports psychology	U	PSO-1,2
CO-2	Analyse psychological attributes and its relationship with performance	An	PSO-1, 4
CO-3	Apply the concept of health and nutrition in sports psychology	Ap	PSO- 1, 4
CO-4	Practice role of psychology in physical education and	Ap	PSO- 7

	sports		
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R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Sports Psychology: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/ Tutorial(T)	Practical (P)
1	CO-1	PSO-1,2	U	F	4	0
2	CO-2	PSO-1, 4	An	C	4	0
3	CO-3	PSO- 1, 4	Ap	P	4	0
4	CO-4	PSO- 7	Ap	P	4	0

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	End Semester Examinations
CO 1	✓		✓
CO 2	✓		✓
CO 3	✓		✓
CO 4		✓	✓



University of Kerala

Discipline	PSYCHOLOGY				
Course Code	UK5DSEPSY310				
Course Title	SUICIDE PREVENTION				
Type of Course	DSE				
Semester	V				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	4 hours	-	-	4
Pre-requisites	-				
Course Summary	This course offers a comprehensive exploration of suicide and its prevention, covering theoretical frameworks, risk assessment, prevention and intervention strategies, and current research in the field. Through lectures, case discussions and practical exercises, students will develop a nuanced understanding of suicidal behaviours and acquire the skills necessary to effectively assess and intervene in suicidal crises.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	Introduction		12
	1	Definitions, Components of suicide, Classification of suicidal behaviour, Myths and misunderstandings about suicide	
	2	Differentiating Suicidal and non-suicidal self-injury - Descriptive characteristics, Psychosocial differences, Cognitive features	
	3	Suicide research: Methodological considerations, Research study designs, Instruments and Informants	
II	Perspectives on Suicidal and Non-suicidal self-injury		12
	4	Theories of suicide: Biological theories, Sociological theory, Psychodynamic theories, Hopelessness theory, Psychache theory, Escape theory, Emotion dysregulation theory, Positive psychological theories, Interpersonal-psychological theory, The Narrative Crisis Model	
	5	Theoretical models of non-suicidal self-injury: Psychodynamic models, Interpersonal models, Affect Regulation Model, Cognitive models, Biologically based models	
III	Determinants and Special populations		12
	6	Socio-cultural influences: Risk and protective factors related to peers, family and media - Role of culture, race, ethnicity and religion	

	7	Psychopathology: Suicide risk factors in Mood disorders, Schizophrenia and other psychotic disorders, Substance use disorders, Personality disorders, Post-traumatic stress disorder	
	8	Special populations: Suicide in children and adolescents, youth and older adults, Suicide among sexual/gender minority individuals, Suicide risk in medical conditions	
IV	Assessment, Prevention and Intervention		12
	9	Risk assessment in clinical practice: Screening and assessment tools, General Assessment Framework (Joiner et al.), Prevention-oriented risk formulation, Assessment of non-suicidal self injury	
	10	Prevention and Intervention: <ul style="list-style-type: none"> - Prevention of suicidal and non-suicidal self-injury, Community-based prevention strategies, Gatekeeper training - Crisis intervention strategies, Psychological first-aid - Psychotherapeutic interventions: Cognitive-behavioural therapy, Dialectical behavioural therapy, Psychodynamic therapies, Positive psychological approaches, Brief and Internet-based interventions - Ethical challenges in suicide prevention/intervention efforts 	
	11	Postvention considerations: <ul style="list-style-type: none"> - Suicide survivors: Suicide bereavement, Child and adolescents as suicide survivors, Mental health professionals as suicide survivors, Stigma and social support, Coping, Interventions 	
V	Latest research updates		12
	12	Research updates on emerging theories, innovative interventions, the impact of technology and social media on suicide prevention, and ethical issues in suicide prevention	
		Total hours	60

Practicum

(Not mandatory)

1. Provide students with hypothetical or real case studies focusing on different determinants of suicide (e.g. mental illness, social factors, cultural factors, etc.), and special populations (e.g. children, gender minority individuals). Have students analyse the cases, identifying risk and protective factors, and potential interventions based on the course content.
2. Conduct role-playing sessions based on common situations encountered in suicide assessment, prevention and intervention. Students can be assigned roles (e.g. mental health professional, individual at risk of suicide, family member, etc.) and told to enact the scenarios, applying assessment and intervention techniques learned. This can be followed by feedback and debriefing sessions.
3. Students can be directed to identify recent cases of suicide from the news media and explain those with the help of any of the theoretical perspectives learned as part of the course.
4. Students can be guided to design and execute suicide awareness and prevention programs for the college or the larger community.

References

- Nock, M. K. (Ed.). (2014). *The Oxford Handbook of Suicide and Self-Injury*. Oxford University Press.
- O'Connor, R. C., & Pirkis, J. (Eds.). (2016). *The International Handbook of Suicide Prevention*. John Wiley & Sons.
- Pompili, M. (Ed.). (2022). *Suicide Risk Assessment and Prevention*. Springer.
- Falcone, T., & Timmons-Mitchell, J. (Eds.). (2018). *Suicide Prevention*. Springer.
- Miranda, R. & Jeglic, E.L. (Eds.). (2021). *Handbook of youth suicide prevention: Integrating research into practice*. Springer.
- Hirsch, J.K., Chang, E.C. & Kelliher, J. (Eds.). (2018). *A positive psychological approach to suicide: Theory, research and prevention*. Springer.
- Worchel, D. & Gearing, R.E. (2010). *Suicide assessment and treatment: Empirical and evidence-based practices*. Springer.
- Granello, D. H. (2015). Suicide crisis intervention. In K. R. Yeager & A. R. Roberts (Eds.), *Crisis intervention handbook: Assessment, treatment, and research* (4th ed., pp. 151–180). Oxford University Press.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Demonstrate an understanding of key concepts and terminology related to suicide and self-injury	U	PSO-1
CO-2	Discuss the individual and contextual determinants of suicide risk, including special populations	An	PSO-1, 2
CO-3	Explain the theoretical perspectives on suicidal and non-suicidal self- injury	An	PSO-1
CO-4	Demonstrate an understanding of the suicidal risk associated with major psychological disorders	U	PSO-1
CO-5	Discuss the evidence-based practices and ethical considerations in suicidal risk assessment, prevention and intervention.	U	PSO-1,2,4,5
CO-6	Apply theoretical perspectives to explain real life instances of suicide	Ap	PSO-1,2,3,4,7
CO-7	Design suicide awareness and prevention programs at the community level	C	PSO-1,2,3,4,6,7

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Suicide Prevention: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/ Tutorial (T)	Practical (P)
1	CO-1	PSO-1	U	F	4	0
2	CO-2	PSO-1, 2	An	F,C	4	0
3	CO-3	PSO-1	An	C	4	0
4	CO-4	PSO-1	U	C	4	0
5	CO-5	PSO-1,2,4,5	U	C	4	0
6	CO-6	PSO-1,2,3,4,7	Ap	P	4	0

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	End Semester Examinations
CO 1	✓		✓
CO 2	✓	✓	✓
CO 3	✓		✓
CO 4		✓	✓
CO 5	✓	✓	✓
CO 6	✓	✓	✓



University of Kerala

Discipline	PSYCHOLOGY				
Course Code	UK5DSEPSY311				
Course Title	GERIATRIC COUNSELLING				
Type of Course	DSE				
Semester	V				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	4 hours	-	-	4
Pre-requisites	-				
Course Summary	This course provides an in-depth understanding of geriatric counselling, focusing on the unique challenges and psychological aspects faced by older adults. Students will learn about the principles, techniques, and therapeutic approaches used in geriatric counselling, as well as gain practical experience through case studies and field visits				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	Introduction to Geriatric Counselling		12
	1	Definition, principles, Process, Types and techniques of Geriatric counselling	
	2	Field of Gero psychology-nature and scope. Human aging. Physiological, cognitive, social aspects of aging	
	3	Coping with ageing -personal, social, financial. Ageism (aged as minority), bereavement, generation gap, elder abuse	
	4	Problems of old age- Bereavement, causes and symptoms Other losses- loss of independence, health, family, financial, loss of spouse, singlehood, Remarriage. Fall and mobility problems	
II	Counselling Older Adults		13
	7	Attending and Listening skills in work with older adults	
	8	Stages of counselling older adults	
	9	Themes and Communication	
	10	Techniques of counselling older adults	
III	Psychological Challenges and Emotional Well-being		13

	11	Neurocognitive disorder- Delirium, Dementia, Parkinson's Disease, Huntington's Disease, Alzheimer's Disease.	
	12	Anxiety in the elderly, Depression in old age, Loneliness in old age, Empty nest syndrome, Geriatric palliative care	
	13	Media exposure of the elderly. Influence of social media. Digital divide	
IV	Therapeutic Approaches in Geriatric Counselling		13
	14	CBT, Reality Orientation, Reminiscence therapy	
	15	Existential therapy, Grief counselling, Interpersonal therapy.	
	16	Transference and other counselling processes with older adults	
	17	Cultural issues in Geriatric counselling	
	18	Geriatric mental health issues	
	19	Spirituality and geriatric counselling	
	20	Caregiver stress and its management	
V	Research and Practical Applications		10
	20	Research- Analysis of narratives	
	21	Elderly in Kerala. Changing demographics of the elderly in Kerala. Policies.	
	22	Ethical considerations in geriatric counselling	
	23	Field Visit- Old age, Home, Nursing Home, NGO for elderly	
	Total hours		60

Practicals (Not mandatory)

1. Geriatric Mental State Examination
2. Geriatric Mental Disorders of the Elderly Examination
3. Memory test
4. Time Perception test
5. Addenbrooke's cognitive examination (ACE)
6. Montreal Cognitive Examination (MoCA)

Practicum (Not mandatory)

- Field Visit- Old age, Home, Nursing Home, NGO for elderly

References

- Bali, A. P. (2001). *Care of the elderly in India: Changing configurations*.
- Blando, J. (2014). *Counseling older adults*. Routledge.
- Dev, G., & Narayan, V. (2021). *Understanding Geriatric Counselling: The Scope of Inclusion in India's Health Context*. International Journal of Geriatric Nursing, 4(1).

Hill, R. D. (2006). *Positive aging: A guide for mental health professionals and consumers*. National Geographic Books.

Knight, B. G. (2004). *Psychotherapy with older adults*. SAGE.

Neurocognitive disorder. (2023, April 10). Retrieved from <https://ufhealth.org/conditions-and-treatments/neurocognitive-disorder>

Psychological problem diagnosis and management in the geriatric age group. (2023, April). Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC10224735/>

Veras, R. (2015). *The current challenges of health care for the elderly*. Journal of Gerontology & Geriatric Research, 04(03).

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Articulate the principles, process, and various types and techniques of geriatric counselling, providing a foundational understanding of the field.	R	PSO-1,2
CO-2	Gain insight into the nature and scope of geropsychology, including physiological, cognitive, and social aspects of aging, facilitating a comprehensive understanding of human aging.	U	PSO-1,2
CO-3	Learn to address the personal, social, and financial challenges associated with aging, including coping strategies for age-related issues such as bereavement, ageism, and elder abuse.	An, Ap	PSO-1,3
CO-4	Explore common psychological challenges faced by older adults, including neurocognitive disorders, anxiety, depression, and loneliness, as well as palliative care considerations, enabling them to provide informed and compassionate counselling support.	An	PSO-1,3
CO-5	Develop the skills necessary to effectively counsel older adults, including attending and listening skills, understanding the stages of counselling, and employing appropriate techniques and communication strategies.	Ap	PSO-4,5

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Geriatric Counselling: Credits: 4:0:0 (Lecture:Tutorial)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture(L)/ Tutorial (T)	Practical (P)
1	CO-1	1,2/ 1,2	R	F	4	0
2	CO-2	2/1,2	U	C	4	0
3	CO-3	1, 6/ 1,3	Ap,An	C	4	0
4	CO-4	1,2/ 3	An	C	4	0
5	CO-5	2,8/4,5	E	M	4	0

F-Factual, C- Conceptual, P-Procedural, M-Meta cognition

Mapping of COs with PSOs and POs :

	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PS O7	P O1	P O2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	-	-	-	-		3	3	-	-	-		-	-
CO 2	2	-	2	-	-	-	-	-	2	-	-	-	-	-	-
CO 3	3	-	3	-	-	-	-	3	-	-	-	-	3	-	-
CO 4	-	-	-	3	-	-	-	2	3	-	-	-	-	-	-
CO 5	-	-	-	3	2	-	-	-	2	-	-	-	-	-	2

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	End Semester Examinations
CO 1	✓		✓
CO 2	✓		✓
CO 3	✓		✓
CO 4		✓	✓
CO 5		✓	✓



University of Kerala

Discipline	PSYCHOLOGY				
Course Code	UK5SECPSY300				
Course Title	ESSENTIAL SKILLS FOR COUNSELLING				
Type of Course	SEC				
Semester	V				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	3 hours	-	-	3
Pre-requisites	-				
Course Summary	This skill-based course offers a comprehensive overview of counselling, covering its core conditions, approaches, and essential skills. Students will gain practical insights through activities and demonstrations, equipping them to effectively engage in counselling interactions.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	Introduction to Counselling		9
	1	Who are counsellors and helpers? Definition and scope of counselling, Goals of counselling	
	2	Generic models of counselling in brief- Egan, Hill	
	3	Counsellor characteristics	
	4	Counselling skills	
	5	Core conditions of counselling- Empathy, Unconditional positive regard, Congruence	
	6	Ethical and Legal Considerations in Counselling	
III	Approaches to Counselling		9
	6	Psychoanalytic Counselling	
	7	Person-Centred Counselling	
	8	Behavioural Counselling	
	9	Cognitive Counselling. Eclectic view	
III	Skills in Counselling-1		10
	10	Skills- Opening Techniques – Rapport -Greeting, topics, physical arrangements, attitudes, Non-verbal skills (SOLER)- Attending, Listening and Observing Skills	
	11	Understanding the internal frame of reference	

	12	Non-verbal Behaviours: Eye-contact, Facial expressions, Head Nods, Body Postures, Bodily Movements, Space, Tone of Voice, Silence,	
	13	Minimal Verbal Behaviours, Minimal Encouragers, Approval-Reassurance. Non-verbal Behaviours to avoid.	
	14	Skills for Exploring Thoughts: Paraphrasing, Restatements, Open questions about Thoughts.	
	15	Reflecting feelings	
	16	Structuring, Leading, Probing and Summarising, Monitoring	
IV	Skills in Counselling-2		9
	17	Helping clients manage reluctance and resistance, Probing and Summarizing, Recognizing patterns and themes	
	18	Skills for fostering awareness, Skills for facilitating Insight	
	19	Skills to implement action goals: Open questions for action, Giving information, Feedback about the client, Process advisement, direct guidance, integrating action skills	
	20	Self-disclosure	
	21	Coaching, demonstrating and rehearsing	
	22	Relaxation	
	23	Coping self-talk	
	24	Terminations skills	
V	Activities and Demonstrations		8
	25	A verbatim record of a counselling session (with permission)/ role play. Analysis of non-verbal behaviours during counselling sessions. Demonstration of skills at various stages	
	Total Hours		45

References

- Nelson-Jones, R. (2018). *Basic counselling skills*. Sage South Asia Edition.
- Egan, G. (2013). *The skilled helper: A problem-management and opportunity-development approach to helping*. Nelson Education.
- Hill, C. E. (2020). *Helping skills: Facilitating exploration, insight, and action*. American Psychological Association.
- Hill, C. E., Stahl, J., & Roffman, M. (2007). Training novice psychotherapists: Helping skills and beyond. *Psychotherapy: Theory, Research, Practice, Training*, 44(4), 364.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand the definition, scope, and goals of counselling, along with the characteristics of counsellors and helpers.	U	PSO-1

CO-2	Examine generic counselling models like Egan and Hill, grasping their key principles and techniques.	An	PSO-1,2,3
CO-3	Explore psychoanalytic, person-centred, behavioural, and cognitive counselling approaches, as well as the eclectic view.	An	PSO-3,7
CO-4	Acquire essential skills including opening techniques, non-verbal behaviours, exploring thoughts and feelings and facilitating awareness.	Ap	PSO-1,4,5,7
CO-5	Acquire essential skills in implementing action goals, and termination skills, through activities and demonstrations.	Ap	PSO-2,4,5,6,7

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Essential Skills for Counselling: Credits: 3:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/ Tutorial (T)	Practical (P)
1	CO-1	PSO-1	U	F	3	0
2	CO-2	PSO-1,2,3	An	F,C,P	3	0
3	CO-3	PSO-3,7	An	C, P	3	0
4	CO-4	PSO-1,4,5,7	Ap	C,P	3	0
5	CO-5	PSO-1,2,4,5,6,7	Ap	C,P,M	3	0

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam
- Activities

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Activities	End Semester Examinations
CO 1	✓			✓
CO 2	✓	✓		✓
CO 3	✓		✓	✓
CO 4		✓	✓	✓
CO 5	✓	✓	✓	✓



University of Kerala

Discipline	PSYCHOLOGY				
Course Code	UK5SECPSY301				
Course Title	MINDFULNESS AND RELAXATION TECHNIQUES				
Type of Course	SEC				
Semester	V				
Academic Level	300 - 399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	3	-	-	3
Pre-requisites	-				
Course Summary	This course offers a comprehensive exploration of mindfulness and relaxation techniques as powerful tools for enhancing various skills, both personally and professionally. Participants will delve into the theoretical underpinnings of mindfulness practices and learn practical methods for integrating them into daily life.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	Introduction to Mindfulness and Relaxation Techniques		8
	1	Definition and origins of mindfulness	
	2	Historical context: Buddhist roots and secular adaptations	
	3	Theoretical frameworks: Mindfulness-Based Stress Reduction (MBSR), Mindfulness-Based Cognitive Therapy (MBCT), Mindfulness-Based Art Therapy (MBAT).	
	4	Historical perspectives on relaxation in psychology	
	5	Theoretical frameworks (e.g., stress response, relaxation response)	
II	Mindfulness-Based Interventions		10
	6	Overview of mindfulness-based interventions (MBIs)	
	7	Evidence-based approaches for treating anxiety, depression, and stress-related disorders	
	8	Challenges and limitations of implementing MBIs in clinical settings	
	9	Mindfulness in Health care, education and workplace.	
III	Cultivating Mindfulness and Relaxation Skills through Experiential Training		10
	10	Mindful breathing and body scan exercises	
	11	Mindfulness of Eating, Mindfulness of walking	
	14	Jacobson's progressive muscle relaxation technique	
	15	Deep Breathing Techniques	
	16	Autogenic Training and Biofeedback Training	
	IV	Mindfulness: Physical and Mental Health	
17		Mindfulness and Cancer	

	18	Mindfulness and PTSD	
	19	Mindfulness and Other Terminal Illnesses	
V	Mindfulness and Relaxation Practicum		7
	20	Students identify their own one specific behaviour/emotion/thought that they want to modify through mindfulness and Relaxation Techniques and maintain a self-assessment record.	
		Total Hours	45

References

1. Didonna, F. (2009). *Clinical Handbook of Mindfulness*. In Springer eBooks.
<https://doi.org/10.1007/978-0-387-09593-6>
2. Rimm, D. C., & Masters, J. C. (1974). *Behaviour therapy: Techniques and empirical findings*. Academic Press.
3. Masters, J. C., & Burish, T. G. (1987). *Behavior therapy: Techniques and empirical findings* (3rd ed.). Harcourt Brace Jovanovich.

Web Resources

1. http://www.huffingtonpost.com/patrick-briody/7-common-mindfulness-questions-answered_b_4637814.html
2. <http://www.livingwell.org.au/mindfulness-exercises-3/4-walking-mindfulness/>
3. <http://www.thepeacefulrunner.com/mindful-running.html>
4. <http://www.oprah.com/app/super-soul-sunday.html>
5. https://www.ted.com/talks/andy_puddicombe_all_it_takes_is_10_mindful_minutes

Suggested Readings

- Brown, K., & Ryan, R. (2003). *The Benefits of Being Present: Mindfulness and its Role in Psychological Well-Being*. *Journal of personality and social psychology*, 84, 822 – 848.
- Carlson, L., & Garland, S. (2005). *Impact of Mindfulness-Based Stress Reduction (MBSR) on Sleep, Mood, Stress and Fatigue Symptoms in Cancer Outpatients*. *International journal of behavioral medicine*, 12 (4), 278–285.
- Coelho, H., Canter, P., & Ernst, E. (2007). *Mindfulness-Based Cognitive Therapy: Evaluating Current Evidence and Informing Future Research*. *Journal of consulting and Clinical Psychology*, 75(6), 1000-1005.
- Goleman, D. J., & Schwarz, G. E. (1976). *Meditation as an Intervention in Stress Reactivity*. *Journal of Counseling and Clinical Psychology*, 44, 456-466.
- Grossman, P., Niemann, L., Schmidt, S., & Walach, H. (2004). *Mindfulness-Based Stress Reduction and Health Benefits: A Meta-Analysis*. *Journal of Psychosomatic Research*, 57(1), 35 - 43.
- Hinh, T. (2011). *Planting Seeds: Practising Mindfulness with Children*. Berkeley, CA: Parallax Press.
- Jain, S., Shapiro, S. L., Swanick, S., Roesch, S. C., Mills, P. J., Bell, I., & Schwartz, E. R. (2007). *A Randomized Controlled Trial of Mindfulness Meditation Versus Relaxation*

Training: Effects on Distress, Positive States of Mind, Rumination and Distraction. Annals of Behavioral Medicine, 33(1), 1-21.

Ryan, T. (2012). *A Mindful Nation: How A Simple Practice Can Help Us Reduce Stress, Improve Performance and Recapture the American Spirit*. New York:Hay House.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand the theoretical perspective of Mindfulness and Relaxation	U, R	PSO-1,2
CO-2	Apply Mindfulness and Relaxation Techniques in Everyday Life	Ap	PSO-4
CO-3	Evaluate the Use of Mindfulness and Relaxation	E	PSO-3
CO-4	Analyse and modify specific behaviours through Mindfulness and Relaxation Technique	An, C	PSO-3, 4

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Mindfulness and Relaxation Techniques: Credits: 3:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/ Tutorial (T)	Practical (P)
1	CO-1	PSO-1,2	U, R	F, C	3	0
2	CO-2	PSO-4	Ap	P	3	0
3	CO-3	PSO-3	An, E	F, C	3	0
4	CO-4	PSO-3, 4	An, C	M	3	0

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	End Semester Examinations
CO 1	✓		✓
CO 2			✓
CO 3	✓		✓
CO 4		✓	✓

SEMESTER 6



University of Kerala

Discipline	PSYCHOLOGY				
Course Code	UK6DSCPSY303				
Course Title	FUNDAMENTALS OF PSYCHOLOGICAL RESEARCH				
Type of Course	DSC				
Semester	VI				
Academic Level	300 - 399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hours	5
Pre-requisites	-				
Course Summary	This course intends to help the students understand the principles and ethics of psychological research, identify various research designs and apply them in research, and demonstrate the proficiency in data collection techniques.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	Introduction to Psychological Research		15
	1	Meaning of Research, Objectives of Research	
	2	Types of research- Descriptive vs. Analytical, Applied vs. Fundamental, Quantitative vs. Qualitative, Conceptual vs. Empirical.	
	3	Controlled research, Correlational research, Explanatory research, Exploratory research Experimental and Non experimental research Field studies, laboratory experiments, pseudo experiment, quasi experimental and ex post facto research.	
	4	Phases or stages of research: from identifying the problem to drawing conclusions.	
	5	Ethical Considerations in Psychological research - Informed consent, Confidentiality, Deception and Debriefing	
II	Basics of Research		15
	6	Review of literature: Review of related studies and Theoretical review, Importance, sourcing relevant literature and managing the literature.	

	7	Hypothesis: Meaning, characteristics and importance of a hypothesis, Types of hypothesis, Formulation of Hypothesis.	
	8	Variables and Measurement - Meaning and types of variables (independent - dependent, qualitative - quantitative, continuous - discrete, moderator - intervening)	
	9	Measurement and Evaluation, Levels of Measurement- Nominal, Ordinal, Interval, Ratio Scales	
	10	Criteria of Good Research	
III	Research designs		15
	11	Experimental Designs: Meaning and Purpose. Variance, Partitioning of variance. Methods to control extraneous variance and minimize error variance. Criteria of Research Design, Types of Research Designs	
	12	Experimental designs: Informal experimental designs- Before-and-after without control design, After-only with control design, Before-and-after with control design. Formal experimental designs - Completely randomized design (C.R. Design), Randomized block design (R.B. Design), Latin square design (L.S. Design), Factorial designs. Cohort designs, Time series designs, Small N designs.	
	13	Quasi-experimental designs	
	14	Correlational designs	
	15	Descriptive designs	
IV	Sampling Techniques		15
	16	Meaning and definition of sampling, Population and sample, Characteristics of a good sample, Need for sampling, Fundamentals of sampling	
	17	Randomization, Methods of Randomization, Advantages and limitations of Randomization.	
	18	Probability sampling: Laws of probability Sampling- Law of Statistical Regularity, Law of Inertia of the Large Sample Types of Probability sampling-Simple Random Sampling, Stratified Sampling, Multiple or Double or Repetitive Sampling, Multi-Stage Sampling, Cluster Sampling	
	19	Non-probability sampling or Non-parametric Sampling Types of Non-probability sampling : Accidental Sampling, Purposive Sampling, Quota Sampling, Systematic Sampling, Snowball sampling, Saturation sampling and Dense sampling	
	20	Sampling Distribution, Sampling error	
V	Data Collection Methods		15
	21	Collection of Primary Data Observation, Interview, Psychological tests, Questionnaires,	

		Collection of data through Schedules, Difference between Questionnaires and Schedules, Case Study Method.	
	22	Collection of Secondary Data	
		Total hours	75

Practicum/Practicals

Minimum 4 practicals to be conducted (two each from A and B) from the following list:

A. Research Methodology Practical

1. Collect a Review of the literature for a research problem
2. Formulate various types of hypotheses for a research problem
3. Collect data for a research problem using any two probability and any two non-probability sampling techniques (Separate data using each sampling technique)
4. Collect data for a research problem through participatory or non-participatory observation
5. Collect data for a research problem using Interview method
6. Collect data for a research problem using Psychological tests, questionnaires, or schedules
7. Collect secondary data for a research problem
8. Collect data for a problem using case study method
9. Identify an area/topic of interest from any of the courses you have studied so far and design an experiment to explore more. On the basis of what you have learned about experimental designs in this course and the area you have chosen, develop hypotheses and design an experiment to test your assumptions.

B. Assessment

- Mental Health Questionnaire
- Personal Adjustment Inventory
- MMPI
- Sentence Completion Test
- Wechsler Intelligence Scale for Children
- Wechsler Adult Intelligence Scale
- Short Term Memory Assessment
- Wechsler Memory Scale
- Big Five Inventory

References:

- Coolican, H. (2014). *Research methods and statistics in psychology* (7th ed.). Psychology Press.
- Denicolo, P., & Becker, L. (2012). *Developing research proposals (success in research)*. SAGE.
- Flick, U. (2017). *An introduction to qualitative research* (5th ed.). SAGE.
- Gliner, J. A., Morgan, G. A., & Leech, N. L. (2016). *Research methods in applied settings: An integrated approach to design and analysis* (3rd ed.). Routledge.

Gravetter, F. J., & Wallnau, L. B. (2013). *Statistics for the behavioral sciences* (9th ed.). Cengage Learning.

Gravetter, F. J., & Forzana, L. A. (2018). *Research methods for behavioral sciences* (6th ed.). Wadsworth Cengage learning.

Kothari, C. R., & Garg, G. (2019). *Research methodology: Methods and techniques* (4th ed.). New Age International.

Malec, M. (2018). *Essential statistics for social research* (2nd ed.). Routledge.

Myers, A., & Hansen, C. H. (2011). *Experimental psychology* (7th ed.). Wadsworth Publishing Company.

O'Leary, Z. (2017). *The essential guide to doing your research project* (3rd ed.). SAGE.

Singh, A. K. (2019). *Tests, measurements and research methods in behavioural sciences* (6th ed.). Bharati Bhawan (Publishers & Distributors).

Singh, Y. K. (2006). *Fundamental of research methodology and statistics*. New Age International.

Online Resources:

<https://pebl.sourceforge.net>: PEBL, a programming language tailor-made for creating and conducting many standard experiments in Psychology

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand the meaning, objectives, types and stages of research	R	1
CO-2	Understand the concepts of ethics in psychological research	U	1, 5, 7
CO-3	Apply various sampling techniques and data collection methods	Ap	4
CO-4	Analyse the strengths and weaknesses of different types of research and research designs	An	3
CO-5	Develop research problems and formulate hypotheses	C	3, 4

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Fundamentals of Psychological Research: Credits: 3:0:1 (Lecture:Tutorial:Practical)

CO No.	CO	PO/ PSO	Cognitive Level	Knowledge Category	Lecture (L)/ Tutorial (T)	Practical (P)
1	CO-1	1,3	R	F, C	4	0
2	CO-2	1, 5, 7	U	C	4	0
3	CO-3	4,7	Ap	C,P	3	1
4	CO-4	3,7	An	M	3	1
5	CO-5	3, 4,7	C	C,P	2	2

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PS O 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	-	-	-	-	-	-	-	-	3	-	-	-	-	2
CO 2	3	-	-	-	2	-	1	-	-	3	-	2	-	1	-
CO 3	-	-	-	3	-	-	-	-	-	-	3	-	-	-	-
CO 4	-	-	2	-	-	-	-	-	-	2	-	-	-	-	-
CO 5	-	-	2	3	-	-	-	-	-	2	3	-	-	-	3

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics

	Internal Exam	Assignment	End Semester Examinations
CO 1	✓		✓
CO 2	✓		✓
CO 3	✓		✓
CO 4		✓	✓
CO 5		✓	✓



University of Kerala

Discipline	PSYCHOLOGY				
Course Code	UK6DSCPSY304				
Course Title	ABNORMAL PSYCHOLOGY- II				
Type of Course	DSC				
Semester	VI				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	4 hours	-	-	4
Pre-requisites	-				
Course Summary	This course is designed to provide the learner a comprehensive understanding of major psychological disorders. Through lectures, case discussions and demonstrations, the learner will be able to differentiate the characteristics of anxiety, obsessive-compulsive, dissociative, somatic symptoms, trauma and stressor-related, substance-related and addictive, neurocognitive and personality disorders. The learners will also be familiarised with important assessment tools used to assess psychopathology.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	Anxiety, Obsessive-Compulsive and related disorders		12
	1	Clinical features of Specific phobia, Social anxiety disorder, Panic disorder, Agoraphobia, Generalized anxiety disorder	
	2	Clinical features of Obsessive-compulsive disorder, Body dysmorphic disorder	
II	Dissociative, Somatic symptom, Trauma and Stressor- related disorders		12
	3	Clinical features of Dissociative identity disorder, Dissociative amnesia, Depersonalization/Derealization disorder	
	4	Clinical features of Somatic symptom disorder, Illness anxiety disorder, Functional neurological symptom disorder, Factitious disorder	
	5	Clinical features of Posttraumatic stress disorder, Acute stress disorder, Adjustment disorder	
III	Neurocognitive, Substance-related and Addictive disorders		12
	6	Clinical features of Delirium, Subtypes of major and mild neurocognitive disorders (Alzheimer's disease, Frontotemporal, Lewy bodies, Vascular, Traumatic brain injury)	

	7	Clinical features of Alcohol use disorder, Alcohol intoxication, Alcohol withdrawal, and Gambling disorder	
IV	Personality disorders		12
	8	Clinical features of Cluster A Personality disorders : Paranoid, Schizoid, Schizotypal	
	9	Clinical features of Cluster B Personality disorders: Antisocial, Borderline, Histrionic, Narcissistic	
	10	Clinical features of Cluster C Personality disorders: Avoidant, Dependent, Obsessive-compulsive	
V	Field exposure		12
	11	Field visit to a mental health care facility to help the students gain firsthand experience of various aspects of mental health conditions they have learned. This teacher-supervised visit can include a guided tour of the facility, and interactions with the patients, caregivers and the professionals. Following the visit, students can engage in a reflection session to discuss their observations, and insights.	
		Total hours	60

Suggested Practicals (Not mandatory)

1. Beck Depression Inventory - II
2. Young Mania Rating Scale
3. Hamilton Anxiety Rating Scale
4. Liebowitz Social Anxiety Scale
5. Yale-Brown Obsessive Compulsive Scale
6. Patient Health Questionnaire-9
7. Sensation Seeking Scale
8. Suicide Ideation Scale
9. Suicide Attitude Scale
10. Neurotic Personality Inventory
11. General Stress Inventory
12. General Anxiety Scale
13. Defense Mechanism Inventory
14. Thematic Apperception Test
15. Rorschach Ink Blot Test

Suggested activities

- Case analysis

Hypothetical or real case summaries depicting individuals with various psychological disorders are provided to the students. In small groups, they are required to analyse the cases, identify symptoms and underlying causes, make provisional impressions, and propose further assessment options.

References

American Psychiatric Association (2022). *Diagnostic and Statistical Manual of Mental Disorders, 5th edn, Text Revision*. Washington, DC: American Psychiatric Association.

Hooley, J. M., Nock, M., & Butcher, J. N. (2021). *Abnormal psychology*. Pearson Education Limited.

Boland, R., & Verduin, M. L. (2021). *Kaplan and Sadock's synopsis of Psychiatry* (P. Ruiz, Ed.; 12th ed.). Wolters Kluwer.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Discuss the clinical features of anxiety, obsessive compulsive, dissociative, somatic symptom, trauma and stressor-related, and personality disorders	U	PSO-1
CO-2	Demonstrate the ability to connect theoretical concepts of psychopathology to real life manifestations and experiences observed during the field visit	Ap	PSO-1,2,3,4
CO-3	Integrate theoretical concepts from the course to formulate hypotheses about the diagnosis, underlying causes and factors contributing to the development of mental disorders	C	PSO-1,3,4
CO-4	Use rating scales and questionnaires to screen and assess major psychological conditions	Ap	PSO-1, 4,5,6,7

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Abnormal Psychology II: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/ Tutorial (T)	Practical (P)
1	CO-1	PSO-1	U	F	4	0
2	CO-2	PSO-1,2,3,4	Ap	C	4	0
3	CO-2	PSO-1,3,4	An,E	C	4	0
4	CO-4	PSO-1, 4,5,6,7	Ap	P,M	4	0

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	-	-	-	-	-	-	-	-	-	-	2	-	-

CO 2	2	2	2	2	-	-	-	2	2	2	2	-	-	-
CO 3	2	-	2	3	-	-	-	3	-	2	3	-	-	-
CO 4	2	-	-	2	3	3	3	2	-	-	2	3	-	

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	End Semester Examinations
CO 1	✓		✓
CO 2	✓		✓
CO 3	✓		✓
CO 4	✓	✓	✓



University of Kerala

Discipline	PSYCHOLOGY				
Course Code	UK6DSCPSY305				
Course Title	THEORIES OF PERSONALITY				
Type of Course	DSC				
Semester	VI				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	4 hours	-	-	4
Pre-requisites	-				
Course Summary	This course focuses into the fascinating realm of personality psychology, exploring the definition, development, and assessment of personality from various theoretical perspectives. From psychoanalytic to humanistic-existential theories, students will examine the major personality theories and their applications in understanding human behavior. Through lectures, discussions, and practical exercises, students will gain a comprehensive understanding of the intricacies of personality psychology.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	Introduction		12
	1	Definition of Personality, Goals of Personality Theorists	
	2	Overview of research methods, Current trends in Personality Research – Big Data Analysis	
	3	Views about Human Nature – Freedom, Optimism, Rationality, Holism, Constitutionalism, Changeability, Subjectivity, Reactivity, Homeostasis, Knowability	
	4	Dimensions for evaluating Personality theories – Verifiability, Parsimony, Heuristic Value, Internal Consistency, Comprehensiveness, Functional Significance.	
	5	Overview of Major Perspectives in Personality Psychology - Psychoanalytic, Trait, Cognitive, Behaviorist, Humanistic and Existential	
II	Psychoanalytically-oriented Theories		12
	6	Sigmund Freud's Classical Psychoanalytic Theory - Structure, Dynamics and Development of Personality, Characteristic research and research methods, Current research and Evaluation	
	7	Carl Jung's Analytic Theory - Systems and Development of personality, Methods, Evaluation	

	8	Psychoanalytic Social Theories - Alfred Adler, Karen Horney, Erich Fromm, Harry Stack Sullivan, Henry Murray's Personology	
	9	Ego Analytic Psychology, Object-relations, and attachment - Erik Erikson, Anna Freud, Melanie Klien, Donald Winnicot, John Bowlby	
III	Dispositional and Biological Bases of Personality		12
	10	Gordon Allport (Traits, Functional autonomy, Proprium), Raymond Cattell (Traits, Sources of data about personality, Factor Analysis, Assessment)	
	11	Eysenck (Dimensions), Big Five Theory - Costa & McCrae	
	12	Definition of Temperament, Role of Temperament in Personality Development, Processes through which temperament shapes personality development - Shiner & Caspi	
	13	Models of Child Temperament - Thomas & Chess (NYLS), Kagan (Behavioral Inhibition Model), Rothbart (Psychobiological Approach), Models of Adult Temperament- Zuckerman (Sensation seeking), Cloninger (Factors)	
	14	Overview of Findings from Evolutionary Psychology and Genetics	
IV	Behaviouristic, Cognitive and Social-Cognitive Theories		12
	15	Skinner (Reinforcement, Functional analysis)	
	16	George Kelley (Constructivism, Assumptions, Fundamental postulates)	
	17	Albert Bandura (Principles of observational learning, Reciprocal determinism, Self efficacy)	
	18	Julian Rotter (Locus of Control), Martin Seligman (Explanatory Styles)	
V	Humanistic-Existential Theories		12
	19	Carl Rogers (Phenomenology, Development of the self, Fully functioning person)	
	20	Abraham Maslow (Hierarchy of Needs, Self actualization)	
	21	Viktor Frankl (Existentialism, Will to meaning, Logotherapy)	
	22	Rollo May (Anxiety, Stages of Consciousness)	
		Total Hours	60

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- Pervin, L. A., Cervone, D., & John, O. P. (2005). *Personality: Theory and Research*. Hoboken, NJ: Wiley.
- Engler, B. (2014). *Personality Theories: An Introduction* (9th Ed.). Wadsworth Cengage Learning, USA.
- Hjelle, L.A. and Ziegler, D.J. (2002). *Personality theories: Basic assumptions, research, and applications*, 3rd Edition. New Delhi: McGraw-Hill.
- Schultz, D.P. & Schultz, S.E. (2013). *Theories of personality*. 10th Edition. USA. Wadsworth Cengage Learning.
- Lawson, R. B, Graham, J. E. & Baker, K. M. (2008). *A History of Psychology: Globalization, Ideas and Applications*. Prentice-Hall of India Pvt Ltd.
- Hall, C. S., Lindzey, G., & Campbell, J. B. (1998). *Theories of personality*, 4th Edition. New Delhi: JohnWiley & Sons.

Zentner, M., & Shiner, R. L. (ed). (2012). *Handbook of Temperament*. New York. The Guilford Press

Fadiman, J., & Frazer, R. (1976). *Personality and personal growth*. New York: Harper & Row.

Feist, J., Feist, G. J., & Roberts, A. (2017). *Theories of Personality*. 9th edition. New Delhi: McGraw-Hill

Friedman, H. S., & Schustack, M.W. (2003). *Personality: Classic theories and modern research* (2nd Ed.). Delhi: Pearson Education.

Kaplan, & Sadock. (1988). *Comprehensive Textbook of Psychiatry*. Baltimore: Williams Wilkin.

Molfese, V.J., & Molfese, D. L. (2000). *Temperament and Personality Development across the lifespan*. New York and London. Psychology Press.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Recall and summarize key concepts, theories, and perspectives in personality psychology.	R	PSO-1
CO-2	Explain the role of various factors, such as genetics, environment, and cognition, in shaping personality.	U	PSO-1
CO-3	Utilize assessment tools and methods to evaluate personality traits and characteristics.	Ap,C	PSO-4,7
CO-4	Assess the implications of personality research and theories for clinical practice, counseling, and organizational settings.	An	PSO-2,3,4
CO-5	Evaluate the strengths and limitations of various personality assessment techniques.	E	PSO-1,3

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Theories of Personality: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/ Tutorial (T)	Practical (P)
1	CO-1	PSO-1	R	F	4	0
2	CO-2	PSO-1	U	F	4	0

3	CO-3	PSO-4,7	Ap,C	P	4	0
4	CO-4	PSO-2,3,4	An	C	4	0
5	CO-5	PSO-1,3	E	M	4	0

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Assessment Rubrics

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics

	Internal Exam	Assignment	End Semester Examinations
CO 1	✓		✓
CO 2	✓		✓
CO 3	✓	✓	✓
CO 4	✓		✓
CO 5	✓		✓



University of Kerala

Discipline	PSYCHOLOGY				
Course Code	UK6DSCPSY306				
Course Title	ORGANISATIONAL BEHAVIOUR				
Type of Course	DSC				
Semester	VI				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	4 hours	-	-	4
Pre-requisites	-				
Course Summary	This course introduces students to the field of organisational behavior, brief history, study of individual, and group behavior in organisational settings, and the basic structures in organisation. In the subsequent modules the students will get to know the applications of various concepts learned in psychology like personality, motivation, job satisfaction, training and performance evaluation.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	Organizational behaviour		12
	1	Concept of organizational behaviour, history of OB, Challenges and opportunities for OB	
	2	Organizational Structure: Common Organizational Designs – Simple structure, Bureaucracy, Matrix Structure. New Design Options – Virtual Organization, Boundaryless Organization, Leaner Organization.	
	3	Ethical issues in organisation- Workplace harassment, discrimination etc	
II	Personality in Organisation		12
	4	Personality- The Myers-Briggs Type Indicator, The Big Five Personality Model	
	5	Other Personality Traits Relevant to OB – Locus of control, Machiavellianism, Self-esteem, Self-monitoring, Risk taking, Type A personality.	
	6	Person – job fit, Person - organisation fit	
III	Motivation in Organisation		12
	7	Motivation- Theoretical Aspects of Employee Motivation. Self Determination Theory, Goal Setting Theory, MBO, Self-Efficacy Theory, Reinforcement Theory, Equity Theory, Expectancy Theory	

	8	Application - The Job Characteristics Model, Job Rotation, Job Enrichment, Job Sharing, Telecommuting, Employee Involvement Programme -Participative Management, Representative Management	
IV		Job Satisfaction	12
	9	Job Satisfaction and related concepts- Job involvement, Organisational commitment, Perceived Organisational Support.	
	10	Employee Engagement. Causes, Correlates and consequences: – Motivation, Job involvement, Organizational citizenship behaviour, Absenteeism, Withdrawal cognitions, Turnover, Perceived stress and Job Performance	
V		Training and Performance Appraisal in Organisation	12
	11	Training – on the job and off the job training, soft skill training, Training need analysis, Appraisal of Performance, Purposes of Appraisal, 360 degree evaluation, Cafeteria Approach, Appraisal interview, Techniques and Criticisms of Appraisals	
		Total hours	60

References

Robbins, S P. (2017). *Organisational behaviour* (17th ed.). Prentice Hall.

Luthans, F., Luthans, B. C., & Luthans, K. W. (2021) *Organizational Behaviour: An Evidence-Based Approach*. (14th ed.). New York: Information Age Publishing.

Kinicki, A. & Kreitner, R. (2010). *Organisational Behavior*. (9th ed.). New York: McGraw Hill.

Benton, D. (1998). *Applied human relations: An Organisational and Skill Development Approach*. (6th ed.). Prentice Hall.

Web Resources:

MindTools - Organizational Behaviour: Provides a broad overview of key concepts in organizational behaviour. [Organization Design \(mindtools.com\)](https://www.mindtools.com/), [Blog - Mind Tools](https://www.mindtools.com/)

Verywell Mind - The Big Five Personality Traits: A resource on personality theories relevant to organizational behavior.

<https://www.verywellmind.com/the-big-five-personality-dimensions-2795422>

Investopedia-What Is Organizational Behavior (OB), and Why Is It Important?. Visit-

<https://www.investopedia.com/terms/o/organizational-behavior.asp>

[Organizational Behavior | Harvard Business Publishing Education](https://www.hbsp.harvard.edu/learning-experiences/organizational-behavior/)

[MGT 301: Organizational Behavior - LibGuides at American University of Sharjah](https://libguides.amu.edu.sg/mgt301-organizational-behavior/)

[Organizational Behavior | Oxford Research Encyclopedia of Psychology](https://www.oxfordreference.com/view/10.1093/acref/9780190238286.001.0001/acref-9780190238286-010001)

[Ethical Behavior in Organizations – Organisation behaviour](https://www.oxfordreference.com/view/10.1093/acref/9780190238286.001.0001/acref-9780190238286-010001)

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand the concept of organizational behavior, its history, challenges, and opportunities.	U	PSO 1
CO-2	Evaluate the impact of various personality traits on organizational behavior.	E	PSO 1, 7
CO-3	Analyze the application of motivation theories in organizational settings.	An	PSO 3, 4
CO-4	Assess the impact of job satisfaction on on employee engagement and organizational outcomes	E	PSO 3, 4
CO-5	Design a training program or performance appraisal system that considers ethical implications and aligns with specific organizational needs.	Ap	PSO 3, 4, 7

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Organisational Behaviour: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/ PSO	Cognitive Level	Knowledge Category	Lecture (L)/ Tutorial (T)	Practical (P)
1	CO-1	PSO 1	U	F	4	0
2	CO-2	PSO 1, 7	E	C	4	0
3	CO-3	PSO 3, 4	An	C	4	0
4	CO-4	PSO 3, 4	E	C	4	0
5	CO-5	PSO 3, 4, 7	Ap	P	4	0

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO 8
CO 1	3	-	-	-	-	-	-	-	-	3	-	-	-	-	-
CO 2	3	-	-	-	-	-	2	-	2	3	-	-	-	-	-
CO 3	-	-	2	3	-	-	-	-	-	-	-	2	3	-	-
CO 4	-	-	2	3	-	-	-	-	-	-	-	2	3	-	-
CO 5	-	-	2	3	-	-	3	-	3	-	-	2	3	-	-

Correlation Levels

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics

	Internal Exam	Assignment	End Semester Examinations
CO 1	✓		✓
CO 2	✓		✓
CO 3	✓		✓
CO 4	✓	✓	✓
CO 5	✓	✓	✓



UNIVERSITY OF KERALA

Discipline	PSYCHOLOGY				
Course Code	UK6DSCPSY307				
Course Title	INTRODUCTION TO COUNSELLING PSYCHOLOGY				
Type of Course	DSC				
Semester	VI				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	4	-	-	4
Pre-requisites	-				
Course Summary	This course provides an in-depth exploration of the fundamental principles, theories, skills, and techniques of counselling psychology. Topics include counselling theories and approaches, ethics, counselling skills, assessment methods, and contemporary approaches in counselling practice. Through theoretical learning, practical exercises, and case studies, students develop the knowledge and skills necessary for effective counselling practice.				

Detailed syllabus:

Module	Unit	Content	Hrs
1	FUNDAMENTALS OF COUNSELLING		12
	1	Definition, nature and historical overview of counselling psychology	
	2	Counselling theories and approaches, Counselling and Guidance, Counselling and Psychotherapy	
	3	Ethics and Professional Issues in counselling	
2	COUNSELLING SKILLS AND TECHNIQUES		12
	4	Importance of the Counselling, Basic counselling skills	
	5	Building rapport with the client, Skills and qualities necessary for effective counselling. Counseling environment.	
3	COUNSELLING PROCESS		12
	6	Counselling process, Counselling interview - interview techniques, Non-verbal communication in counselling,	
	7	Stages of Counselling process, Variables affecting Counselling process.	
	8	Principles in Counselling, Characteristics and qualities of counsellor	
4	ASSESSMENT, TESTING AND DIAGNOSIS IN COUNSELLING		12
	9	Introduction and need for assessment	
	10	Counselling interview and Behavioural observation, Case study, Rating scales, Checklist, Self- Report Measures, Psychological testing	

	11	Neuro psychological assessment and diagnosis:importance – treatment decisions	
5	LOOKING FORWARD INTO FUTURE: CONTEMPORARY APPROACHES IN COUNSELLING PRACTICE		12
	12	Multicultural counselling, Mindfulness based counselling, Technology based counselling, Brief solution based counselling, Movement,Dance and Art based therapy, Career counselling	
	13	Becoming a Counsellor;Training and supervision,personal and interpersonal development and growth of counsellor- practical sessions, Case studies and internships	
		Total Time	60

References

- Feltham, C., & Horton, I. (Eds.) (2012). *The Sage handbook of counseling and psychotherapy*. Los Angeles: Sage
- Gelso, C. J. & Fretz B. R. (1995). *Counselling Psychology*. Bangalore: Prism Books Pvt. Ltd.
- Rao, S.N. (2008). *Counselling and Guidance*, 2nd ed. New Delhi: Tata McGraw Hill Publishing Co. Ltd.
- Patterson, L.E. and Welfel, E.R. (2000). *The Counselling Process*, 5th ed. U.K.: Brooks/Cole.
- Shertzer and Stone (1974). *Fundamentals of Counselling*. Houghton Mifflin Co.
- Belkin, G.S. (1988). *Introduction to Counselling*: W.G. Brown Publishers.

Suggested Reading

- Jones, R (2001). *Theory and Practice of Counselling and Therapy*. 3rd ed. London: Continuum.
- Corey, G (1996). *Theory and practice of Counselling and psychotherapy*. Brooks/cole publishing co. London.
- Sarason, I. G., & Sarason, R.B. (2002). *Abnormal Psychology: The Problem of Maladaptive Behaviour*, 9th ed. New Delhi: Prentice- Hall of India.
- Payne, Helen(ed.) (2008) *Dance Movement Therapy: Theory, Research and Practice*. Oxford, UK. Routledge.
- Kottler, J.A. and Brown, R.W. (2000). *Introduction to Therapeutic Counselling*. US: Brooks/Cole.
- Simpkins, Annellen; Simpkins, Alexander C(2011) *Meditation and Yoga in Psychotherapy: Techniques for Clinical Practice*. New Jersey, USA. John Wiley& Sons
- Woolfe, R. and Dryden, W. (1996). *Handbook of Counselling Psychology*. New Delhi: Sage Publications.
- Wallace, S.A. and Lewis, M.D. (1998). *Becoming a Professional Counselor*. New Delhi: Sage Publications.

Herr, E. L. & Carmer, S. H. (1987). *Career Guidance and Counselling through the Life Span, Systematic Approach*, 3rd ed., London: Scott, Foresman and Company.

Geldand, K. & Geldand, D. (2005). *Practical Counselling Skills Training*. UK: Palgrave Macmillan Limited.

Windy, D. (1988). *Counselling in Action*. New York: Sage Publications.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Recall and summarize key concepts, theories, and ethical principles in counselling psychology.	R	PSO- 1,5
CO-2	Explain the importance of ethical guidelines and professional standards in counselling practice.	U	PSO-4,5,7
CO-3	Apply basic counselling skills and techniques in simulated counselling sessions.	Ap	PSO-4,5,6,7
CO-4	Analyse the effectiveness of counselling interventions based on case studies and client feedback.	An	PSO-1,2,4,7
CO-5	Critically evaluate contemporary approaches in counselling practice, such as multicultural counselling and technology-based counselling.	E	PSO-2,3,4
CO-6	Develop comprehensive treatment plans integrating various counselling approaches and techniques.	C	PSO-4,7

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Introduction to Counselling Psychology: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/ Tutorial (T)	Practical (P)
1	CO-1	PSO- 1,5	R	F	4	0
2	CO-2	PSO-4,5,7	U	F	4	0
3	CO-3	PSO-4,5,6,7	Ap	C,P	4	0
4	CO-4	PSO-1,2,4,7	An	C,M	4	0
5	CO-5	PSO-2,3,4	E	M	4	0

6	CO-6	PSO-4,7	C	P	4	0
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F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	End Semester Examinations
CO 1	✓		✓
CO 2	✓		✓
CO 3	✓	✓	✓
CO 4	✓		✓
CO 5	✓		✓
CO 6	✓	✓	✓



University of Kerala

Discipline	PSYCHOLOGY				
Course Code	UK6DSCPSY308				
Course Title	THEORIES AND TECHNIQUES IN COUNSELLING				
Type of Course	DSC				
Semester	VI				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practicum/ Practical per week	Total Hours/Week
	4	4 hours	-	-	4
Pre-requisites	-				
Course Summary	This course helps to understand and differentiate various approaches and techniques in counselling. Helps to develop counselling skills and the application of appropriate techniques in real-life situations.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	Approaches to counseling		15
	1	Affective approaches: Psychoanalytic counselling, Client centered counselling, Gestalt counselling, Humanistic Existential counselling, Adlerian counselling	6
	2	Cognitive Behavioural approaches: Rational Emotive Behaviour Therapy, Behavioural counselling	6
	3	Constructionist counselling and Systemic Counselling	3
II	Techniques in counselling		15
	6	Client-centred approach: introduction, view of human nature, therapeutic relationship & techniques	5
	7	Gestalt approach: view of human nature, therapeutic relationship & techniques. Discussion of case study demonstrating Gestalt techniques	5
	8	Existential: view of human nature, therapeutic relationship & techniques	5
III	Cognitive Behavioural Techniques in Counselling		15
	11	Behavioural approach: view of human nature, role of counsellor, techniques, goals, strength & Limitations	5

		Behavioural strategies and interventions; aversion therapy, behavioural rehearsal, biofeedback, contracting, extinction, flooding, modelling, reinforcements, relaxation, shaping, skill training, systematic desensitization and token economy	
	12	Skill development in systematic desensitization: Learn an effective relaxation strategy, establish anxiety hierarchy & provide controlled exposure	5
	13	Cognitive approach: view of human nature, role of counsellor, techniques, goals, strength & Limitations Stages of Stress Inoculation Training	5
IV	Group techniques of counselling		10
	14	Group Counselling: Introduction, key concepts, procedures and techniques, Application of group counselling	2
	15	groups, Structured groups, self-help groups. Group guidance	2
	16	Therapeutic group work: definition, Stages of therapeutic groups, Therapeutic factors in group work, Types of therapeutic group work: Group psychotherapy, Training (T) groups and sensitivity training groups, Encounter and growth	3
	17	Relapse prevention and After care, understanding relapse: Definition and stages of relapse in the context of psychological disorders, identifying common triggers and risk factors associated with relapse. Relapse prevention strategy, Aftercare and support system.	3
V	Counselling specific groups		5
	18	HIV counselling, Counselling for Rape and survivors of trauma, PTSD-refugees, survivors of child and women trafficking, Counselling for Obesity, eating disorders, counselling for children with special needs, counselling for drugs and substance abuse. Grief counselling.	3
	19	Counselling in health context: Cancers and terminal illnesses, pain management, insomnia.	2
Total Hours			60

Activities:

1. Discussion of case study demonstrating Each techniques used in counselling
2. Conduct counselling for two clients using appropriate techniques and submit a verbatim report.

References:

- Brems, C. (2000). *Dealing with challenges in psychotherapy and counseling*. Singapore: Brooks/Cole.
- Corey, G (1996). *Theory and practice of Counselling and psychotherapy* (10th ed.). London: Brooks/Cole.
- Feltham, C., & Horton, I. (2017). *The Sage handbook of counseling and psychotherapy* (4th ed.). Los Angeles: Sage.
- Gibson R.L. and Mitchel, M. H. (2005). *Introduction to Counselling and Guidance*. New Delhi: Pearson Education.

Nelson-Jones, R. (2010). *Theory and Practice of Counselling and Therapy* (5th ed). New Delhi, Sage Publication.

Patterson, L.E. and Welfel, E.R. (2000). *The Counselling Process* (5th ed.). U.K.Brooks/Cole.

Rao, S.N. (2008). *Counselling and Guidance* (2nd ed). New Delhi: Tata McGraw Hill Publishing Co. Ltd.

Sarason, I. G., & Sarason, R.B. (2002). *Abnormal Psychology: The Problem of Maladaptive Behaviour* (9th ed.). New Delhi: Prentice- Hall of India.

Suggestive Readings:

Beck, I. S. (1995). *Cognitive Therapy: Basics and Beyond*. New York: Guilford Press.

Nelson – Jones, R. (2002). *Essential Counselling Therapy Skills. The Skilled Client Model*. London: Sage.

Nelson, J. (1982). *The Theory and Practice of Counselling Psychology*. New York: Holt Rinehart and Winston.

Stewart, I. (2000). *Transactional Analysis Counselling in Action*, London, Sage.

Windy, D. (1988). *Counselling in Action*. New York: Sage Publications.

Course Outcomes

No.	Upon completion of the course, the graduate will be able to	Cognitive Level	PSO addressed
CO1	Illustrate the various techniques and approaches to counselling	U	PSO- 1
CO2	Understanding of appropriate counselling technique to be used in handling a case	U& A	PSO-1, 4
CO3	Equip students to manage stress, increase self-awareness, and improve emotional regulation.	An	PSO-1,3,4,7
CO4	Enable students to acquire sufficient knowledge in the area of counselling in order to apply it in real life situation	An & Ap	PSO-4,5,6,7
CO5	Illustrate the techniques and approaches of Group counselling	U	PSO-2,4,7
CO6	Gain skills to handle specific groups such as clients with HIV, victims of trauma, counselling for children with special needs, counselling for drugs and substance abuse, and Grief counselling	An & Ap	PSO-1,2,4,6,7

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

THEORIES AND TECHNIQUES IN COUNSELING: Credits: 4:0:0 (Lecture: Tutorial: Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/ Tutorial (T)	Practical (P)
1	CO1	PSO- 1	U	F	4	0
2	CO2	PSO-1, 4	U	F	4	0
3	CO3	PSO-1,3,4,7	An	P	4	0
4	CO4	PSO-4,5,6,7	An & Ap	F	4	0
5	CO5	PSO-2,4,7	U	P	4	0
6	CO6	PSO-1,2,4,6,7	An & Ap	P	4	0

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics

	Internal Exam	Assignment	End Semester Examinations
CO 1	✓		✓
CO 2	✓		✓
CO 3	✓	✓	✓
CO 4	✓	✓	✓
CO 5	✓	✓	✓
CO 6	✓	✓	✓



University of Kerala

Discipline	PSYCHOLOGY				
Course Code	UK6DSCPSY309				
Course Title	FOUNDATIONS OF ORGANIZATIONAL BEHAVIOUR				
Type of Course	DSC				
Semester	VI				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practicum/Practical per week	Total Hours/Week
	4	4 hours	-	-	4
Pre-requisites	-				
Course Summary	This course helps students to familiarise with the basics of organizational behaviours, its brief history, individual and group behaviours in organisational settings and the basic structures in the organisation. This comprehensive course equips students with theoretical knowledge and practical skills essential for understanding and managing human behavior in organizational contexts. Through coursework, discussions, and practical exercises, students develop the competencies needed for successful careers in human resources, management, and organizational consulting.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	INTRODUCTION TO ORGANIZATIONAL BEHAVIOUR		10
	1	Concept of Organizational Behaviour	1
	2	Scope of Organizational Psychology	2
	3	Historical development of OB, The early years, Classical school, Human relations approach	4
	4	Organizational Structure: Common Organizational Designs – Simple structure, Bureaucracy, Matrix Structure. New Design Options – Virtual Organization, Boundaryless Organization, Leaner Organization,	4
	5	Challenges and opportunities of OB Ethical issues in the organisation.	4
II	WORK-RELATED ATTITUDE AND MOTIVATION		15
	6	Employee attitude and Job satisfaction	2
	7	Organizational commitment	2
	8	Work motivation and job involvement	3

	9	Theoretical aspects of employee motivation – self-determination theory, Goal setting theory, MBO, Self-efficacy theory, Reinforcement theory, Equity Theory	4
	10	Application - The Job Characteristics Model, Job Rotation, Job Enrichment, Job Sharing, Telecommuting, Employee Involvement Programme -Participative Management.	2
	11	Organizational citizenship behaviour	2
III	INDIVIDUAL PERSONALITY AT WORK		12
	12	Personality – The Myers–Briggs Type Indicator, The Big Five Personality Model,	3
	13	Other personality traits relevant to OB, Locus of control, Machiavellianism, Self-esteem, Self-monitoring, Risk taking, Type A personality.	3
	14	Personality – Job fit	3
	15	Creativity in organization Personality – job fit.	1
IV	LEADERSHIP		15
	16	Definition of Leadership	3
	17	Theories of leadership – Trait theories	3
	18	Behavioural theories Ohio State studies, Michigan studies	2
	19	Contingency theories: Fiedler Model	3
	20	Situational leadership theory – Path-Goal Theory, Leader Participation Model, LMX theory	4
	21	Charismatic leadership	2
	22	Transformational leadership	3
V	COMMUNICATION IN ORGANIZATION		8
	23	Nature of Organizational Communication	3
	24	The communication process	2
	25	Direction of communication - Downward, Upward and Lateral communication	2
	26	Barriers to effective communication. Transactional Analysis – Ego states, Types of interaction, Strokes, Games	3
Total Hrs			60

Activities:

- Direct the students to administer questionnaires based on job satisfaction, job motivation, job stress, personality and leadership.
- Data collection
- Interview
- Report writing
- Organisational visits

Reference Books

Dessler, G. (2020). *Human resource management* (16th ed.). Pearson Education.

Robbins, S. P., & Judge, T. A. (2022). *Organizational Behaviour* (19th ed.), New Delhi: Pearson.

Luthans, F., Luthans, B. C., & Luthans, K. W. (2021) *Organizational Behaviour: An Evidence-Based Approach*. (14th ed.). New York: Information Age Publishing.

Greenberg, J. (2011). *Behavior in Organizations* (10th Ed). Pearson Education

Newstorm, J. W. (2017). *Organizational Behavior: Human Behavior at Work* (12th ed.). New Delhi: Tata McGraw Hill Education.

Parikh, M., & Gupta, R (2017). *Organizational Behaviour*, New Delhi: McGraw Hill Education.

Sharma, R.A. (2000) *Organizational Theory and Behaviour* (2nd ed.). New Delhi: Tata McGraw Hill Publishing Company Limited.

Course Outcomes

No.	Upon completion of the course, the graduate will be able to	Cognitive Level	PSO addressed
CO-1	The students will be able to understand individual and group behavior in the organizational context	U	PSO 1
CO-2	The student will be able to explain the concepts related with an organization	U	PSO-1
CO-3	The students will be able to demonstrate required skills to work in groups and teams	Ap	PSO-1,4
CO-4	Students will be able to demonstrate interpersonal skills like communication and conflict management	Ap	PSO-4,6, 7
CO-5	Students will be able to analyse the challenges and opportunities managers face in applying organizational behavior concepts	An	PSO-1,2,3,4
CO-6	Students will be able to apply professional skills developed through the course in one's personal as well as professional life	Cr	PSO-4,7

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

FOUNDATIONS OF ORGANIZATIONAL BEHAVIOUR: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/ Tutorial (T)	Practical (P)
1	CO-1	PSO 1	U	F	4	0

2	CO-2	PSO-1	U	F	4	0
3	CO-3	PSO-1,4	Ap	P	4	0
4	CO-4	PSO-4,6, 7	Ap	P	4	0
5	CO-5	PSO-1,2,3,4	An	C	4	0
6	CO-6	PSO-4,7	Cr	P	4	0

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	End Semester Examinations
CO 1	✓	✓	✓
CO 2	✓	✓	✓
CO 3			✓
CO 4			✓
CO 5	✓	✓	✓
CO 6	✓	✓	✓



University of Kerala

Discipline	PSYCHOLOGY				
Course Code	UK6DSCPSY310				
Course Title	PSYCHOLOGY IN ORGANIZATIONS				
Type of Course	DSC				
Semester	VI				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practicum/Practical per week	Total Hours/Week
	4	4 hours	-	-	4
Pre-requisites	-				
Course Summary	This course focuses on Organizational Behavior provides students with a comprehensive understanding of human behavior within the workplace. Covering topics such as motivation, job satisfaction, organizational culture, and change management, students learn the theoretical foundations and practical applications of psychology in organizational settings. Through coursework, practical exercises, and fieldwork, students develop essential skills in research, analysis, and communication, preparing them for diverse roles in organizational psychology, human resources, and management.				

Detailed Syllabus

Module	Unit	Content	Hrs
I	JOB SATISFACTION		13
	1	Job Satisfaction- Causes, Correlates and consequence	
	2	Motivation, Job involvement, Organizational citizenship behaviour	
	3	Absenteeism, Withdrawal cognitions, Turnover, Perceived stress and Job Performance	
	4	Organizational commitment.	
II	ORGANIZATIONAL CULTURE		12
	6	Concept of organizational culture	
	7	Creating culture	
	8	Sustaining culture	
	9	Managing culture change	
	10	Creating a positive organizational culture	
III	ORGANIZATIONAL CHANGE AND DEVELOPMENT		12
	11	Concept of organizational change : Forces of change	
	12	Resistance to change	

	13	Overcoming resistance to change	
	14	Organizational development: sensitivity training, survey feedback, process consultation, team building and appreciative enquiry	
IV	HUMAN RESOURCE DEVELOPMENT		13
	15	Role of HRM in organizations	
	16	Training: on the job and off-the-job training, soft skill training	
		Training needs analysis	
	17	Appraisal of Performance, Purposes of Appraisal, 360-degree evaluation, Cafeteria Approach	
	18	Appraisal Interview, Techniques, and Criticisms of Appraisals.	
V	Assessment		10
	22	Direct the students to visit an organization and report about the structure and culture of that organization	
	23	Data collection	
	24	Interview	
	25	Report writing	
		Total Hours	60

Suggested Practicum (Not mandatory)

Visits to organisations

1. Conduct small surveys and prepare reports on organisation structure, communication channels, grievance redressal mechanisms, selection processes etc

References

Robbins, S. P., & Judge, T. A (2022). *Organizational Behaviour* (19th ed.). New Delhi : Pearson.

Newstorm, J.W. (2017). *Organizational Behavior. Human Behavior at Work* (12th ed.). New Delhi: Tata McGraw Hill Education.

New

Parikh, M., & Gupta, R (2017). *Organizational Behaviour*, New Delhi: McGraw Hill Education.

Dessler, G. (2020). *Human resource management* (16th ed.). New Delhi: Pearson Education.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO1	Understand the concept of organizational structure	U	PSO-1,2
CO2	Explain various concepts of organizational culture	U	PSO- 1
CO3	Evaluate the need of organizational change and the	R, U	PSO- 1,4

	resistance to change		
CO4	Understand the role of HRM in an organization	An	PSO-1,4,7
CO5	Apply Organizational psychological principles to real-world scenarios, demonstrating the practical relevance of the discipline.	Ap	PSO-4,7

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

PSYCHOLOGY IN ORGANIZATIONS: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/ Tutorial (T)	Practical (P)
1	CO1	PSO-1,2	U	F	4	0
2	CO2	PSO- 1	U	F	4	0
3	CO3	PSO- 1,4	R, U	C	4	0
4	CO4	PSO-1,4,7	An	C	4	0
5	CO5	PSO-4,7	Ap	P	4	0

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	End Semester Examinations
CO 1	✓		✓
CO 2	✓	✓	✓
CO 3	✓		✓
CO 4	✓	✓	✓
CO 5	✓	✓	✓



University of Kerala

Discipline	PSYCHOLOGY				
Course Code	UK6DSCPSY311				
Course Title	FOUNDATIONS OF ABNORMAL PSYCHOLOGY				
Type of Course	DSC				
Semester	VI				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	4	-	-	4
Pre-requisites	-				
Course Summary	<p>This course provides an introduction to the field of psychopathology, focusing on the study of maladaptive behaviour and mental disorders. The learner will be familiarised with the historical views and different theoretical approaches of maladaptive manifestations of behaviour. The learner will also be provided with an overview of classification systems and assessment methods employed in this field. Through lectures, discussions, and demonstrations, the learner will be able to understand and differentiate the characteristic features of anxiety disorders, depression and bipolar disorders.</p>				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	Introduction		12
	1	Mental Health Definition Normality v/s Abnormality, Indicators of abnormality Definition of mental disorder (DSM 5-TR)	
	2	Historical and contemporary views of abnormal behaviour	
	3	Classification systems: DSM 5-TR and ICD 11	
	4	Case history taking and Mental Status Examination.	
II	Causal factors and viewpoints		12
	5	Risk factors and causes of abnormal behaviour: Necessary, sufficient and contributory causes, Diathesis-stress models	
	6	Perspectives: Biological, Psychological, Social, Cultural	
III	Anxiety & Obsessive Compulsive Disorder		12
	7	Primary Anxiety Disorders	
	8	Primary Anxiety Disorders Subtypes- Panic Disorder, Agoraphobia, Specific Phobia, Social Anxiety Disorder, - Prevalence, Clinical Picture and Etiology	
		Selective Mutism, generalized Anxiety Disorder, Separation Anxiety Disorder. Prevalence, Clinical Picture and Etiology	

		Clinical features of Obsessive-compulsive disorder, Body dysmorphic disorder	
IV		Depressive, Bipolar and related disorders	12
	9	Clinical features of Disruptive mood dysregulation disorder, Major depressive disorder, Persistent depressive disorder Clinical picture and causal pattern of Suicide	
	10	Clinical features of Bipolar I disorder, Bipolar II disorder, Cyclothymic disorder	
V		Current research trends and updates	12
	11	<i>Current research:</i> New psychopathology models, Evaluation of current classification systems, New approaches in classification, Emerging measures of psychopathology assessment	
		Total hours	60

Assignments

1. Role playing exercises: Students can take turns in playing the roles of individuals experiencing different psychological disorders and clinicians conducting case history interviews or assessment. Case history taking, Mental status examination, other assessment methods and clinical features of disorders can be demonstrated in these exercises. This can be followed by feedback and discussion sessions.
2. Media analysis: Students can be assigned to analyse and write reports on how various psychological disorders are portrayed in popular media (e.g., films, TV shows) and to critically evaluate the accuracy and appropriateness of these portrayals. The critical analysis can focus on identifying common misconceptions or stereotypes, and discuss the potential impact on public perceptions of mental illness.

References

- American Psychiatric Association (2022). *Diagnostic and Statistical Manual of Mental Disorders, 5th edn, Text Revision*. Washington, DC: American Psychiatric Association.
- Hooley, J. M., Nock, M., & Butcher, J. N. (2021). *Abnormal psychology* (18th ed.). Pearson Education Limited.
- Boland, R., & Verduin, M. L. (2021). *Kaplan and Sadock's synopsis of Psychiatry* (P. Ruiz, Ed.; 12th ed.). Wolters Kluwer.
- Bernstein, D. A., Teachman, B. A., Olatunji, B. O., & Lilienfeld, S. O. (2021). *Introduction to clinical psychology: Bridging science and practice* (9th ed.). Cambridge University Press.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Differentiate between normal and abnormal behaviour	U,A	PSO-1
CO-2	Describe major theoretical perspectives and concepts in psychopathology	U,A	PSO-1,2

CO-3	Discuss the characteristic clinical features of anxiety disorders, depressive and bipolar disorders	U	PSO-1
CO-4	Examine research findings related to the etiology, classification and assessment of psychopathology	An	PSO-1,2,3
CO-5	Critique media portrayals of psychological disorders	E	PSO-1,2,3,4

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

FOUNDATIONS OF ABNORMAL PSYCHOLOGY: Credits: 4:0:0
(Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/ Tutorial (T)	Practical (P)
1	CO-1	PSO-1	U,A	F	4	0
2	CO-2	PSO-1,2	U,A	F,C	4	0
3	CO-3	PSO-1	U	F,C	4	0
4	CO-4	PSO-1,2,3	An, Ap	C, P	4	0
5	CO-5	PSO-1,2,3,4	E	C,M	4	0

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	End Semester Examinations
CO 1	✓		✓
CO 2	✓		✓
CO 3	✓		✓
CO 4	✓		✓
CO 5	✓		✓



University of Kerala

Discipline	PSYCHOLOGY				
Course Code	UK6DSCPSY312				
Course Title	UNDERSTANDING PSYCHOLOGICAL DISORDERS				
Type of Course	DSC				
Semester	VII				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	4 hours	-	-	4
Pre-requisites	-				
Course Summary	This course provides the basic understanding of psychological disorders. The learner will be familiarised with the historical views and different theoretical approaches of maladaptive manifestations of behaviour. Through lectures, discussions, readings and demonstrations, the learner will be able to understand and differentiate the characteristic features of neurodevelopmental, schizophrenia spectrum, depressive and bipolar disorders. The learner will also be provided with an overview of classification systems and assessment methods employed in this field.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	Abnormal Behaviour, Classification & Diagnosis		12
	1	Mental Health Definition - Normality v/s Abnormality - Indicators of abnormality Definition of mental disorder (DSM 5-TR)	4
	2	Historical and contemporary views of abnormal behaviour	2
	3	Classification systems: DSM 5-TR and ICD 11	3
	4	Case history taking and Mental Status Examination.	3
II	Anxiety Disorders		12
	5	Anxiety & Primary Anxiety Disorders	2
	6	Panic Disorder, Agoraphobia, Specific Phobia, Social Anxiety Disorder, - Prevalence, Clinical Picture and Etiology	4
		Selective Mutism, generalized Anxiety Disorder, Separation Anxiety Disorder. Prevalence, Clinical Picture and Etiology	4
	Obsessive Compulsive Disorder	2	
III	Neurodevelopmental and Schizophrenia spectrum disorders		12
	7	Clinical features of Intellectual developmental disorders, Autism spectrum disorder, Attention-deficit/hyperactivity disorder, Specific learning disorder	6
	8	Clinical features of Delusional disorder, Schizophrenia, Schizoaffective disorder	6

IV	Depressive, Bipolar and related disorders		12
	9	Clinical features of Disruptive mood dysregulation disorder, Major depressive disorder, Persistent depressive disorder Clinical picture and causal pattern of Suicide	6
	10	Clinical features of Bipolar I disorder, Bipolar II disorder, Cyclothymic disorder	6
V	Mental Health Laws and policies		12
	11	National Mental Health Policy 2014 & Mental health Care Act 2017, PWD Acts, 2016, Rehabilitation Council of India POCSO Act	6
	12	NMHP & DMHP- Rashtreeya Kishore Swasthya Karyakram (RKSK) Ayusman Bharath Health and Wellness Centers (AB-HWC), Athmanirbhar Bharath Abhiyan, DISA, Chiri, School Mental Health Program, Jeevani center for wellbeing. (Visit different (at least two) centres and Submit observation reports)	6
		Total hours	60

Activities

1. Role playing exercises: Students can take turns in playing the roles of individuals experiencing different psychological disorders and clinicians conducting case history interviews or assessment. Case history taking, Mental status examination, other assessment methods and clinical features of disorders can be demonstrated in these exercises. This can be followed by feedback and discussion sessions.
2. Media analysis: Students can be assigned to analyse and write reports on how various psychological disorders are portrayed in popular media (e.g., films, TV shows) and to critically evaluate the accuracy and appropriateness of these portrayals. The critical analysis can focus on identifying common misconceptions or stereotypes, and discuss the potential impact on public perceptions of mental illness.

References

- American Psychiatric Association (2022). *Diagnostic and Statistical Manual of Mental Disorders, 5th edn, Text Revision*. Washington, DC: American Psychiatric Association.
- Hooley, J. M., Nock, M., & Butcher, J. N. (2021). *Abnormal psychology*. Pearson Education Limited.
- Boland, R., & Verduin, M. L. (2021). *Kaplan and Sadock's synopsis of Psychiatry* (P. Ruiz, Ed.; 12th ed.). Wolters Kluwer.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Differentiate between normal and abnormal behaviour	U	PSO- 1

CO2	Compare historical and contemporary views of abnormal behaviour	U	PSO- 1, 2
CO3	Understand the classification systems of psychological disorders	U	PSO-1,3
CO-4	Elicit case history and carry out mental status examination	Ap	PSO-3,4,7
CO5	Diagnose various mental health issues present in adults	Ap, An	PSO-3,4,7
CO6	Discuss the characteristic clinical features of anxiety disorders, neurodevelopmental, schizophrenia spectrum, depressive and bipolar disorders	An	PSO-3,4
CO-7	Familiarise with mental health acts and Government policies	An, E	PSO-1,7

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

**UNDERSTANDING PSYCHOLOGICAL DISORDERS: Credits: 4:0:0
(Lecture:Tutorial:Practical)**

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/ Tutorial (T)	Practical (P)
1	CO-1	PSO- 1	U	F	4	0
2	CO2	PSO- 1, 2	U	F	4	0
3	CO3	PSO-1,3	U	F	4	0
4	CO-4	PSO-3,4,7	Ap	P	4	0
5	CO5	PSO-3,4,7	Ap, An	P	4	0
6	CO6	PSO-3,4	An	C	4	0
7	CO-7	PSO-1,7	An, E	C	4	0

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	End Semester Examinations
CO 1	✓		✓

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



University of Kerala

Discipline	PSYCHOLOGY				
Course Code	UK6DSEPSY312				
Course Title	ADVANCED DEVELOPMENTAL PSYCHOLOGY				
Type of Course	DSE				
Semester	VI				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hours	5
Pre-requisites	-				
Course Summary	This course orients the student to theories, processes and issues in the fields of cognitive and socio-emotional development. It is aimed at fine-tuning students' theoretical understanding of developmental processes.				

Detailed Syllabus

Module	Unit	Content	Hrs
I	Perspectives on the Development of Human Cognitive System		15
	1	Jean Piaget's Cognitive Development Theory (briefly)- Challenges to Piaget's Theory	
	2	Neo-Piagetians- Robbie Case; Graeme S. Halford; Juan Pascual-Leone; Kurt Fischer; Michael Commons	
	3	Information-Processing- Basic principles; Goals	
	4	Biological Approaches- Developmental Cognitive neuroscience; Modularity Nativism	
	5	Theory Theory; Dynamic Systems	
	6	Sociocultural Approaches- Level of socio cultural context, Zone of proximal development	
II	Development in Symbolic Thinking, Problem-solving		15
	7	Symbolic Representational Abilities- Pictorial Representations; Models; Other Representations	
	8	Event Knowledge and Scripts	

	9	Concepts and Categories- Natural kinds and other kinds	
	10	Biological Concepts- Growth; Movement; Inheritance; Illness	
	11	Basic Numerical Abilities- Counting principles; numerical reasoning principles; Later acquisitions; Basic Numerical skills- natural human abilities and social contributors	
	12	Reasoning- Contrasts between Early-Childhood and Middle-Childhood Cognition; Contrasts between Middle-Childhood and Adolescent-Adult Cognition; Other perspectives	
	13	Problem-solving- Infants and toddlers; Resources and skills for the development of problem solving; processes of problem solving; Siegler's Rule assessment approach	
III	Development in Social Cognition, Memory		15
	14	Children's Knowledge about the Mind – Theory of Mind, Knowledge about Self, Understanding Social Relationships	
	15	Development of Event-Memory, Script-based Memory, Children as Eyewitnesses, Metamemory	
IV	Emotional, Pro-social and Moral Development		15
	16	Primary emotions and Self-conscious emotions, Emotion Regulation	
	17	Mechanisms of Emotion Socialization – Modeling, Coaching and Contingency	
	18	Temperament – Description and Types, Child Temperament and Parenting Attachment, Individual differences in Attachment	
	19	Social Information Processing, Development of Self-concept and Self-efficacy	
	20	Altruism – Social-cognitive and affective factors, Empathy, Felt-responsibility hypothesis	
	21	Morality – affective, cognitive and behavioural components of morality, Views of Freud, Piaget and Kohlberg (briefly)	
V	Schooling and Development		15
	22	Principles of Evolutionary Educational Psychology	
	23	Components of Emergent Literacy	
	24	Development of reading Skills,	
	25	Cognitive Development and Reading	
	26	Children's Number and Arithmetic Concepts	
	27	Key Aspects of Adolescent Development	
	Total Time		75

Practicum (Any two)

- Conduct analyses of case-studies based on understanding of temperament and parental perspectives.

- Conduct systematic observations of children of various ages in different settings and comment upon their cognitive, social and emotional abilities.
- Visit any educational institution, select a particular section of children and analyze the curriculum according to the concepts learned. Suggest modifications if any.

Reference:

Flavell, J. H., Miller, P. H., & Miller, S. A. (2002). *Cognitive development*. Upper Saddle River, N.J: Prentice Hall.

Bjorklund, D. F. & Causey K. B. (2005). *Children's thinking: Cognitive development and individual differences*. Australia: Thomson/Wadsworth.

Santrock, J. W. (2009). *Life-span development*. Boston, MA: McGraw-Hill.

Santrock, J. W. (2006). *Educational psychology*. Boston: McGraw-Hill.

Denham, S.A. (1998). *Emotional Development in Young Children*. The Guilford Press.

Zentner, M., & Shiner, R. L. (ed). (2012). *Handbook of Temperament*. New York. The Guilford Press.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Compare the theoretical perspectives related to the development of the human cognitive system.	E	PSO-1,6
CO-2	Explain the concepts of symbolic thinking, problem solving	An	PSO-1,6
CO-3	Understand development in social cognition and memory of a child	U	PSO-1,6
CO-4	Analyze emotional, social and moral development.	An	PSO-1,4,6
CO-5	Anayse the key aspects of adolescent development	An	PSO-1, 5,6, 7

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Advanced Developmental Psychology: Credits: 3:0:1 (Lecture:Tutorial:Practical)

CO No.	CO	PO/ PSO	Cognitive Level	Knowledge Category	Lecture (L)/ Tutorial (T)	Practical (P)
1	CO-1	PSO-1,6	E	C	4	0

2	CO-2	PSO-1,6	An	C	4	0
3	CO-3	PSO-1,6	U	C	3	1
4	CO-4	PSO-1,4,6	An	C,M	2	2
5	CO-5	PSO-1, 5,6, 7	C	C,M	2	2

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Assessment Rubrics

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics

	Internal Exam	Assignment	End Semester Examinations
CO 1	✓	✓	✓
CO 2	✓	✓	✓
CO 3	✓		✓
CO 4	✓		✓
CO 5	✓		✓



University of Kerala

Discipline	PSYCHOLOGY				
Course Code	UK6DSEPSY313				
Course Title	CAREER COUNSELLING				
Type of Course	DSE				
Semester	VI				
Academic Level	300 - 399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hours	5
Pre-requisites	-				
Course Summary	The course intends to provide training in basic skills for career counselling and guidance, through an experiential learning approach. Through a blend of theoretical discussions, practical exercises, hands-on assessments and assignments, learners will develop the necessary skills to do career counselling to young adolescent students.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	Introduction to Career counselling		15
	1	Introduction to Career counselling	
	2	Trait and Factor Counselling	
	3	Career Counselling	
	4	Role of career counsellor	
	5	Career Development theories: Erikson's theory of Psychosocial Development, Trait-Factor Theories, Social Cognitive Theory, Career Construction Theory, Super's Life-span theory, Holland's theory of vocational personalities, Howard Gardner's Multiple Intelligence Theory	
II	Basics of Career Assessment		16
	5	Administering and Interpreting Career Assessments	
	6	RIASEC, quick assessment tools, surveys	
	7	Indigenously developed tools	
	8	Guiding clients on educational pathways based on their career goals	
III	Career Decision Making		16
	9	Goal Setting and Action Planning to achieve career objectives	

	10	Helping clients set SMART (Specific, Measurable, Achievable, Relevant, Time-bound) career goals	
	11	Creating action plans to achieve career objectives	
IV	Career Exploration		16
	18	Career Exploration and Planning Occupational Research and Labour Market Information	
	19	Career pathways / clusters	
	20	Researching and providing accurate career information	
	21	Effective use of online resources and databases	
	22	Guiding clients through career exploration and options	
V	Career Counselling		12
	23	Role of family and social support in career decision-making Cultural, gender, and social factors in career decision-making Parental Counselling Handling resistance of clients and families Career Exploration	
	24	Group Career counselling	
	25	Ethical considerations in career counselling	
Total Hours			75

Practicum

Submit a report of career assessment and counselling done to three persons.

Reference:

- Amundson, N. E., Harris-Bowlsbey, J., & Niles, S. G. (2006). *Essential Elements of Career Counseling: Processes and Techniques*. Pearson.
- Carkhuff, R. (2008). *The Art of Helping* (9th ed.). USA: Possibilities Publishing, Inc.
- Egan, G. (2007). *The skilled helper: A problem-management and opportunity-development approach to helping* (9th ed.). Nelson Education Limited.
- Figler, H., & Bolles, R. N. (2011). *The career counselor's handbook*. Ten Speed Press.
- Hill, C.E. (2019). *Helping skills: Facilitating exploration, insight and action* (5th ed.). Washington D.C: APA.
- Patterson, E.L., & Welfel, E.R. (2005). *The counselling process* (6th ed.). California: Brooks /Cole Publishing Company.
- Zunker, V. G. (2015). *Career counseling: A holistic approach* (9th ed.). Cengage Learning

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand the theoretical aspects behind career counselling	U	1
CO-2	Acquire the skills required for a career counsellor	An, Ap	3,4,7
CO-3	Administer and interpret career aptitude tests	An, Ap	3,4,7
CO-4	Demonstrate career counselling skills with students and parents	An, Ap	3,4,7
CO-5	Acquire skills to gather and disseminate career information	An, Ap	3,4,7

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Career Counselling: Credits: 3:0:1 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/ Tutorial (T)	Practical (P)
1	CO-1	1	U	F	4	0
2	CO-2	3,4,7	An, Ap	C, P	4	0
3	CO-3	3,4,7	An, Ap	C,P	2	2
4	CO-4	3,4,7	An, Ap	C,P	2	2
5	CO-5	3,4,7	An, Ap	C,P	3	1

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PS O7	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	-	3	3	-	2	1	1	2	-	2	-	2	-	-
CO 2	-	-	-	2	-	-	-	-	2	-	-	-	-	-	-
CO 3	-	-	2	3	-	2	-	2	-	-	2	-	3	-	-
CO 4	3	-	2	-	-	-	-	-	3	-	-	-	-	-	-
CO 5	3	-	2	2		2		1	2	-	-	-	2	-	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	End Semester Examinations
CO 1	✓	✓	✓
CO 2	✓		✓
CO 3		✓	✓
CO 4	✓		✓
CO 5	✓		✓



University of Kerala

Discipline	PSYCHOLOGY				
Course Code	UK6DSEPSY314				
Course Title	CORPORATE GROOMING AND PERSONALITY DEVELOPMENT				
Type of Course	DSE				
Semester	VI				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3	-	2	5
Pre-requisites	-				
Course Summary	Course aims to equip the students with essential skills and knowledge necessary for success in the corporate world. Through a combination of theoretical learning and practical exercises, students will develop professionalism, effective communication skills, personal branding, leadership qualities, and time management skills. The course will also focus on enhancing self-confidence, building interpersonal relationships, and adapting to the dynamic nature of the corporate environment.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	Professional Etiquette And Communication Skill		18
	1	Introduction to Professionalism and Corporate Culture: Understanding the importance of professionalism in the corporate world, Overview of corporate culture and its impact on behaviour, Differences between professional and personal conduct	
	2	Effective Communication Skills: Verbal communication: clarity, tone, and active listening, Non-verbal communication: body language, gestures, and eye contact, Written communication: emails, memos, and reports	
	3	Interpersonal Skills and Teamwork: Building rapport and trust with colleagues and clients, Conflict resolution techniques, Collaborative teamwork and effective leadership skills.	

	4	Business Etiquette and Networking: Proper business attire and grooming, Dining etiquette and professional networking events, Leveraging social media for professional networking	
II	Personal Branding And Self-Confidence		17
	6	Understanding Personal Branding: Definition and importance of personal branding, Identifying strengths, values, and goals, Crafting a personal brand statement	
	7	Developing Self-Confidence: Overcoming self-doubt and imposter syndrome, Techniques for boosting self-esteem and confidence, Practicing assertiveness and setting boundaries	
	8	Public Speaking and Presentation Skills: Strategies for overcoming stage fright, Structuring effective presentations, Engaging the audience and handling Q&A sessions	
	9	Building an Online Presence: Creating a professional online profile, Managing social media presence, Utilizing LinkedIn for personal branding and networking	
III	Leadership And Time Management		15
	12	Leadership Styles and Qualities: Understanding different leadership styles, Developing leadership qualities such as integrity, empathy, and resilience, Inspiring and motivating teams.	
	13	Decision Making and Problem-Solving: Analytical decision-making techniques, Problem-solving frameworks and approaches, Handling uncertainty and risk assessment.	
	14	Effective Time Management: Prioritization techniques and goal setting, Managing distractions and procrastination, Strategies for work-life balance	
	15	Continuous Learning and Adaptability: Importance of continuous learning in a rapidly changing world, Developing adaptability and resilience, Creating a personal development plan for lifelong growth	
IV	Emotional Intelligence and Stress Management		13
	16	Understanding Emotional Intelligence: Definition and components of emotional intelligence, Assessing and enhancing emotional intelligence, Recognizing and managing emotions in oneself and others.	
	17	Stress Management Techniques: Identifying sources of stress in personal and professional life, Coping strategies for managing stress effectively, Mindfulness and relaxation techniques for stress relief.	
	18	Resilience and Adaptability: Building resilience in the face of challenges and setbacks, Developing adaptability to navigate change, Maintaining a positive attitude and mindset.	
	19	Conflict Resolution and Negotiation Skills: Strategies for resolving conflicts constructively, Negotiation techniques for win-win	

		outcomes. Assertiveness and effective communication in conflict situations.	
V	Career Development And Future Readiness		12
	20	Career Planning and Goal Setting: Assessing strengths, interests, and career goals, Creating a career development plan, Identifying opportunities for skill development and growth	
	21	Adapting to Change and Continuous Learning: Strategies for adapting to changes in the workplace, Importance of lifelong learning and professional development, Building resilience and agility for career success	
	Total Hrs		75

Practicum

Minimum three practicum activities based on the list. Report is to be submitted.

1. Engage in team-building activities that promote collaboration, leadership, and effective teamwork. These activities can include group projects, problem-solving exercises, or outdoor team-building challenges.
2. Present on topics relevant to their field of study and provide constructive feedback on their presentation style and content.
3. Do mock interviews where you can practice their interview skills in a simulated corporate setting. Teachers provide feedback, including body language, communication skills, and professionalism.
4. Do case studies related to real-world business situations and analyze them, identify key issues, and propose solutions. Do discussions and debates on different approaches to problem-solving
5. Create professional online profiles and portfolios.
6. Do time-bound tasks or projects to help students practice prioritization and time management skills.
7. Practise resolving conflicts through role-playing exercises.
8. Draft and review professional emails tailored to different contexts, such as job applications, client correspondence, and internal communication. Emphasis is to be placed on clarity, tone, and professionalism.

Reference

- Robbins, S.P. (2013). *Organizational Behavior (15th ed.)*. Pearson.
- Newstrom, J.W. (2007). *Organizational Behavior: Human Behavior at Work (12thed.)*. Tata McGrawhill Education.
- Anderson, N., Ones, D.S., Sinangil, H. K. & Viswesvaran, C. (2001). *Handbook of Industrial and Organizational Psychology (vol 1 & 2)*. Sage Publishers.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Remember the principles of effective communication in professional settings, such as active listening and clear verbal and non-verbal cues.	R,U	1,2
CO-2	Explain the importance of professionalism in personal branding, career advancement, and organizational success.	U	1,2
CO-3	Apply personal grooming techniques to enhance professional appearance and create a positive impression in the workplace.	R,U,Ap, An	1,2,3,4
CO-4	Analyze the cultural nuances and diversity considerations relevant to professional interactions and communication	R,U,Ap	1,2,3,4,5,6,7
CO-5	Develop a personal grooming and professional development plan tailored to individual career goals and aspirations.	U,Ap,An,C	1,2,3,4,5,6,7

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

**CORPORATE GROOMING AND PERSONALITY DEVELOPMENT. Credits: 3:0:1
(Lecture:Tutorial:Practical)**

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/ Tutorial (T)	Practical (P)
1	CO-1	1,2	R,U	F,C	4	0
2	CO-2	1,2	U	P	4	0
3	CO-3	1,2,3,4	R,U,Ap, An	F,C,P	2	2
4	CO-4	1,2,3,4,5,6,7	R,U,Ap	C	2	2
5	CO-5	1,2,3,4,5,6,7	U,Ap,An,C	F,C,P,M	3	1

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Assessment Rubrics

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics

	Internal Exam	Assignment	End Semester Examinations
CO 1	✓		✓
CO 2	✓		✓
CO 3	✓		✓
CO 4		✓	✓
CO 5		✓	✓



University of Kerala

Discipline	PSYCHOLOGY				
Course Code	UK6DSEPSY315				
Course Title	PERSONALITY THEORIES				
Type of Course	DSE				
Semester	VI				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hours	5
Pre-requisites	-				
Course Summary	This course explores the depths of personality theory, covering psychoanalytic, dispositional, behavioural, cognitive, and humanistic-existential 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 behavior and individual differences.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	Introduction		15
	1	Definition of Personality, Goals of Personality Theorists	
	2	Overview of research methods, Current trends in Personality Research – Big Data Analysis	
	3	Views about Human Nature – Freedom, Optimism, Rationality, Holism, Constitutionalism, Changeability, Subjectivity, Reactivity, Homeostasis, Knowability	
	4	Dimensions for evaluating Personality theories – Verifiability, Parsimony, Heuristic Value, Internal Consistency, Comprehensiveness, Functional Significance.	
	5	Overview of Major Perspectives in Personality Psychology - Psychoanalytic, Trait, Cognitive, Behaviorist, Humanistic and Existential	
II	Psychoanalytically-oriented Theories		15
	6	Sigmund Freud's Classical Psychoanalytic Theory - Structure, Dynamics and Development of Personality, Characteristic research and research methods, Current research and Evaluation	

	7	Carl Jung's Analytic Theory - Systems and Development of personality, Methods, Evaluation	
	8	Psychoanalytic Social Theories - Alfred Adler, Karen Horney, Erich Fromm, Harry Stack Sullivan, Henry Murray's Personology	
	9	Ego Analytic Psychology, Object-relations, and attachment - Erik Erikson, Anna Freud, Melanie Klien, Donald Winnicot, John Bowlby	
III	Dispositional and Biological Bases of Personality		15
	10	Gordon Allport (Traits, Functional autonomy, Proprium), Raymond Cattell (Traits, Sources of data about personality, Factor Analysis, Assessment)	
	11	Eysenck (Dimensions), Big Five Theory - Costa & McCrae	
	12	Definition of Temperament, Role of Temperament in Personality Development, Processes through which temperament shapes personality development - Shiner & Caspi	
	13	Models of Child Temperament - Thomas & Chess (NYLS), Kagan (Behavioral Inhibition Model), Rothbart (Psychobiological Approach), Models of Adult Temperament- Zuckerman (Sensation seeking), Cloninger (Factors)	
	14	Overview of Findings from Evolutionary Psychology and Genetics	
IV	Behaviouristic, Cognitive and Social-Cognitive Theories		15
	15	Skinner (Reinforcement, Functional analysis)	
	16	George Kelley (Constructivism, Assumptions, Fundamental postulates)	
	17	Albert Bandura (Principles of observational learning, Reciprocal determinism, Self efficacy)	
	18	Julian Rotter (Locus of Control), Martin Seligman (Explanatory Styles)	
V	Humanistic-Existential Theories		15
	19	Carl Rogers (Phenomenology, Development of the self, Fully functioning person)	
	20	Abraham Maslow (Hierarchy of Needs, Self actualization)	
	21	Viktor Frankl (Existentialism, Will to meaning, Logotherapy)	
	22	Rollo May (Anxiety, Stages of Consciousness)	
	Total Hours		75

Practicals

Conduct three personality tests and submit report.

Reference

Pervin, L. A., Cervone, D., & John, O. P. (2005). *Personality: Theory and Research*. Hoboken, NJ: Wiley.

Engler, B. (2014). *Personality Theories: An Introduction*, International Edition, 9th Edition, Wadsworth Cengage Learning, USA.

Hjelle, L.A. and Ziegler, D.J. (2002). *Personality theories: Basic assumptions, research, and applications*, 3rd Edition. New Delhi: McGraw-Hill.

- Schultz, D.P. & Schultz, S.E. (2013). *Theories of personality*. 10th Edition. USA. Wadsworth Cengage Learning.
- Lawson, R. B, Graham, J. E. & Baker, K. M. (2008). *A History of Psychology: Globalization, Ideas and Applications*. Prentice-Hall of India Pvt Ltd.
- Hall, C. S., Lindzey, G., & Campbell, J. B. (1998). *Theories of personality*, 4th Edition. New Delhi: JohnWiley & Sons.
- Zentner, M., & Shiner, R .L. (ed). (2012). *Handbook of Temperament*. NewYork. The Guilford Press
- Fadiman, J., & Frazer, R. (1976). *Personality and personal growth*. New York: Harper & Row.
- Feist, J., Feist, G. J., & Roberts, A. (2017). *Theories of Personality*. 9th edition. New Delhi: McGraw-Hill
- Friedman, H. S., & Schustack, M.W. (2003). *Personality: Classic theories and modern research*, 2nd Edition. Delhi: Pearson Education.
- Kaplan, & Sadock. (1988). *Comprehensive Textbook of Psychiatry*. Baltimore: Williams Wilkin.
- Molfese, V.J., & Molfese, D. L. (2000). *Temperament and Personality Development across the lifespan*. NewYork and London. Psychology Press.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Define the concept of personality and identify the primary goals of personality theorists.	U	1
CO-2	Evaluate different research methods utilized in personality psychology and recognize current trends in personality research.	An, E	1,3
CO-3	Analyze various views about human nature, including freedom, optimism, and subjectivity, and their implications for personality theories.	An	1,3
CO-4	Assess personality using standardised tests.	An, E	1,2,3,7
CO-5	Analyze the major perspectives in personality psychology, including psychoanalytic, trait, cognitive, behaviorist, humanistic, and existential approaches.	An	1,3,7

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Personality Theories: Credits: 3:0:1 (Lecture:Tutorial:Practical)

CO No.	CO	PO/ PSO	Cognitive Level	Knowledge Category	Lecture (L)/ Tutorial(T)	Practical (P)
1	CO-1	1	U	F	4	0
2	CO-2	1,3	An, E	F,C	4	0
3	CO-3	1,3	An	C,M	2	2
4	CO-4	1,2,3,7	An, E	C	2	2
5	CO-5	1,3,7	An	C,M	3	1

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	End Semester Examinations
CO 1	✓		✓
CO 2	✓		✓
CO 3	✓	✓	✓
CO 4	✓		✓
CO 5	✓	✓	✓



University of Kerala

Discipline	PSYCHOLOGY				
Course Code	UK6DSEPSY316				
Course Title	DISORDERS OF CHILDHOOD				
Type of Course	DSE				
Semester	VI				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2	5
Pre-requisites	Basic understanding of child developmental processes				
Course Summary	This elective course provides students with a comprehensive understanding of various psychological conditions in children. Through a structured curriculum, students will explore the classification, etiology, assessment, and management of childhood disorders, with an emphasis on evidence-based practices. The course comprises theoretical learning coupled with practical applications to equip students with the necessary skills to work effectively with children impacted by these disorders.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	Introduction to Child Psychopathology		15
	1	Psychopathology in children: Definition, Competence and Developmental pathways, Risk and Resilience, Key factors affecting psychopathology in children	
	2	Theoretical foundations: Developmental psychopathology perspective, Biological perspectives, Psychological perspectives, Family, social and cultural perspectives	
	3	The practice: Clinical practice guidelines for assessing children, Evidence based assessment and interventions, Ethical considerations	
II	Neurodevelopmental Disorders		18
	4	Autism Spectrum Disorder: Defining features of autism across the spectrum, Core behaviours and Associated characteristics, Developmental course, Etiology, Assessment, Interventions	

	5	Attention Deficit/Hyperactivity Disorder: Core and associated characteristics, Developmental course, Etiology, Assessment, Interventions	
	6	Intellectual Developmental Disorder: Features, Developmental course and adult outcomes, Etiology, Assessment, Interventions	
	7	Specific Learning Disorders: Characteristic features, Developmental course, Etiology, Assessment, Interventions	
III	Behavioural and Emotional Disorders		17
	8	Oppositional defiant disorder and Conduct disorder: Characteristic features, Developmental course, Etiology, Assessment, Interventions	
	9	Anxiety disorders and Obsessive compulsive disorder: Characteristic features, Developmental course, Etiology, Assessment, Interventions	
	10	Depressive and Bipolar disorders: Characteristic features and types, Developmental course, Etiology, Assessment, Interventions	
	11	Trauma and Stressor-related disorders: Defining features of trauma, stress and maltreatment in childhood; Features, causes and interventions of Reactive attachment disorder, Disinhibited social engagement disorder and Post-traumatic stress disorder	
IV	Eating and Health-related Disorders		15
	12	Eating disorders: Features, causes and treatment of Avoidant/Restrictive food intake disorder, Pica, Anorexia nervosa, Bulimia nervosa and Binge eating disorder	
	13	Health-related disorders: Features, causes and treatment of Sleep-wake disorders and Elimination disorders; Children with chronic illness - Adjustment difficulties and Psychosocial interventions	
V	Child Psychopathology Research		10
	14	Research methods, Ethical issues, Research updates on child psychopathology models, evidence-based assessment and intervention strategies	
	Total hours		75

Practicum (Any two)

1. *Behavioural observation*: Students can observe and document real life child behaviours and interactions in settings such as parks, playgrounds, schools, clinics, or any other public places. The observed behaviours and interactions can then be analysed in the context of developmental norms and potential psychopathology. The findings can be presented in the form of a written/oral report followed by class discussions guided by the teacher.
2. *Preparation of psychoeducational materials*: Students can select a specific childhood disorder or a mental health issue, conduct a thorough research on the features, risk factors, diagnostic criteria and evidence-based interventions to develop the content. The psychoeducational

materials (brochures, pamphlets, videos or animations) can be designed based on the content using multimedia tools and resources.

3. *Analysis of real or hypothetical cases of childhood disorders:* In groups, students can review the cases, identify key symptoms, formulate diagnostic impressions and discuss potential assessment and treatment techniques. Each group can present their findings to the class, fostering discussion and debate.

References

- Mash, E.J., Wolfe, D.A., & Nguyen Williams, K.T. (2024). *Child psychopathology* (8th ed.). Cengage.
- American Psychiatric Association (2022). *Diagnostic and Statistical Manual of Mental Disorders, 5th edn, Text Revision*. Washington, DC: American Psychiatric Association.
- Prinstein, M.J., Youngstrom, E.A., Mash, E.J. & Barkley, R.A. (2019). *Treatment of disorders in childhood and adolescence* (4th ed.). The Guilford Press.
- Parritz, R.H. & Troy, M.F. (2018). *Disorders of childhood: Development and psychopathology* (3rd ed). Cengage Learning.
- Matson, J.L. (Ed.). (2018). *Handbook of childhood psychopathology and developmental disabilities assessment*. Springer.
- Matson, J.L. (Ed.). (2017). *Handbook of childhood psychopathology and developmental disabilities treatment*. Springer.
- Srinath, S., Jacob, P., Sharma, E., & Gautam, A. (2019). Clinical practice guidelines for assessment of children and adolescents. *Indian journal of psychiatry*, 61(2), 158-175.
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6345125/>
- Hooley, J. M., Nock, M., & Butcher, J. N. (2021). *Abnormal psychology*. Pearson Education Limited.

Course Outcomes

No.	Upon completion of the course, the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Demonstrate an understanding of the key concepts, and clinical practice guidelines related to child psychopathology	U	PSO-1
CO-2	Discuss the major theoretical models of child psychopathology	U	PSO-1
CO-3	Differentiate the characteristic features, developmental course, and etiology of major childhood disorders	U	PSO-1
CO-4	Explain the evidence-based approaches employed in assessing and treating major childhood disorders	U	PSO-1

CO-5	Analyse children's behaviours and interactions from various settings in relation to developmental norms and potential psychopathology	An	PSO-1,2,3,4,6,7
CO-6	Develop psychoeducational materials on specific childhood disorders or mental health issues	C	PSO-1,2,3,4,6,7
CO-7	Analyse cases of childhood disorders to identify symptoms, make provisional impressions and to suggest assessment and intervention techniques	An	PSO-1,2,3,4,6,7

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Disorders of Childhood: Credits: 3:0:1 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/ Tutorial (T)	Practical (P)
1	CO-1	PSO-1	U	C	4	0
2	CO-2	PSO-1	U	C	4	0
3	CO-3	PSO-1	U	C	4	0
4	CO-4	PSO-1	U	C	4	0
5	CO-5	PSO-1,2,3,4,6,7	An	P	2	2
6	CO-6	PSO-1,2,3,4,6,7	C	P	2	2
7	CO-7	PSO-1,2,3,4,6,7	An	P	2	2

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	End Semester Examinations
CO 1	✓		✓
CO 2	✓		✓
CO 3	✓	✓	✓
CO 4	✓	✓	✓
CO 5	✓	✓	✓
CO 6	✓		✓
CO 7	✓	✓	✓



University of Kerala

Discipline	PSYCHOLOGY				
Course Code	UK6DSEPSY317				
Course Title	COUNSELLING IN ORGANIZATIONS				
Type of Course	DSE				
Semester	VI				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2	5
Pre-requisites	-				
Course Summary	This course will give students an awareness about theories of stress and the factors contributing to individual and organisational stress. Interventions to deal with stress at both individual and organisational level will be the focus areas aided by a practical component.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	Understanding Organisational stress		13
	1	Theories of stress. General adaptation syndrome, Transactional model by Lazarus. Defining occupational stress, symptoms of occupational stress, cost of occupational stress	
	2	Stress and Work : Models of work stress, Effect of job stress on Mental and Physical Health	
	3	The unbalanced Life: Work and family conflict, Stressful occupations, Stressors, Individual differences	
	4	Stress and Safety, Maintaining a healthy work environment, Occupational Hazards and risks	
	5	Accident proneness, Burnout. Interventions and techniques to reduce occupational stress.	
II	Individual variables that influence occupational stress		12
	6	Personality factors influencing occupational stress. Health benefits model, work life balance, coping resources 4 Group stressors, Organizational stressors, role characteristics.	
	7	Interpersonal work relationships	
	8	Consequences and management of stress	
III	Counselling and Relaxation Techniques		18
	7	Individual counselling, group counselling	

	8	Physical methods of relaxation- progressive relaxation training, applied relaxation. Physical exercise, Breathing.	
	9	Mental approaches to relaxation – self-awareness, Imagery, Goal-directed visualization	
	10	Autogenic training, Meditation, The relaxation response. On-the-spot techniques.	
	11	Transactional analysis	
	12	Effectively designing counselling sessions and intervention strategies for special groups in organizational counselling: Chronic absenteeism, Accident prone, Employees with family problems. Employees with alcoholism & drug addiction, maladjusted employees, Undisciplined employees. Social dysfunctions, Anger, Hostility, Violence, Harassment and Discrimination, Passive –Aggressive Behaviour.	
IV	Training and Other Interventions		17
	13	Coping strategies- combative and preventive	
	14	Assertiveness training, stress inoculation training	
	15	Cognitive behavioural techniques, transcendental meditation	
V	Workplace interventions		15
	16	Outreach programming, Administration, Communication behaviors for managers, Climate surveys	
	17	Training and career development	
	18	Counselling for career planning & development, job changes, promotions, transfers and dislocations, pre-retirement counselling	
	19	Counselling for displaced employees, lay off, employee assistance programmes	
	Total Hours		75

Practicals

- Four paper and pencil tests

References

- Ross, R. R., & Altmaier, E. M. (1994). *Intervention in occupational stress*. New Delhi: Sage Publications
- Kinicki, A., & Kreitner, R. (2008) *Organisational Behavior* (8th ed.). Tata McGraw Hill.
- Benton, D. (1998). *Applied human relations - An organisational and skill development approach* (6th ed.). Prentice hall.
- Carroll, M., & Walton, M. (Eds.). (1997). *Handbook of counselling in organizations*. Sage.
- Amundson, N. E., Harris-Bowlsbey, J., & Niles, S. G. (2006). *Essential Elements of Career Counseling: Processes and Techniques*. Pearson.

Payne, R.A. (1995). *Relaxation Techniques. A Practical Handbook for the Health care Professional*. Edinburgh. Churchill Livingston.

Thomas, J.C., Hersen, M. (2002). *Handbook of Mental Health in the workplace*. London Sage Publications.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand the basics of stress in organisation.	U	1
CO-2	Understand the individual factors that can lead to stress.	U	1
CO-3	Apply the individual intervention methods.	Ap	3
CO-4	Evaluate group intervention methods.	E	3
CO-5	Apply intervention techniques.	Ap	4

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

COUNSELLING IN ORGANIZATIONS: Credits: 3:0:1 (Lecture:Tutorial:Practical)

CO No.	CO	PO/ PSO	Cognitive Level	Knowledge Category	Lecture (L)/ Tutorial (T)	Practical (P)
1	CO-1	1	U	C	4	0
2	CO-2	1	U	C	4	0
3	CO-3	3	Ap	C, P	2	2
4	CO-4	5	E	C	2	2
5	CO-5	4	Ap	P	3	1

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	End Semester Examinations
CO 1	√		√
CO 2	√		√
CO 3	√		√
CO 4	√	√	√
CO 5	√		√



University of Kerala

Discipline	PSYCHOLOGY				
Course Code	UK6DSEPSY318				
Course Title	COUNSELLING IN SCHOOLS AND COLLEGES				
Type of Course	DSE				
Semester	VI				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2	5
Pre-requisites					
Course Summary	This course provides an in-depth exploration of the role of counsellors in schools and colleges, focusing on the application of psychological theories and techniques to support the academic, social, and emotional development of students. Emphasis will be placed on understanding the unique needs and challenges faced by students in school and college environments, as well as the ethical considerations inherent in counselling practice. Special attention will be given to exploring the school and college counselling practices in Kerala.				

Detailed Syllabus

Module	Unit	Content	Hrs
I	Knowing Your Client: The Context and Process		14
	1	Developmental characteristics and counselling considerations: Early childhood, Middle childhood, Early adolescence, Late adolescence, Emerging adulthood	
	2	Systemic considerations: Context and culture, Risk and protective factors in the context of family, education institutions and community	
	3	The counselling process: Relating to the Worlds of Children and Adolescents; Focus on the Child, not the Problem; Relating the Child's Views to Others; Using therapeutic responses - Recognising feelings, Asking Questions, Limits and Boundary setting, Assigning Positive Intent	
II	Theoretical Approaches in Counselling Students		15
	4	Psychodynamic Approaches: Theory of Change in Adlerian Counselling; Stages of Counselling; Techniques	
	5	Humanistic Approaches: Theory of Change in Person-centered Counselling; Child-centered Play Therapy; Child-Parent Relationship therapy; Person-centered Sandplay therapy	

	6	Cognitive-Behavioural Approaches: Theory of Change in CBT; Applications of CBT in children and youth; Integrative and Cognitive Behavioural Play Therapy; Trauma-focused CBT; Dialectical Behaviour Therapy; Creative techniques	
	7	Family and Systems Approaches: Core concepts; Applications of family systems counselling in school and college settings	
	8	Constructivist Approaches: Techniques and Applications - Solution-focused brief therapy, Narrative therapy	
	9	Strengths-based approach: Guiding principles of strengths-based student counselling; Approaches for children and youth	
III	Common Concerns and Interventions		17
	10	School refusal: School refusal subtypes - Anxiety, Avoidance, Malingering; School refusal reasons - Kearney; Interventions	
	11	Academic struggles: Time management difficulties, Study skills deficits, Test anxiety, Attendance problems, Transition, Interventions	
	12	Socio-emotional transitions and struggles: Friendships, Bullying, Sexual Orientation and Sexuality, Intimacy and dating, Intimate partner violence, Social comparison and Body image concerns	
	13	Substance use: Causes and risk factors; Screening and assessment; Harm reduction approaches - Models of change, Relapse prevention, Motivational Interviewing; Counselling for smoking, drug and alcohol problems	
	14	Career counselling, mentoring, and guidance for school and college students	
IV	Crisis Counselling in Schools and Colleges		17
	15	Types of Crises (Baldwin) - Dispositional Crisis, Anticipated Life Transitions, Traumatic Stress, Maturation/Developmental Crisis, Crisis Reflecting Psychopathology, Psychiatric Emergencies	
	16	Crisis Counseling Goals (Moos & Schafer)- Five major adaptive tasks; Generic Crisis Intervention Principles	
	17	Working with Grief in Schools - DABDA approach; Bereavement and Grief in College students - Influential factors; Assessment and Interventions	
	18	Crisis Interventions for Child Maltreatment, Grieving Children, Abuse and Trauma-related difficulties	
	19	Crisis Interventions for Suicidal behaviours and Non-suicidal self-injury: Counsellor considerations, Client characteristics and Interventions	
	20	Ethical considerations in school and college counselling: Consent; Confidentiality; Reporting abuse; Ethical decision making. Specific ethical concerns - Working with children and youth having severe emotional and behavioural issues, LGBTQ youth	
V	School and College Counselling: Kerala Scenario		12
	21	Counselling in educational institutions in Kerala- Needs and Status. Parents as major stakeholders	
	22	Current Programs- Psychosocial counselling Program, Kaaval, Chiri, Childline, Disha, Jeevani College Mental Health Programme and similar programs.	

	23	Commonly reported problems by parents and counsellors in students of Primary school, Secondary school, and Higher Secondary School (SCERT Kerala, 2021)	
	24	Commonly reported problems among college students of Kerala, Prevalence (Jaisoorya et al., 2016, 2022)	
	25	Illustrations of two working models- 1. Psychosocial counselling in schools (Counsellor's SOP), 2. Jeevani (Case taking and referral procedures)	
	26	Need for Comprehensive School and College Counselling Programs in Kerala	
		Total Hours	75

References

- Dollarhide, C.T. & Lemberger-Truelove, M.E. (Eds.). (2019). *Theories of school counseling for the 21st century*. Oxford University Press.
- Smith-Adcock, S. & Tucker, C. (Eds.). (2017). *Counseling children and adolescents: Connecting theory, development, and diversity*. SAGE.
- Degges-White, S. & Borzumato-Gainey, C. (Eds.). (2014). *College student mental health counseling: A developmental approach*. Springer Publishing Company.
- Kress, V. E., Paylo, M. J., & Stargell, N. A. (2019). *Counseling children and adolescents*. Pearson.
- Sandoval, J. (2013). Conceptualizations and Principles of Crisis Counseling, Intervention, and Prevention. In *Crisis counseling, intervention and prevention in the schools* (pp. 1-18). Routledge.
- Sartor, T. A., McHenry, B. & McHenry, J. (Eds.). (2017). *Ethical and legal issues in counseling children and adolescents*. Routledge.
- SCERT Kerala (2021). *Academic and psychosocial functioning of school students of Kerala in the time of COVID-19*. Research Report. SCERT, Thiruvananthapuram.
- Jaisoorya, T. S., Rani, A., Menon, P. G., Jeevan, C. R., Revamma, M., Jose, V., ... & Thennarasu, K. (2017). Psychological distress among college students in Kerala, India- Prevalence and correlates. *Asian journal of psychiatry*, 28, 28-31.
- Jaisoorya, T. S., Joseph, S., Kalarani, K. S., Menon, M., Smita, G. S., Shini, V. S., ... & Titus, U. (2022). Framework and overview of a state-wide college mental health program in Kerala, India. *Indian Journal of Psychological Medicine*, 45(5), 526-532.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand the developmental worlds of children and adolescents, emphasising their perspectives and experiences.	U	1,3

CO-2	Apply therapeutic responses effectively in counselling sessions, including recognizing feelings, asking questions, setting limits and boundaries, and assigning positive intent to behaviors.	An, Ap	1,3
CO-3	Explore classical theories of counselling, such as psychodynamic, humanistic, cognitive-behavioral, family/systems, constructivist, and strengths-based approaches, along with their respective theories of change and therapeutic techniques.	An, E	1,3
CO-4	Practice skills to address specific challenges in school settings, including school refusal, crisis intervention, grief counseling, bullying, and child maltreatment, through targeted interventions and support strategies.	An, Ap	4,6,7
CO-5	Examine the ethical considerations inherent in school and college counselling, particularly within the context of the Kerala educational system.	An	1,2,5,6,7
CO-6	Evaluate existing programs and services to identify areas for improvement and the need for comprehensive counselling programs.	E	2,5,6,7

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Counselling in Schools and Colleges: Credits: 3:0:1 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/ Tutorial (T)	Practical (P)
1	CO-1	1,3	U	K	4	0
2	CO-2	1,3	An, Ap	C, P	2	2
3	CO-3	1,3	An, E	C	4	0
4	CO-4	4,6,7	An, Ap	C, P	2	2
5	CO-5	1,2,5,6,7	An	C, M	4	0
6	CO-6	2,5,6,7	E	C, M	3	2

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	End Semester Examinations
CO 1	✓		✓
CO 2	✓		✓
CO 3	✓		✓
CO 4		✓	✓
CO 5		✓	✓
CO 6	✓		✓



University of Kerala

Discipline	PSYCHOLOGY				
Course Code	UK6DSEPSY319				
Course Title	PSYCHOLOGY OF ADDICTIVE BEHAVIOURS				
Type of Course	DSE				
Semester	VI				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hours	5
Pre-requisites	-				
Course Summary	This course provides a comprehensive examination of addictive behaviours, encompassing substance addiction, technology-related and other addictive behaviours. Drawing on historical and contemporary theoretical perspectives, students will explore the development, etiology, assessment, and interventions related to various addictive behaviours. Emphasis is placed on understanding the biological, psychosocial and environmental factors contributing to addiction, as well as the latest research advancements in conceptualising and managing addictive behaviours.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	Addictive behaviours- an Overview		15
	1	Understanding addictive behaviours: Definition, General criteria, Historical perspectives, Contemporary models	
	2	Development of addictive behaviours: Biological and Psychosocial factors; Individual difference variables; Addiction as a developmental disorder; Role of personality, stress and emotions in the development of addictive behaviours	
II	Substance Addiction		15
	3	Substances and their effects: Depressants, Stimulants, Hallucinogens, Club drugs, Volatile substances or Inhalants	
	4	Etiology of substance use: Moral theory, Medical theory, Genetic theory, Behavioural theories, Sociocultural theories	
	5	Assessment and Interventions: Diagnostic interview; DSM-5-TR criteria; Behavioural characteristics; Assessing the behavioural symptoms of use and social and family-related characteristics; Screening and assessment instruments; Individual, group and family interventions; Working with special populations; The role of prevention	

III	Technology-related Addictive Behaviours		15
	6	Problematic online gaming: History and typology of online games, Definition, Symptoms and consequences, Etiology, Assessment, Interventions	
	7	Internet addiction: Diagnosis and criteria; Personality, Psychosocial and Cognitive factors; Assessment, Interventions, Cybersex addiction	
	8	Social networking addiction: Early warning signs, Etiology, Risk and protective factors, Treatment considerations	
IV	Other Addictive Behaviours		15
	9	Gambling disorder: Clinical characteristics, Assessment, Interventions	
	10	Food addiction: Criteria and definition, Evidence for food addiction, Interventions	
	11	Compulsive buying: Characteristics, Assessment, Interventions	
	12	Exercise addiction: Definition, Etiology, Assessment and Treatment considerations	
V	Latest developments in the field		15
	13	Advancements in conceptualising addictive behaviours, criteria, assessment and interventions - Review of latest journal articles, books, and resources	
		Total hours	75

Practical (Any three)

1. Alcohol Use Disorders Identification Test
2. Problematic Online Gaming Questionnaire
3. Motives for Online Gaming Questionnaire
4. Internet Addiction Test
5. Problematic Internet Use Questionnaire
6. Social Media Disorder Scale
7. Social Networking Addiction Scale
8. Yale Food Addiction Scale

Practicum (Any one)

1. *Role-playing exercises*: Students can engage in role-playing exercises to simulate intervention sessions with individuals struggling with addiction. Under the guidance of the teacher, they can take turns playing the role of both the psychologist and client, practicing basic therapeutic techniques such as motivational interviewing.
2. *Field visits to addiction treatment facilities*: Students can visit local addiction treatment centres or rehabilitation facilities to observe and interact with the patients, professionals, staff, and the caregivers.
3. *Community outreach and prevention initiatives*: Students can collaborate on community outreach projects aimed at raising awareness about addictive behaviours and promoting prevention efforts. They can design and implement educational workshops, or social media campaigns targeting different populations.

References

- Stevens, P. & Smith, R.L. (2018). *Substance use counseling: Theory and practice* (6th ed.). Pearson.
- Miller, P.M. (Ed.). (2013). *Principles of addiction: Comprehensive addictive behaviors and disorders* (Vol. 1). Academic Press.
- Rosenberg, K. P., & Feder, L. C. (2014). *Behavioral addictions: Criteria, evidence, and treatment*. Academic Press.
- American Psychiatric Association (2022). *Diagnostic and Statistical Manual of Mental Disorders, 5th edn, Text Revision*. Washington, DC: American Psychiatric Association.

Web resources

- National Library of Medicine- Understanding stigma of mental and substance use disorders- <https://www.ncbi.nlm.nih.gov/books/NBK384923/#:~:text=Attention%20to%20stigmatizing%20structures%20of,norms%20and%20deepen%20self%2Dstigma>
- John Hopkins- Reducing stigma of Addiction- <https://www.hopkinsmedicine.org/stigma-of-addiction>

Course Outcomes

No.	Upon completion of the course, the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Discuss the general criteria, historical perspectives and contemporary models of addictive behaviours	U	PSO-1
CO-2	Explain the role of biological and psychosocial factors in the development of addictive behaviours	U	PSO-1
CO-3	Differentiate various addictive substances and their effects on individuals	U,E	PSO-1
CO-4	Demonstrate an understanding of the etiology, assessment and intervention strategies for substance addiction, technology-related and other addictive behaviours	U	PSO-1
CO-5	Administer standardised screening and assessment tools to identify patterns of addictive behaviour and inform treatment planning	Ap	PSO-1,4,7
CO-6	Demonstrate proficiency in basic therapeutic techniques for managing addictive behaviours	Ap	PSO-1,4,7
CO-7	Organise educational workshops or social media campaigns to raise awareness about addictive behaviours	C	PSO-1,2,3,4,6,7

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Psychology of Addictive Behaviours: Credits: 3:0:1 (Lecture:Tutorial: Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/ Tutorial (T)	Practical (P)
1	CO-1	PSO-1	U	F, C	4	0
2	CO-2	PSO-1	U	C	4	0
3	CO-3	PSO-1	U	F, C	4	0
4	CO-4	PSO-1	U	C	4	0
5	CO-5	PSO-1,4,7	Ap	P	2	2
6	CO-6	PSO-1,4,7	Ap	P	2	2
7	CO-7	PSO-1,2,3,4,6,7	C	P	2	2

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	End Semester Examinations
CO 1	✓		✓
CO 2	✓	✓	✓
CO 3	✓		✓
CO 4		✓	✓
CO 5			✓
CO 6	✓		✓
CO 7			✓



University of Kerala

Discipline	PSYCHOLOGY				
Course Code	UK6DSEPSY320				
Course Title	IDENTIFICATION AND MANAGEMENT OF CHILDREN WITH SPECIAL NEEDS				
Type of Course	DSE				
Semester	VI				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hours	5
Pre-requisites					
Course Summary	This course provides a comprehensive exploration of various aspects of special needs in children and equips learners with the knowledge, skills, and strategies necessary to understand and support diverse learners effectively. Through a series of modules, participants delve into foundational concepts, assessment techniques, intervention approaches, and collaborative practices essential for addressing the needs of children with special needs.				

Detailed Syllabus

Module	Unit	Content	Hrs
I	Understanding Special Needs		15
	1	Definition of Special Needs	
	2	Models of Special Needs - medical model, social model, ecological model, biopsychosocial approach	
	3	Difference between Impairment, Disability, Handicap	
	4	Definition and Classification of - Intellectual Disabilities, Autism, Emotional and Behavioural Disorders	
	5	Definition and Characteristics of children with Learning Disabilities	
	6	Definition and Characteristics of children with ADHD	
II	Foundations of Supportive Practices for Children with Special Needs		15
	7	Early Intervention Approach - Definition and Basic Principles	
	8	Approaches of Inclusion for Children with Special Needs - Multitiered Systems of Support, Positive Behaviour Interventions and Supports	
	9	Definition of Individualised Education Plan (IEP), Members in an IEP team	
	10	Working and Collaborating Teachers and Parents of Children with Special Needs	
	11	Acts - RPWD Act - 2016, The National Trust Act, Mental Health Care Act, RCI Act, UNCRPD	
	12	Programs and Schemes for Disability and Disability Certification	

III	Assessment Strategies for Special Needs Identification		15
	13	Assessment of Intelligence - WISC-IV, Seguin Form Board	
	14	Assessment of Adaptive Abilities - Vineland Adaptive Behaviour Scales	
	15	Assessment of Autism - Childhood Autism Rating Scale (The structure of the scale and administration)	
	16	Models of Assessment of Children With Learning Disabilities - Discrepancy Model, Response-to-Intervention Model, Psychological Processing Model	
	17	Tests for Identification of LD - Intelligence tests, Achievement tests, Curriculum-based measurements, Criterion-referenced tests, Direct and Daily measurement, NIMHANS Index of SLD (Structure and Administration)	
	18	Assessment of ADHD - Conners Rating Scales	
	19	Screening Tools for assessment of EBD - Strengths and Difficulties Questionnaire, Behavioural and Emotional Rating Scale (BERS)	
	20	Functional Behaviour Assessment	
IV	Educational Strategies		15
	21	Intellectual Disabilities: Systematic Instruction, Class-wide Peer Tutoring, Functional Curriculum, Community-based Instruction, Use of Assistive Technology	
	22	Autism: Structured Teaching - TEACCH, Peer-Mediated Interventions	
	23	Learning Disabilities: General approaches - Metacognitive approach, Scaffolded Instruction, Embedded learning opportunities, Differentiated Instruction Instructional Approaches - Reading - Phonics instruction, Writing - Self-regulated Strategy development, Note-taking strategies, Mnemonics, Math - Explicit teaching methods	
	24	Accommodations for children with ADHD (Refer Exceptional Lives by Turnbull and Gallagher), Teaching Goal Setting and Organizational Strategies	
V	Behavioral Interventions and Support Strategies		15
	25	Intellectual disabilities - Strategies for Teaching Life Skills and Daily Living Activities, Teaching Social Skills, Vocational Skills and Community Integration and Planning for Adulthood	
	26	Autism - Tier I Intervention - Activity Scheduling, Tier II Interventions - Social Stories, Tier III Interventions - Modeling, Joint Attention Parent Empowerment Programs	
		Learning Disabilities - Bibliotherapy, Peer tutoring, Social and Emotional Learning interventions	
	27	Behavioural Interventions for ADHD - PBIS Tier I, Tier II and Tier III interventions Behavioural Parent Management Training	
	28	Management Skills for Children with EBD - Teaching Social Skills, Conflict Resolution Skills, Schoolwide Positive Behaviour Support, Peer Mediation and Support, Parent Management Training	
		Total Hours	75

Suggested Activities:

1. Discuss real-life or fictional case studies depicting children with various special needs. Encourage students to work in small groups and analyze the cases, identify the needs and challenges, identify relevant theories and concepts, and propose evidence-based solutions.
2. Arrange opportunities for students to observe special education classrooms or programs in action. Encourage them to take notes, ask questions, and reflect on their observations, deepening their understanding of effective practices and interventions.
3. Encourage students to engage with community organizations, support groups, or advocacy networks working with children with special needs and their families.

Practicum:

1. Assign group projects where students work together to develop educational materials, intervention plans, or advocacy campaigns related to special education.
2. Students should submit at least 2 cases (2 different conditions) wherein she/he has conducted an assessment and has worked on the case for a minimum of at least 3 sessions and implemented an intervention strategy.

References:

- Turnbull, A. P., Turnbull, H. R. & Wehmeyer, M. L. (2018). *Exceptional Lives: Special Education in Today's Schools* (8th ed.). Pearson.
- Hallahan, D. P., Kauffman, J. M. & Pullen, P. C. (2018). *Exceptional Learners: An Introduction to Special Education* (14th ed.). Pearson.
- Gallagher, J. J., Coleman, M. R., & Kirk, R. E. (2015). *Educating exceptional children* (14th ed.). Cengage Learning.
- Heward, W. L., Alber-Morgan, S. R. & Konrad, M. (2020). *Exceptional children: An Introduction to special education* (11th ed.). Pearson.
- Crone, D. A., Hawken, L. S., & Horner, R. H. (2015). *Building positive behavior support systems in schools: Functional behavioral assessment*. Guilford Publications.
- Raines, J. C. (2008). *Evidence based practice in school mental health*. Oxford University Press.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Demonstrate understanding of the concept of special needs and its implications for practice.	U	1, 2
CO-2	Differentiate between impairment, handicap and disability.	U	1

CO-3	Explain the principles of early intervention in addressing special needs.	U	1
CO-4	Apply assessment tools to identify children with special needs in a school setting.	Ap, An	4,5, 7
CO-5	Implement evidence-based educational and behavioral interventions to support children with special needs.	Ap, An, E, C	4, 6

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Identification and Management of Children with Special Needs: Credits: 3:0:1

(Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/ Tutorial (T)	Practical (P)
1	CO-1	8/ 1, 2	U	C	3	1
2	CO-2	1, 2, 8/ 1	U	C	4	0
3	CO-3	4/ 1	U	C	4	0
4	CO-4	1,2, 4,8 / 4,5,7	Ap, An	P, M	2	2
5	CO-5	1, 2,3, 4,8/ 4, 6	Ap, An, E, C	P, M	2	2

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs

	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PS O7	PO 1	PO 2	PO 3	P O4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	-	-	-	-	-	-	-	-	-	-	-	-	3
CO 2	3	-	-	-	-	-	-	2	2	-	-	-	-	-	3
CO 3	3	-	-	-	-	-	-	-	-	-	3	-	-	-	-
CO 4	-	-	-	3	3	-	3	3	2	-	3	-	-	-	3
CO 5	-	-	-	3	-	3	-	2	3	-	3	-	-	-	3

Correlation Levels

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam

- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	End Semester Examinations
CO 1	✓		✓
CO 2	✓		✓
CO 3	✓		✓
CO 4		✓	✓
CO 5		✓	✓



University of Education

Discipline	PSYCHOLOGY				
Course Code	UK6DSEPSY321				
Course Title	DATA AND DATA ANALYSIS				
Type of Course	DSE				
Semester	VI				
Academic Level	300 - 399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2	5
Pre-requisites	-				
Course Summary	This course covers the fundamentals of data collection and analysis, exploring both qualitative and quantitative methods. Topics include ethical considerations, primary and secondary data collection techniques, quantitative data analysis methods such as descriptive and inferential statistics, and qualitative data analysis approaches like thematic analysis and grounded theory. Students will also learn about various statistical analysis software resources for both quantitative and qualitative data analysis.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	Data and data collection		15
	1	Need for data collection, Meaning of data.	
	2	Nature of data- Qualitative and quantitative	
	3	Types of data- Nominal scale, Ordinal or rank scale, Equal-interval scale, and Ratio scale.	
	4	Ethical considerations in collection of data	
II	Methods of Data Collection		15
	5	Collection of Primary Data	
	6	Observation Method , Interview Method , Psychological tests , Collection of Data through Questionnaires , Collection of Data through Schedules , Difference between Questionnaires and Schedules , Case Study Method.	
	7	Selection of Appropriate Method for Data Collection.	
	8	Collection of Secondary Data	
III	Methods and Techniques of Quantitative Data Analysis		15
	9	Analysis of data	
	10	Processing Operations - Editing, Coding, Classification, Tabulation	
	11	Some Problems in Processing	
	12	Elements/Types of Analysis	
	13	Descriptive Statistics	
	14	Inferential Statistics	

	15	Parametric tests-1 : Independent samples t test, Paired samples t test, One way ANOVA	
	16	Parametric tests-2 : Pearson Product Moment Correlation, Multiple Regression Analysis	
	17	Non parametric tests - Chi-square, Mann-Whitney U test, Wilcoxon-Signed Rank Test, Kruskal-Wallis test, Friedman test, Spearman Rank order correlation.	
IV	Qualitative Data Analysis		15
	18	Characteristics of qualitative data	
	19	Advantages and disadvantages of qualitative data.	
	20	Data processing in qualitative studies - Identify the main themes, Assign codes to the main themes, Classify responses under the main themes, Integrate themes and responses into the text of your report.	
	21	Methods of Qualitative data analysis- Content analysis. Narrative analysis. Discourse analysis, Framework analysis. Grounded theory, Thematic analysis, Interpretive. Phenomenological. Analysis.	
	22	Challenges of Qualitative Data Analysis	
V	Statistical analysis software Resources		15
	23	General analysis software - G power, R, Google-refine.	
	24	Quantitative analysis -JMP, SAS, SPSS, Stata, Sudaan, Tableau.	
	25	Qualitative analysis- NVivo, Atlas.ti, Ethnograph, MAXQDA.	
	Total hours		75

Practicals/Assessment

1. A minimum of two practicals/ assessments should be conducted by each student from the list of practicals/ assessments given below.
2. Each student should collect data from a minimum sample of 25 persons using any two tests given in the list or equivalent tests, and conduct data analysis using a minimum of two statistical techniques. It is mandatory to submit a report of data analysis.

List of Tests:

1. Procrastination Behavior inventory
2. Resilience Scale
3. Academic Stress Scale
4. Locus of Control Scale
5. Occupational Personality Questionnaire
6. Type A Type B behavior pattern
7. IAS Rating scale
8. Eysenck Personality Inventory
9. Extroversion-Introversion Inventory
10. MMPI

Reference:

- Kothari, C. R. & Garg, G. (2018). *Research Methodology: Methods and techniques* (4th ed.). New Delhi: New Age International Publishers.
- O'Leary, Z. (2017). *The essential guide to: Doing your research project* (3rd ed.). Los Angeles: Sage.

- Myers, A., & Hansen, C. (2011). *Experimental Psychology* (7th ed.). Australia: Wadsworth.
- Coolican, H. (2014). *Research Methods and Statistics in Psychology*. (6th ed.). New York: Psychology Press.
- Singh, Y. K. (2006). *Fundamental of Research Methodology and Statistics*. New Delhi: New age Publishers.
- Denicolo, P. & Becker, L. (2012). *Developing Research Proposals (success in research)*. New Delhi: Sage.
- Flick, U. (2017). *Introduction to Qualitative Research* (5th ed.). New Delhi: Sage.
- Malec, M. A. (2012). *Essential Statistics for Social Research* (2nd ed). Jaipur: Rawat Publications.
- Gravetter, F. J., & Wallnau, L. B. (2013). *Statistics for the Behavioral Sciences* (9th ed). USA: Wadsworth.
- Gliner, J. A., & Morgan, G. A. (2000). *Research methods in applied settings: An integrated approach to design and analysis* (3rd ed) . New York: Routledge.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand the nature, meaning, and characteristics of data	U	1
CO-2	Examine the types of data and the ethical considerations in data collection	An	1,3
CO-3	Apply the various methods of data collection	U	1,4
CO-4	Evaluate the uses of qualitative and quantitative data analysis methods	An, E	1,3
CO-5	Apply statistical analysis softwares	Ap	1,3,4,7

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Data and Data Analysis: Credits: 3:0:1 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/ Tutorial (T)	Practical (P)
1	CO-1	1	U	F	4	0

2	CO-2	1,3	An	F,C	4	0
3	CO-3	1,4	U	F	4	0
4	CO-4	1,3	An, E	F,C,M	2	2
5	CO-5	1,3,4,7	Ap	F,C,P	2	2

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics

	Internal Exam	Assignment	End Semester Examinations
CO 1	✓		✓
CO 2	✓	✓	✓
CO 3	✓	✓	✓
CO 4	✓		✓
CO 5	✓		✓



University of Kerala

Discipline	PSYCHOLOGY				
Course Code	UK6DSEPSY322				
Course Title	SOCIAL PSYCHOLOGICAL PROCESSES				
Type of Course	DSE				
Semester	VI				
Academic Level	300 - 399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2	5
Pre-requisites	-				
Course Summary	This course explores the dynamics of social perception, cognition, group behavior, interpersonal attraction, close relationships, and aggression. Students will delve into the intricacies of nonverbal communication, attribution, impression formation, social cognition processes, group dynamics, interpersonal relationships, and aggression theories. Practical applications and techniques for understanding and managing social interactions will also be discussed.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	Social Perception		15
	1	Basic channels of Nonverbal communication - Facial expressions, Gazes, Stares, Body language, Touching and Scent	
	2	Recognising Deception through Nonverbal cues	
	3	Attribution - Jones and Davis's Theory of Correspondent inference, Kelley's theory of causal attributions	
	4	Attribution Errors - Fundamental attribution error, Actor-observer effect, Self-serving Bias	
	5	Applications in understanding depression and prejudice	
	6	Impression formation - Asch's research on Central and Peripheral traits, Implicit personality theories	
	7	Tactics of Impression Management - Self-enhancement, Other-enhancement techniques	
II	Social Cognition		15
	8	Impact of Schemas on Social Cognition - Attention, Encoding, Retrieval; Priming, Perseverance effect	
	9	Heuristics in Social Cognition - Representativeness, Availability, Anchoring and Adjustment	
	10	Automatic and Controlled Processing in Social Thought	

	11	Errors in Social Cognition - Optimistic bias, Overconfidence barrier, Planning fallacy, Counterfactual thinking, Magical thinking	
	12	Influence of Affect on Cognition, Influence of Cognition on Affect	
III	Group Behaviour		15
	13	Nature and Functions of Groups. Hierarchies in group, Norms, Cohesiveness.	
	14	Social facilitation- distraction conflict theory, Social loafing- techniques to reduce social loafing.	
	15	Decision making in Groups. Group think. Brainstorming.	
	16	Definition and Characteristics of Crowds, Theories of Crowd Behaviour - Classical theory, Convergence theory	
IV	Interpersonal Attraction and Close Relationships		15
	17	Internal Sources of Liking others - Affiliation need , Mood	
	18	External Sources of Attraction - Proximity, Familiarity and Physical Beauty	
	19	Sources of Liking based on Social Interaction - Similarity, Reciprocal Liking/Disliking, Social Skills, Personality	
	20	Romantic relationships - Sternberg's Triangular Model of Love	
	21	Relationships with Family Members - Attachment Styles	
	22	Close friendships - Role of perceived similarity	
V	Aggression		15
	23	Theoretical perspectives - Biological factors, Drive theories, General Aggression Model	
	24	Determinants of aggression - personal, social and situational	
	25	Prevention and Control of Aggression	
		Total hours	75

Practicals & Practicum

Minimum 4 (Practicals and/or Practicum)

Practicals

1. Altruism test
2. Conformity test
3. Attitude tests
4. Social Maturity Scale
5. Social Motives Scale
6. Social Intelligence Scale
7. Social Adjustment Scale
8. Aggression Inventory
9. Prosocial Behaviour Scale

Practicum

1. Role-play exercises to practice recognizing nonverbal cues.
2. Case studies analyzing attribution errors in real-life scenarios.

3. Group discussions on applications of social perception in understanding societal issues like depression and prejudice.
4. Simulation activities to understand impression formation and management strategies.
5. Analysis of social cognition biases through interactive quizzes or games.
6. Group projects exploring dynamics of group behavior in various contexts.
7. Role-playing decision-making scenarios in groups.
8. Debates on theories of crowd behavior and their relevance in modern society.
9. Role-playing exercises to explore interpersonal attraction and close relationship dynamics.
10. Scenarios to analyze the factors influencing aggressive behavior and brainstorming preventive measures.

References:

- Branscombe, N. R. & Baron, R. A. (2017). *Social Psychology*, 14th Edition: Pearson Education Limited.
- Baron, R. A. & Branscombe, N. R. (2012). *Social Psychology*, 13th Edition: Pearson Education Limited.
- Baron, R.A., and Byrne, D (2006). *Social Psychology*, 10th ed. New Delhi: Pearson Education.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Identify basic channels of nonverbal communication and analyze cues of deception	U, An	1,3
CO-2	Explain attribution theories and analyze common attribution errors.	An, E	1,4
CO-3	Investigate how social perception concepts apply to understanding depression and prejudice.	An, E	1,5
CO-4	Examine research on impression formation and management tactics.	An, E	6
C	Analyze the impact of schemas and heuristics on social cognition and group behavior dynamics.	An, E	1,3

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Social Psychological Processes: Credits: 3:0:1 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/ Tutorial (T)	Practical (P)
1	1,3	1,3	U, An	F,C	4	0
2	1,4	1,4	An, E	F,C	4	0
3	1,5	1,5	An, E	F,C,M	3	1
4	6	6	An, E	F,C	2	2
5	1,3	1,3	An, E	F,C,M	2	2

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	End Semester Examinations
CO 1	✓		✓
CO 2	✓		✓
CO 3	✓		✓
CO 4		✓	✓
CO 5		✓	✓



University of Kerala

Discipline	PSYCHOLOGY				
Course Code	UK6SECPSY302				
Course Title	PREMARITAL COUNSELLING				
Type of Course	SEC				
Semester	VI				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	3	-	-	3
Pre-requisites	-				
Course Summary	This course provides an in-depth understanding of what a marital relationship can be like, the possible problems that can arise, its impact, and the different approaches that can be adopted to better manage it. Students learn to apply the management strategies effectively, analyse multiple strategies that can be adopted, practice on developing their skills, and apply theoretical knowledge to multiple scenarios, bettering the life, and the expectations of prospective partners.				

Detailed Syllabus

Module	Unit	Content	Hrs
I	Understanding Relationships and Communication		10
	1	Introduction to Premarital Counselling	
	2	Goals and objectives	
	3	Foundations of Healthy Relationships: Definition, Key components, Understanding love languages	
	4	Effective Communication Skills: Importance of communication in relationships, Active listening techniques, Conflict resolution strategies, Non-verbal communication cues	
	5	Managing Expectations: Identifying and discussing expectations, Unrealistic expectations vs. realistic expectations, Compromise and negotiation techniques	
II	Self-awareness and Personal Growth		9
	6	Self-awareness in Relationships - Understanding personal values and beliefs	
	7	Recognizing personal strengths and weaknesses, Impact of childhood experiences on adult relationships	

	8	Emotional Intelligence: Definition and importance, Developing emotional awareness and regulation, Empathy and perspective-taking exercises	
	9	Stress Management and Coping Strategies: Stressors in relationships, Coping mechanisms for stress, Relaxation techniques and mindfulness practices	
	10	Personal Growth and Development: Setting personal goals within the relationship, Continual self-improvement strategies, Balancing individual growth with relationship dynamics	
III	Family Dynamics and Interpersonal Issues		9
	11	Family of Origin Influence: Understanding family roles and dynamics, Impact of upbringing, Managing conflicts from family differences	
	12	Cultural and Religious Factors: Exploring the influence, negotiating cultural differences and building a culturally sensitive relationship	
	13	Intimacy and Sexuality: Understanding intimacy in relationships, addressing sexual compatibility and expectations, Communicating sexual needs and desires	
	14	Financial Planning and Management: Discussing financial goals and values, Budgeting and financial planning for the future, Resolving financial conflicts and maintaining financial harmony	
IV	Preparing for Commitment and Lifelong Partnership		9
	15	Commitment and Trust: Understanding, building trust, Overcoming trust issues and rebuilding trust	
	16	Pre-marriage Assessments and Counselling Tools: Introduction to pre-marriage assessments, Interpretation of assessment results, Utilizing counselling tools effectively	
	17	Role of Support Networks: Identifying support systems within and outside the relationship, Seeking professional help when needed, Building a strong support network for the marriage	
	18	Creating a Vision for the Future: Setting shared goals and aspirations, planning for life transitions and challenges, Sustaining love and connection over the long term	
V	Psychologist in Premarital Counselling		8
	19	Psychologist as an agent of preparation	
	20	Discuss how being prepared can make married life better	
	21	Create an idea board involving the different interaction patterns that partners tend to adopt	
	22	Create a ppt on the Pre-emptive decision-making tasks related to marital life	
		Total Hrs	45

Practicals can be administered from the following list.

1. Marriage Attitude Scale
2. Adjustment inventory for college students
3. Emotional Maturity Scale
4. Family communication scale
5. Social Intelligence

6. Physical intimacy scale
7. Five Love Languages Scale
8. Emotional Intimacy Scale

References

- Goleman, D. (2012). *Emotional intelligence: Why it can matter more than IQ*. Bantam.
- Gottman, J., & DeClaire, J. (2017). *The relationship cure: A 5 step guide to strengthening your marriage, family, and friendships*. Harmony.
- Gottman, J., & Silver, N. (2015). *The seven principles for making marriage work: A practical guide from the country's Foremost relationship expert*. Harmony.
- Hendrix, H. (2001). *Getting the love you want: A guide for couples*. Macmillan.
- Johnson, S. (2008). *Hold me tight: Seven conversations for a lifetime of love*.
- Keller, T. (2011). *The meaning of marriage: Facing the complexities of marriage with the wisdom of God*. Hachette UK.
- Olson, D. H., Olson-Sigg, A., & Larson, P. J. (2008). *The couple checkup*. Thomas Nelson.
- Rainey, D., & Rainey, B. (2013). *Preparing for marriage devotions for couples: Discover god's plan for a lifetime of love*. Baker Books.
- Real, T. (2008). *The new rules of marriage: What you need to know to make love work*. Ballantine Books.
- Romano, D. (2001). *Intercultural marriage: Promises & pitfalls*. Nicholas Brealey Publishing.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Analyze healthy relationship dynamics and apply insights to personal or counselling contexts.	U, An	PSO- 1,4
CO-2	Recognize personal strengths and areas for development, enhancing interpersonal skills.	U, Ap	PSO-6,7
CO-3	Acquire cultural competence to navigate differences in relationships with sensitivity.	U, E	PSO-2
CO-4	Master premarital assessment tools and counselling techniques for effective sessions.	An, C	PSO-7
CO-5	Offer support and guidance in building resilient marriages.	E, C	PSO-6,7

Premarital Counselling : Credits: 3:0:0 (Lecture: Tutorial: Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/ Tutorial (T)	Practical (P)
1	CO-1	1/1,4	U,An	F	3	0
2	CO-2	3,4/6,7	U,Ap	F,C	3	0
3	CO-3	8/2	U,E	F,M	3	0
4	CO-4	4,6/7	An,C	C,M	3	0
5	CO-5	8/6,7	E,C	C,M	3	0

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs

	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PS O7	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	-	-	3	-	-	-	2	-	-	-	-	-	-	-
CO 2	-	-	-	-	-	3	2	-	-	2	2	-	-	-	-
CO 3	-	3	-	-	-	-	-	-	-	-	-	-	-	-	2
CO 4	-	-	-	-	-	-	3	-	-	-	-	3	-	-	-
CO 5	-	-	-	-	-	3	2	-	-	-	-	-	-	-	8

Correlation Levels

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics

	Internal Exam	Assignment	End Semester Examinations
CO 1	✓		✓
CO 2	✓		✓
CO 3		✓	✓
CO 4		✓	✓
CO 5		✓	✓



University of Kerala

Discipline	PSYCHOLOGY				
Course Code	UK6SECPSY303				
Course Title	SKILLS FOR PARENT EDUCATION AND SUPPORT				
Type of Course	SEC				
Semester	VI				
Academic Level	300 - 399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	3 hours	-	-	3
Pre-requisites	-				
Course Summary	This course provides a comprehensive overview of parenting across different developmental stages and in the digital age. It covers fundamental theories, practical strategies, and effective techniques for promoting positive parent-child relationships and managing challenges in parenting. Topics include attachment building, self-regulation practices, discipline strategies, digital parenting, addressing problem behaviours, and teaching children to manage difficult emotions. Students will gain insights into the role of parents in supporting children's development, fostering healthy family dynamics, and navigating the complexities of modern parenting.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	Introduction to Parenting		9
	1	Parenting Psychology. Need for parenting education and support	2
	3	Child Temperament; Goodness of fit: Parents' and children's role in establishing a good fit	2
	4	Theoretical perspectives: Family System theory, Attachment theory, Ecological System theory, Psychosocial Development theory, Parenting Styles	3
II	Parenting Infants, Toddlers and Pre-schoolers		9
	5	Parenting infants: Attachment building, Teaching Self-regulation Practices	3
	6	Parenting Toddlers: Socialisation, Discipline, Structure, Emotional Regulation, Cognitive Development	3
	7	Parenting pre-schoolers: Autonomy, Gender Identity, Prosocial Behaviour, Corporal Punishment, Sibling Rivalry	3
III	Parenting School Age Children and Adolescents		9
	8	Parenting Elementary School Children: Changes in Behaviour Modifications, Enhancing Peer Relationship, Involvement in School Activities, Handling bullying	3

	9	Parenting Adolescent: Staying connected via warm and positive relationships, Maintaining open communications, Supporting autonomy development, Monitoring and being knowledgeable, Using appropriate control techniques	3
	10	Becoming a Reflective Parent: Parent APP- Attention, Perspective Taking, Providing Empathy	3
	Addressing Problem Behaviours		9
IV	11	Handling a difficult child	2
	12	Dealing with routine behaviour problems - Attitude, Talking back, Defiance, Ignoring, Interrupting, Silly behaviour, Whining, Screaming, Temper tantrums, Acting bossy, Regression, Cheating, Stealing, Swearing, Aggressive behaviour.	2
	13	Dealing with more serious behavioural problems - ADHD, ODD, CD	3
	14	Handling sibling conflicts	1
	15	Teaching Children to manage difficult emotions, Disciplining techniques	1
V	Parenting in the Digital Age		9
	16	Impact of digital technology on family dynamics and parenting practices.	3
	17	Balancing screen time, Online safety, and Digital citizenship for children	3
	18	Educating parents on digital parenting strategies and navigating digital challenges effectively.	3
Total hours			45

Practicum

- Prepare training modules for various topics in the syllabus and present

References

- Bigner, J. J., & Gerhardt, C. J. (2014). *Parent-child relations: An introduction to parenting* (9th ed.). Prentice Hall.
- Brooks, J. B. (2013). *The process of parenting* (9th ed.). McGraw-Hill.
- Douglas, A. (2004). *The Mother of All Parenting Books: The Ultimate Guide to Raising a Happy, Healthy Child from Preschool Through the Preteens* (Vol. 9). Turner Publishing Company.
- Holden, G. W. (2021). *Parenting: A dynamic perspective* (3rd ed.). Sage Publications.
- Krause, P. H., & Dailey, T. M. (2009). *Handbook of parenting: Styles, stresses and strategies*. Nova Science Publishers.
- Santrock, J. W. (2011). *Life-span development*. (13th ed.). New York: McGraw-Hill

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Analyse the theoretical background of parenting to	An	PSO-1,3

	gain insights into effective parenting practices.		
CO-2	Acquire skills of parenting education for nurturing infants and promoting cognitive development in early childhood.	U, Ap	PSO-3,4
CO-3	Acquire skills of parenting education for fostering positive connections with adolescents and reflective parenting.	U, Ap	PSO-3,4
CO-4	Acquire skills to address problem behaviors in children, improve disciplinary techniques and social skills.	U, Ap	PSO-1,3
CO-5	Learn to educate parents on balancing screen time and digital safety.	U, Ap	PSO-1,3

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Skills for Parent Education and Support: 3:0:0 (Lecture:Tutorial)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/ Tutorial (T)	Practical (P)
1	CO-1	2/1,3	An	F, C	3	0
2	CO-2	2/ 3,4	U, Ap	C, P	3	0
3	CO-3	2/3,4	U, Ap	C, P	3	0
4	CO-4	7/1,3	U, Ap	C, P	3	0
5	CO-5	3/1,3	U, Ap	M	3	0

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PS O7	PO 1	PO 2	PO 3	PO 4	PO 5	P O6	P O7	P O8
CO 1	3	-	2	-	-	-	-	-	3	-	-	-	-	-	-
CO 2	-	-	3	2	-	-	-	-	2	-	-	-	-	-	-
CO 3	-	-	3	2	-	-	-	-	2	-	-	-	-	-	-
CO 4	3	-	2	-	-	-	-	-	-	-	-	-	-	3	-
CO 5	2	-	2	-	-	-	-	2	-	-	-	-	-	-	-

Correlation Levels

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	End Semester Examinations
CO 1	✓		✓
CO 2	✓		✓
CO 3		✓	✓
CO 4		✓	✓
CO 5		✓	✓



University of Kerala

Discipline	PSYCHOLOGY				
Course Code	UK6SECPSY304				
Course Title	ASSERTIVENESS SKILLS				
Type of Course	SEC				
Semester	VI				
Academic Level	300 - 399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	3	-	-	3
Pre-requisites	-				
Course Summary	<p>Assertiveness empowers individuals to communicate effectively and achieve their goals, fostering respectful and fulfilling environments. This course equips participants with principles and practical strategies to develop assertiveness, enhance self-confidence, and improve communication skills, promoting success in personal and professional settings. Through interactive sessions, role plays and real-life scenarios, participants learn to express themselves confidently while maintaining positive relationships.</p>				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	Introduction to Assertiveness		5
	1	Definition and importance of Assertiveness	
	2	Aggression: Verbal, Physical, Passive. Consequences of aggression	
	3	Non-assertiveness. Consequences of non-assertiveness	
	4	Comparison between assertive, aggressive, and passive communication styles	
	5	The impact of assertiveness on personal and professional relationships	
	6	Non-assertiveness as cultural value.	
	7	Five areas of assertiveness	
II	Building Self-Confidence & Effective Communication Skills		11
	8	Identifying common barriers to assertiveness	
	9	Understanding rights and responsibilities	
	10	Techniques for overcoming fear of rejection or conflict	

	11	Building resilience and self-compassion	
	12	Identifying personal strengths and weaknesses	
	13	Overcoming self-doubt and negative self-talk	
	14	Active listening techniques	
	15	Non-verbal communication cues	
	16	Use of body language and tone of voice	
	17	Expressing thoughts, feelings, and needs clearly and respectfully	
III	Practising Assertiveness (Roleplays incorporated)		11
	18	Non-verbal strategies of assertiveness: Body language	
	19	Posture, gestures, eye contact, facial expression, use of voice and speech	
	20	Specific techniques: Stuck record, Free information, self-disclosure, fogging, agreeing, agree with the truth, negative assertion, workable compromise	
	21	Managing conflict: Understanding the nature of conflict, Strategies for managing conflict assertively, Turning conflicts into opportunities for growth and understanding	
IV	Module 4: Assertiveness in Different Contexts		10
	22	Assertiveness in personal relationships: Setting boundaries and expressing need	
	23	Assertiveness in social settings: Navigating social interactions confidently	
	24	Assertiveness at work: Dealing with difficult colleagues, giving and receiving feedback	
V	Assertiveness Practicum (Can be in a workshop mode)		8
	25	Initiating Conversation, Expressing Opinions	
	26	Specific situations: Making a request, Refusing a request, Dealing with Non-assertive or aggressive behaviour, Dealing with criticism	
	27	Feedback and reflection	
	28	Assertiveness inventory, Assertiveness schedule and self assessment	
		Total	45

Practicum

- Roleplays to practise specific techniques of assertiveness
- Develop an individualized assertiveness action plan
- Identify resources and support systems for ongoing growth and development
- Practical exercises and role-playing activities to practice assertiveness skills
- Feedback and reflection on assertive behaviors

References:

Alberti, R. E. & Emmons, M. L. (2017). *Your Perfect Right: Assertiveness and Equality in Your Life and Relationships*. 10th Edn. CA. :Impact Publisher

Hanks, J. A. (2016). *The Assertiveness Guide for Women: How to Communicate Your Needs, Set Healthy Boundaries, and Transform Your Relationships*. CA.: New Harbinger Publications

Paterson, R. J. (2000). *The Assertiveness Workbook: How to Express Your Ideas and Stand Up for Yourself at Work and in Relationships*. CA: New Harbinger Publications, Inc

Smith, M. J.(1975). *When I Say No, I Feel Guilty*. NY: Dial Press.:

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Differentiate assertiveness from passive and aggressive style of communication	An	PSO-1,2
CO-2	Outline the components of self-confidence and communication skills	R, U	PSO-1,2
CO-3	Learn to handle scenarios requiring assertiveness	An, E, Ap	PSO-1,2,3, 4, 5
CO-4	Apply assertiveness skills using various strategies and in various contexts	An, Ap	PSO-1,2,3
CO-5	Formulate a plan for oneself to master assertiveness	An, Ap, C	PSO-1,2,3, 4,5,6

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Assertiveness Skills: Credits: 3:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/ Tutorial (T)	Practical (P)
1	CO-1	1,2/ 1,2	An	F, C	3	0
2	CO-2	1,2/1,2	R, U	F, C	3	0
3	CO-3	1,2,3,4,5/ 1,2,3, 4, 5	An, E, Ap	C	3	0
4	CO-4	1,2,3,6/1,2,3, 4,	An, Ap	M	3	0
5	CO-5	1,2,3,4,5,6/ 1,2,3, 4,5,6	An, Ap, C	M	3	0

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

CO	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PS O7	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8

CO 1	1	1	-	-	-	-	1	2	-	-	-	-	-	-	-
CO 2	1	1	-	-	-	-	1	2	-	-	-	-	-	-	-
CO 3	2	2	2	2	2	-	2	2	2	2	2	2	2	-	-
CO 4	2	2	3	3	-	-	2	2	3	3	-	-	2	-	-
CO 5	2	2	3	3	3	3	2	2	3	3	3	3	2	-	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics :

CO	Internal Exam	Assignment	End Semester Examinations
CO 1	✓		✓
CO 2	✓		✓
CO 3	✓		✓
CO 4		✓	✓
CO 5		✓	✓



University of Kerala

Discipline	PSYCHOLGY				
Course Code	UK6SECPSY305				
Course Title	SKILLS TRAINING IN ORGANISATIONS				
Type of Course	SEC				
Semester	VI				
Academic Level	300 - 399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	3 Hours	-	-	3
Pre-requisites	-				
Course Summary	This course covers fundamental concepts in organizational skill training, including understanding organizational skills, theoretical foundations, assessing training needs, designing and implementing training programs, management development, and managing organizational change programs. It aims to equip students with the knowledge and skills required to design effective training programs that enhance organizational performance and development.				

Detailed Syllabus

Module	Unit	Content	Hrs
I	Introduction to Organisational Skill Training		9
	1	Understanding Organisational skills: Definition and Importance	
	2	Types of Skills (Technical, Soft, Leadership)	
	3	Theoretical Foundations: Behavioural Theories (Operant Conditioning, Social Learning theory), Cognitive Theories (Information Processing Model, Schema Theory)	
II	Assessing Organisational Training Needs		9
	4	Need Analysis Process (Organisational, Task, Individual Analysis)	
	5	ADDIE 5-step training process	
	6	Methods of Data Collection (Survey, Interview, Observation)	
	7	Designing the training process	
III	Implementing the training program		9
	8	On-the-job training, Apprenticeship training	
	9	Informal learning, job instruction training, lectures	
	10	Programmed learning, behaviour modelling, audio-visual based learning	
	11	Audio-visual based training, vestibule training, EPSS, Videoconferencing	

	12	Computer based training, online/internet based training	
	13	Lifelong learning, team training	
IV	Implementing Management Developing Programs		9
	14	Role of strategy	
	15	Candidate assessment and the 9-grid box	
	16	Managerial on-the-job training and rotation	
	17	Off the job management training and development	
V	Managing Organisational Change Program		9
	18	Understanding Lewin's change process	
	19	Using organisational development for core principles and values	
	20	Evaluating the training effort	
	Total Time		45

Practicum:

1. Develop a skill training program for the employees of an organization.
2. Develop an on-the-job training program for employees of an organization.

References :

- Cummings, T.G. & Worley, C.G. (2022). *Organisational Change: An Action-Oriented Toolkit*. Sage Publications.
- David, F.R. (2023). *Strategic Management: Concepts and Cases*. Wiley.
- Furnham, A.(2005). *The Psychology of behaviour at work*. Psychology Press
- Goldstein, E.B. (2021). *Cognitive Psychology: Connecting Mind, Research, and Everyday Experience*. Cengage Learning.
- Northouse, P.G. (2020). *Leadership: Theory and Practice*. Sage Publications.
- Robbins, S.P., & Judge, T.A. (2019). *Organisational Behaviour*. Pearson.
- Varkkey, B.& Dessler, G (2020). *Human Resource Management*. Pearson India Educational Services Pvt Ltd.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Demonstrate understanding of organizational skills and apply behavioural and cognitive theories.	U	PSO-1
CO-2	Utilize effective needs analysis processes, such as organizational, task, and individual analyses, along with the ADDIE 5-step training process.	An	PSO-2

CO-3	Design diverse training methods, fostering continuous employee development.	E	PSO-3,4
CO-4	Understand how strategy aligns with management development, design effective training programs, and integrate off-the-job training for comprehensive skill development.	R,U	PSO-1,5
CO-5	Practice skills to lead organizational change processes, leveraging key concepts from Lewin's Change Model and effective training evaluation techniques.	C	PSO-3,4,5

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Skills Training in Organisations : Credit : 3:0:0 (Lecture :Tutorial : Practical)

CO No.	CO	PO/ PSO	Cognitive Level	Knowledge Category	Lecture (L)/ Tutorial (T)	Practical (P)
1	CO-1	1/1	U	F	3	0
2	CO-2	2/2	An	C	3	0
3	CO-3	2,3/3,4	E	M	3	0
4	CO-4	6/1,5	R,U	F	3	0
5	CO-5	7/3,4,5	C	M	3	0

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PS O7	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	-	-	-	-	-	-	3	-	-	-	-	-	-	-
CO 2	-	3	-	-	-	-	-	-	3	-	-	-	-	-	-
CO 3	-	-	2	2	-	-	-	-	3	2	-	-	-	-	-
CO 4	3	-	-	-	2	-	-	-	-	-	-	-	3	-	-
CO 5	-	-	3	2	2	-	-	-	-	-	-	-	-	3	-

Correlation Levels

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	End Semester Examinations
CO 1	✓		✓
CO 2	✓		✓
CO 3		✓	✓
CO 4		✓	✓
CO 5			✓

SEMESTER VII



University of Kerala

Discipline	PSYCHOLOGY				
Course Code	UK7DSCPSY400				
Course Title	ADVANCED RESEARCH METHODOLOGY				
Type of Course	DSC				
Semester	VII				
Academic Level	400 - 499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hours	5
Pre-requisites	-				
Course Summary	This capstone course intends to equip the students in the procedure of test construction, to familiarize data analysis and interpretation using appropriate statistical methods and softwares relevant in the field of research. students will learn the essentials of qualitative research. The course will help the students to apply the knowledge gained, to formulate and conduct a research project.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	Test construction		15
	1	Meaning and definition of test in psychology, Characteristics of a good psychological test, General step in test construction	
	2	Item writing: Meaning and types of item, Difference between essay type tests and objective type tests, general guidelines for item writing Item analysis: meaning and purpose of item analysis, Item difficulty, Item discrimination, Item bias	
	3	Reliability: meaning, Types - Test-retest, Alternate forms, Split half, Coefficient alpha, KR-20, Inter-scorer reliability. Validity: Meaning, Types- Content Validity, Face Validity, Criterion-related Validity: Predictive Validity, Concurrent Validity, Construct Validity	
	4	Norms: Types - Age, Grade, Percentile, Standardized norms	
II	Data and data collection		15

	5	Need for data collection, Meaning of data, Difference between facts and data	
	6	Nature of data- Qualitative and quantitative, Characteristics of quantitative and qualitative data, Constants, Variables	
	7	Types of data- Nominal scale, Ordinal or rank scale, Interval scale, and Ratio scale. Functions of Measurement, General problems of measurement, Sources of errors in measurement	
	8	Data collection and organization of data. Ethical considerations in collection of data	
	Methods and Techniques of Quantitative Data Analysis		16
III	9	Processing Operations - Editing, Coding, Classification, Tabulation, Elements/Types of Analysis. Descriptive Statistics, Inferential Statistics. Hypothesis Testing: Level of significance, Type I and Type II Error, Power analysis. Degree of freedom, One tailed and Two tailed tests.	
	10	Parametric tests-1: Pearson Product Moment Correlation, Multiple Regression Analysis, Discriminant function analysis, Cluster analysis. Factor analysis Basic Concepts of Factor analysis- Exploratory, Confirmatory factor analysis. Extraction Methods, Rotation, Interpretation	
	11	Parametric tests-2 : Independent samples t test, Paired samples t test, One way ANOVA, Two way ANOVA, MANOVA, ANCOVA.	
	12	Non parametric tests - Chi-square, Mann-Whitney U test, Wilcoxon-Signed Rank Test, Kruskal-Wallis test, Friedman test, Spearman Rank order correlation.	
	13	Confidence interval, effect size, odds ratio. Meta analysis. Efficacy, effectiveness and efficiency in clinical research, Randomized Controlled Trials	
	Qualitative Data, Qualitative Research		16
IV	14	Qualitative data, Characteristics of qualitative data, Advantages and disadvantages of qualitative data. Important features: Triangulation of Theory, Method and Data. Theoretical sampling, Saturation of sampling. Quantitative vs Qualitative Research.	
	15	Qualitative data collection methods- Interviews, Focus Groups, Observation, Open-Ended Surveys and Questionnaires, Case Studies, Text Analysis, Audio and Video Recordings, Hybrid Methodologies.	
	16	Data processing in qualitative studies - Identify the main themes, Assign codes to the main themes, Classify responses under the	

		main themes, Integrate themes and responses into the text of your report.	
	17	Methods of Qualitative data analysis- Content analysis, Narrative analysis, Discourse analysis, Grounded theory, Thematic analysis, Interpretive Phenomenological Analysis, Visual analysis	
	18	Ensuring quality in qualitative research. Issues of Credibility, trustworthiness, and reflexivity.	
V	Software Resources, and writing a Research report		13
	19	General analysis software - G power, R, Google-refine. Quantitative analysis software- JMP, SAS, SPSS, Stata, Sudaan, Tableau, Jamovi Qualitative analysis software- NVivo, Atlas.ti, Ethnograph, MAXQDA.	
	20	Preparing a research proposal. Components of a research proposal	
	21	Writing research reports - Structure and format of a research report - APA (American Psychological Association) style guidelines for writing in psychology	
	Total Hours		75

Practicals

Minimum 4 practicals to be conducted (two each from A and B) from the following list:

Practical-A (1 & 2 Compulsory)

1. Test Construction:

- Design a psychological test for a specific construct, ensuring it meets the characteristics of a good psychological test.
- Practice item writing by creating both essay-type and objective-type test items, following general guidelines for item writing.
- Conduct item analysis on a set of test items to determine item difficulty, discrimination, and bias.

2. Research Proposal and Report Writing:

- Develop a research proposal outlining the research objectives, methodology, and expected outcomes.
- Write a research report following the structure and format guidelines, including APA style formatting for citations and references.

Practical-B

1. Reliability and Validity Assessment:

- Calculate reliability coefficients (e.g., test-retest, split-half, Cronbach's alpha) for a given dataset to assess the reliability of a measure.
 - Assess the validity of a measure using different types of validity (e.g., content, criterion-related, construct validity) through literature review and critique.
2. Norming Procedures:
- Collect data to establish norms for a specific population using age, grade, percentile, or standardized norms.
 - Analyze normative data to understand distributional characteristics and interpret scores relative to the established norms.
3. Data Collection and Organization:
- Design a data collection plan for a research study, considering ethical considerations in data collection.
 - Practice data collection techniques such as surveys, interviews, and observations, ensuring accuracy and reliability of data.
4. Quantitative Data Analysis:
- Perform data processing operations (e.g., editing, coding, tabulation) on a dataset to prepare it for analysis.
 - Conduct descriptive and inferential statistical analyses using appropriate software (e.g., SPSS, SAS) to analyze quantitative data.
5. Qualitative Data Analysis:
- Analyze qualitative data collected through interviews, observations, or open-ended surveys using qualitative analysis software (e.g., NVivo, Atlas.ti).
 - Apply different qualitative analysis methods (e.g., content analysis, thematic analysis) to identify patterns and themes in qualitative data.
6. Software Application:
- Explore statistical analysis software (e.g., SPSS, R) and qualitative analysis software (e.g., NVivo, Atlas.ti) to perform various data analysis tasks.
 - Practice using general analysis software (e.g., G Power, Google-refine) for data visualization and manipulation tasks.

References:

- Coolican, H. (2014). *Research methods and statistics in psychology* (7th ed.). Psychology Press.
- Denicolo, P., & Becker, L. (2012). *Developing research proposals (success in research)*. Sage Publishers.
- Flick, U. (2017). *An introduction to qualitative research* (5th ed.). Sage Publishers.
- Creswell, J. W. (2014). *Research design: qualitative, quantitative, and mixed methods approaches*. 4th ed. AGE Publications.

- Creswell, J. W., & Poth, C. N. (2017). *Qualitative inquiry and research design: Choosing among five approaches*. Sage Publishers.
- Gliner, J. A., Morgan, G. A., & Leech, N. L. (2016). *Research methods in applied settings: An integrated approach to design and analysis* (3rd ed.). Routledge.
- Gravetter, F. J., & Wallnau, L. B. (2013). *Statistics for the behavioral sciences* (9th ed.). Cengage Learning.
- Gravetter, F. J., & Forzana, L. A. (2018). *Research methods for behavioral sciences* (6th ed.). Wadsworth Cengage learning.

Suggested Readings:

- Kothari, C. R., & Garg, G. (2019). *Research methodology: Methods and techniques* (4th ed.). New Age International.
- Malec, M. (2018). *Essential statistics for social research* (2nd ed.). Routledge.
- Myers, A., & Hansen, C. H. (2011). *Experimental psychology* (7th ed.). Wadsworth Publishing Company.
- O'Leary, Z. (2017). *The essential guide to doing your research project* (3rd ed.). SAGE.
- Singh, A. K. (2019). *Tests, measurements and research methods in behavioural sciences* (6th ed.). Bharati Bhawan (Publishers & Distributors).
- Singh, Y. K. (2006). *Fundamental of research methodology and statistics*. New Age International.

Web Resources:

1. [APA Style Guide for Psychology - Analysis Software](#): This resource provides information on analysis software for psychological research.
2. [ScienceDirect - Psychological Software Overview](#): This overview offers insights into psychological software, including data analysis tools and techniques for processing physiological data.
3. [Quenza - Psychological Assessment Software](#): This resource delves into psychological assessment software, offering insights into psych testing and the role of technology in mental health assessments. It discusses the challenges and advancements in psychological assessment software, providing a contemporary perspective on the topic.
4. [PsychMate® Psychology Software Tools](#): PsychMate offers a library of experiments designed to expose students to classic and current experiments in psychology. It allows students to participate in real experiments, providing immediate plots and tables of their own data for

analysis. This resource can enhance students' understanding of research methods and data collection in psychology.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO 1	Understand the steps involved in psychological test construction and standardization	U	1
CO 2	Understand the methods and techniques of data analysis	U	1
CO 3	Apply various statistical techniques and qualitative methods to analyse data	Ap	4
CO 4	Analyze quantitative and qualitative data using different softwares	Ap	4
CO 5	Evaluate different data collection methods and the ethical considerations in it	E	3, 5
CO 6	Construct a psychological test and standardize it	C	1, 3, 4, 7
CO 7	Prepare a research proposal ensuring adherence to APA style guidelines	C	1, 2, 3, 4, 5, 7

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

ADVANCED RESEARCH METHODOLOGY: Credits: 3:0:1 (Lecture:Tutorial:Practical)

CO No.	CO	PO/ PSO	Cognitive Level	Knowledge Category	Lecture (L)/ Tutorial (T)	Practical (P)
1	CO 1	1	U	F, C	4	0
2	CO 2	1	U	F, C	4	0
3	CO 3	4	Ap	P	2	2
4	CO 4	4	Ap	P	2	2
5	CO 5	3, 5	E	M	3	1
6	CO 6	1, 3, 4, 7	C	P, M	2	2
7	CO 7	1, 2, 3, 4, 5, 7	C	P, M	2	1

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PS O 1	PS O 2	PS O 3	PS O 4	PS O 5	PS O 6	PS O 7	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	-	-	-	-	-	-	-	-	3	-	-	-	-	3
CO 2	3	-	-	-	-	-	-	3	-	-	-	-	-	-	3
CO 3	-	-	-	3	-	-	-	-	-	-	3	-	-	-	-
CO 4	-	-	-	3	-	-	-	-	-	-	3	-	-	-	-
CO 5	-	-	3	-	2	-	-	-	-	3	-	2	-	-	-
CO 6	2		3	3	-	-	3	2		3	3	-	-	3	2
CO 7	2	2	3	3	3	-	2	2	2	3	3	3	-	2	2

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	End Semester Examinations
CO 1	✓		✓
CO 2	✓		✓
CO 3	✓		✓
CO 4		✓	✓
CO 5		✓	✓
CO 6	✓	✓	✓
CO 7	✓	✓	✓



University of Kerala

Discipline	PSYCHOLOGY				
Course Code	UK7DSCPSY401				
Course Title	ADVANCED COGNITIVE PROCESSES				
Type of Course	DSC				
Semester	VII				
Academic Level	400-499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hours	5
Pre-requisites	-				
Course Summary	This course explores cognitive psychology, delving into human cognition processes like attention, memory, and problem-solving. Through lectures, discussions, and practical exercises, students examine theoretical perspectives and real-world applications, including metacognition and artificial intelligence trends.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	Introduction		12
	1	Cognitive Psychology and its relevance	
	2	Cognitive development theories and perspectives	
	3	Current status and trends in cognitive Psychology: Metacognition, robotics, artificial intelligence	
II	Basic Cognitive Processes		16
	5	Attention and its Process, Models of Attention - Early Selection Theories, Late selection theories	
	6	Perception- Bottom Up theories, Top down theory. Illusion.	
	7	Classical psychophysics o Weber's law, Fechner's law, Steven's power law	
	8	Signal detection theory (SDT), Applications of SDT- Receiver operating curve	
III	Cognitive Organisation and Language		18
	9	Theories of cognitive organization- Network models (Collins & Quillian network Model, Collins & Loftus Network model), ACT & ACT*, The connectionist model (PDP). Representation of knowledge o Categories, Prototypes, Schemas, Scripts	
	10	Acquisition of declarative & procedural knowledge, Knowledge representation model based on human brain (declarative & non declarative knowledge), Meta cognition.	
	11	Psycholinguistics, Bilingualism, Structure of language – Phonology, Syntax, Semantics, Pragmatics	

IV	Higher Cognitive Processes		18
	12	Reasoning, Types- Inductive, Deductive, Propositional, Syllogistic, Analogical, Categorical, Approaches- The componential, Rules/ Heuristics, Mental models	
	13	Problem solving, Classification of problems - Well defined Vs ill defined, Routine Vs Non routine, Adversary Vs Non Adversary, Knowledge rich Vs knowledge lean problems, Strategies of problems solving – Algorithms, Heuristics, Search strategy, Means end analysis, Hill climbing, Analogical transfer, Working backward, Back tracking, Schema based models, Multiple trace model, Factors affecting problem solving - Set effects, Functional fixedness, Incubation effect, Incorrect representations, Lack of expertise	
	14	Decision making models- Utility Models (Expected Utility Theory, Multiple Attribute Utility Theory), Descriptive Model(Image Theory, Recognition-Primed Decision Making)	
V	Creativity		11
	15	Creativity: Meaning. Theories: Torrance, Getzel and Jackson, Guilford, Wallach and Kegan. Factors Affecting Creativity	
	16	Steps in creative thought. Tests of creativity.	
Total hours			75

Practicals:

Minimum three advanced tests (assessments or computerised procedures).

References

- Galotti, K. M. (2017). *Cognitive Psychology In and Out of the Laboratory*. Sage Publications: Minnesota.
- Solso, R. L. (2006). *Cognitive Psychology*. Boston: Allyn and Bacon Inc.
- Matlin, M. (1983). *Cognition*. Bangalore PRISM Books PVT. Ltd.
- Glass, A. L. (2016). *Cognition: A Neuroscience approach*. UK. Cambridge University Press.
- Sternberg, R. J. & Sternberg, K. (2012). *Cognitive psychology*. USA: Wadsworth Cengage Learning Publishers.
- Goldstein, E. B. (2011) *Cognitive Psychology: Connecting mind, research and everyday experience*. Canada: Wadsworth Cengage Learning.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Recall and summarize key concepts, theories, and perspectives in cognitive psychology.	R	PSO- 1

CO-2	Explain the role of various factors, such as attention, perception, and memory, in shaping human cognition.	U	PSO-1,2
CO-3	Utilize cognitive assessment tools and methods to evaluate cognitive functioning.	Ap	PSO-4,7
CO-4	Critically evaluate the relevance and applicability of cognitive psychology theories in understanding human behavior and cognition.	E	PSO-1,2,3

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

ADVANCED COGNITIVE PROCESSES: Credits: 3:0:1 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/ Tutorial (T)	Practical (P)
1	CO-1	PSO- 1	R	F,C	4	0
2	CO-2	PSO-1,2	U	F, C	4	0
3	CO-3	PSO-4,7	Ap	P,M	2	2
4	CO-4	PSO-1,2,3	E	P,M	3	1

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics

	Internal Exam	Assignment	End Semester Examinations
CO 1	✓		✓
CO 2	✓		✓
CO 3	✓	✓	✓
CO 4	✓		✓



University of Kerala

Discipline	PSYCHOLOGY				
Course Code	UK7DSCPSY402				
Course Title	PSYCHOTHERAPY				
Type of Course	DSC				
Semester	VII				
Academic Level	400-499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hours	5
Pre-requisites	-				
Course Summary	<p>This course offers a comprehensive overview of psychological intervention techniques. Students learn about the helping process, essential skills, and goals of psychotherapy. Major approaches, including psychoanalytic, behavioral, and cognitive-behavioral, are explored. Interviewing skills, case formulation, and motivational interviewing are covered. The course also delves into supportive psychotherapy, psychoeducation, and positive interventions. Behavioral and cognitive-behavioral techniques, group interventions, and leadership skills are emphasized. By blending theory with practical application, students gain essential skills for effective intervention in various settings.</p>				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	Introduction to Psychological Interventions		15
	1	The Helping Process: Intrapersonal Processing, Interpersonal Processing	2
	2	Helping Skills: Attending, Responding, Personalising, Initiating	2
	3	Definition and Goals of Psychotherapy; Components of Psychotherapy: The client, The therapist, The therapeutic alliance, Settings	3
	4	Overview of major Psychotherapy approaches: Psychoanalytic, Behavioural, Cognitive-Behavioural, Humanistic-existential, Family systems, Solution focused	8
II	Interviewing Skills and Case Formulation		15
	5	Basic Interviewing Skills - Attending and Responding to Verbal and Nonverbal Behaviours, Use of Open-ended and Closed-ended	5

		questions, Reflective listening, Empathetic comment, Summarising, Redirecting, Supportive Confrontation	
	6	Motivational Interviewing (MI) - Definition. Skills in MI - Engaging, Evoking, Focusing, Planning	5
	7	Case formulation: Definition, Rationale, 5 P's of case formulation	5
III	Supportive Psychotherapy, Psychoeducation and Positive Psychological Interventions		18
	8	Basic Principles, Strategies and Techniques of Supportive Psychotherapy	4
	9	Psychoeducation - Definition, Essential Components, Models	2
	10	Psychoeducation for specific clinical problems - Psychotic disorders, Mood disorders, Substance-dependence, Anxiety disorders	6
	11	Positive Psychological Interventions - Forgiveness interventions, Present and Future-focused Savouring Interventions, Strengths Interventions, Meaning-oriented interventions	6
IV	Behavioural and Cognitive- Behavioural Approaches		15
	12	Behaviour therapy: Key concepts, Processes and Applications Techniques: Relaxation techniques (JPMR), Exposure therapy, Systematic desensitization, Differential Reinforcement, Contingency management, Token economy, Time-out, Shaping, Behavioral activation	7
	13	Cognitive-behavioural therapy approaches: Ellis' Rational Emotive Behaviour Therapy. Beck's Cognitive Therapy. Cognitive distortions and Disputation techniques (empirical, logical, pragmatic)	8
	14	Assertiveness training- Verbal and Non-verbal techniques	
V	Group Interventions		12
	15	Overview of Group Leadership Skills	2
	16	Early and Later Stages of Development in a Group	2
	17	Group therapy techniques - Soliloquy, Role reversal, Empty chair, Mirror technique, Future projection, Fantasy approaches, Exaggeration technique	4
	18	Application - Group Treatment for People With Substance Use Disorders, Group Work With Older Adults, Group work with Children, Group Work in Correctional Settings	4
		Total Hours	75

Suggested Activities / Practicum

1. Following exercises can be done to familiarise students with the assessment practices and specific techniques employed in psychotherapy approaches.
 - a. Case conceptualization using 5 P's
 - b. Preparing and monitoring thought diary
 - c. Designing behavioural experiments

- d. Conducting ABC analysis
 - e. Practicing cognitive restructuring
 - f. Practicing communication of primary and advanced empathy
 - g. Constructing and analysing family genogram
2. Conduct a review of the latest research articles related to a selected psychotherapy approach and explore aspects such as effectiveness, efficacy, novel interventions, and emerging trends.
 3. Analyse how psychotherapy is portrayed in regional films/TV shows/popular media in the light of the various approaches you have studied in the course and discuss how these portrayals influence public perceptions.
 4. Revisit and review classic psychotherapy case studies.
 5. Class discussions on ethical dilemmas involved in psychotherapy practice.
 6. Observation and Shadowing: Spend time observing experienced therapists conducting sessions with clients. Shadowing allows you to see real-world application of therapeutic techniques and interventions.
 7. Role-Playing and Simulation: Engage in role-playing exercises where you can practice different therapeutic techniques and interventions in a controlled environment. This allows you to receive feedback and refine your skills.
 8. Co-Therapy Sessions: Participate in co-therapy sessions with experienced therapists, where you actively assist in conducting therapy sessions under supervision. This provides hands-on experience and allows for immediate feedback.
 9. Case Study Analysis: Analyze case studies of clients with various psychological disorders or issues. This helps you understand the process of case formulation, treatment planning, and intervention implementation.
 10. Client Intake and Assessment: Conduct client intake interviews and assessments under supervision. This involves gathering information about the client's presenting concerns, history, and goals for therapy, and formulating initial impressions.
 11. Client Follow-Up and Progress Monitoring: Follow up with clients between sessions to monitor progress, reinforce therapeutic goals, and address any emerging issues. This helps you develop skills in tracking client progress and adjusting interventions as needed.

References

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- Consoli, A. J., Beutler, L. E. & Bongar, B. M. (2017). *Comprehensive textbook of psychotherapy: Theory and practice* (2nd ed.). Oxford university press.

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- Miller, W. R. & Rollnick, S. (2012). *Motivational interviewing: Helping people change*. Guilford press.
- Johnstone, L. & Dallos, R. (Eds.). (2006). *Formulation in psychology and psychotherapy: Making sense of people's problems*. Routledge.
- Eells, T.D (2022). *Handbook of psychotherapy case formulation*. 3rd edition. Guilford press, New York.
- Parks, A. C., & Schueller, S. (Eds.). (2014). *The Wiley Blackwell handbook of positive psychological interventions*. John Wiley & Sons.
- Garfield, S. L. and Bergin, A. E. (1986). *Handbook of Psychotherapy and Behaviour change*. (III Edn) John Wiley & Sons New York.
- Corey, G. (2023). *Theory & practice of group counseling*. Cengage.
- Novalis, P. N., Singer, V., & Peele, R. (2019). *Clinical manual of supportive psychotherapy*. American Psychiatric Pub.
- Winston, A., Rosenthal, R. N., & Pinsky, H. (2004). *Introduction to supportive psychotherapy*. American Psychiatric Publishing, Inc..
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- Consoli, A. J., Beutler, L. E., & Bongar, B. M. (2017). *Comprehensive textbook of psychotherapy: Theory and practice* (2nd ed.). Oxford university press.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Demonstrate proficiency in foundational helping skills, including attending, responding, personalizing, and initiating, essential for effective psychological interventions.	U	PSO-1
CO-2	Compare major psychotherapy approaches, such as psychoanalytic, behavioral, cognitive-behavioral, and humanistic-existential, to understand their theoretical underpinnings and practical applications.	U, An, E	PSO-1, 5,7

CO-3	Apply interviewing techniques, including open-ended and closed-ended questions, reflective listening, and empathetic comments, to gather client information and establish rapport.	U, Ap, An	PSO-1, 4,7
CO-4	Utilize case formulation principles, including the 5 P's, to assess and understand client presentations, formulate treatment plans, and monitor progress over time.	Ap, An	PSO-1,3,4,7
CO-5	Implement a range of psychological intervention techniques, including supportive psychotherapy, psychoeducation, positive psychological interventions, and behavioral and cognitive-behavioral approaches, tailored to meet the needs of diverse client populations and clinical presentations.	Ap, An	PSO-1,3,4,7
CO-6	Demonstrate proficiency in group intervention skills, including group leadership, facilitating group processes, and applying specific group therapy techniques, across various client populations and treatment settings.	Ap, An,	PSO-1,3,4,7

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

PSYCHOTHERAPY: Credits: 3:0:1 (Lecture:Tutorial:Practical)

CO No.	CO	PO/ PSO	Cognitive Level	Knowledge Category	Lecture (L)/ Tutorial (T)	Practical (P)
1	CO-1	PSO-1	U	F, C	4	0
2	CO-2	PSO- 1, 5, 7	U, An	F, C	3	1
3	CO-3	PSO- 1, 4, 7	U, An	C,P	3	1
4	CO-4	PSO- 1, 3, 4, 7	Ap, An	P,M	3	1
5	CO-5	PSO- 1, 3, 4, 7	Ap, An	C,P	2	2
6	CO-6	PSO- 1, 3, 4, 7	Ap, An	C,P,M	3	1

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO 1	3	-	-	-	-	-	-	2		-	-	-	2	-	-
CO 2	3	-	-	-	2	-	2	-	2	-	2	-	2	-	3
CO 3	3	-	-	3	-	-	2	2	3	1	-	-	3	-	2

CO 4	3	-	3	3	-	-	3	3	3	-	1	1	1		-
CO 5	3	-	-	3	-	-	2	2	3	1	-	-	3	-	2
CO 6	3	-	3	3	-	-	3	3	3	-	1	1	1		-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	End Semester Examinations
CO 1	✓	✓	✓
CO 2	✓	✓	✓
CO 3	✓		✓
CO 4		✓	✓
CO 5	✓		✓
CO 6	✓		✓



University of Kerala

Discipline	PSYCHOLOGY				
Course Code	UK7DSEPSY400				
Course Title	COUNSELLING IN SPECIAL SETTINGS				
Type of Course	DSE				
Semester	VII				
Academic Level	400-499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3	-	2	5
Pre-requisites	-				
Course Summary	The Counselling in Special Settings course covers a wide range of counselling areas, including family and couple counselling, education and industry counselling, counselling for children in distress, and counselling in correctional settings. It addresses theoretical frameworks, ethical considerations, trauma care, and practical training through case studies and field visits. This course equips students with a thorough understanding of diverse counselling domains and prepares them for real-world counselling practice.				

Detailed Syllabus

Module	Unit	Content	Hrs
I	Family and Couple Counselling		15
	1	Premarital Counselling, Major theoretical frameworks in family and relationship counselling (e.g., attachment theory, systems theory, Gottman Method).	
	2	Types of family counselling. Family counselling process Conducting family assessments and genograms	
	3	Couple counselling	
	4	Ethical guidelines and multicultural considerations of practice for working with families	
II	Education and Industry		15
	5	Principles of school counselling. Role and functions of school counsellor	
	6	Application of developmental theories in school counselling practices. Mentoring, Career assessment, counselling interventions for students.	
	7	Role of counsellor in promoting workplace well-being: Alcohol abuse, Work absenteeism.	

	8	Conflict resolution techniques, coaching, mentoring and managing resistance	
	9	Strategies of intervention: Motivation Enhancement Therapy, Assertive training. Work-life balance	
III	Counselling for Child Distress		15
	10	Definition and types of Child Abuse. Trauma theory and neurobiological effects of trauma on children. Conducting Trauma-informed assessments with child abuse survivor.	
	11	Child protection and child rights counselling	
	12	Ethical guidelines for working with child abuse survivors and their families	
IV	Counselling in Correctional Settings		15
	13	Improving mental health of inmates in correctional settings.	
	14	Various approaches for counselling in correctional settings. Dealing with stigma. Trauma informed care	
	15	Preventing suicide in prison. Ethical issues, dilemmas and cautions.	
V	Case Studies and Practical Application		15
	16	Demonstrations, Role plays, exercises on Case formulation and Treatment planning, Counselling Interventions, Follow -up	
	Total Hours		75

References

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- Bowen, M. (1978). *Family therapy in clinical practice*. Jason Aronson.
- Bowlby, J. (1988). *A secure base: Parent-child attachment and healthy human development*. Basic Books
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- Crosson-Tower, C. (2016). *Understanding child abuse and neglect*. Pearson.
- Day, A., & Casey, S. (Eds.). (2017). *Forensic psychology: Crime, justice, law, interventions* (3rd ed.). Wiley
- Erford, B. T. (2018). *Transforming the school counselling profession*. Pearson.
- Goldenberg, I., & Goldenberg, H. (2016). *Family therapy: An overview*. Cengage Learning.
- Gottman, J. M., & Silver, N. (2015). *The seven principles for making marriage work: A practical guide from the country's foremost relationship expert*. Harmony Books.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Gain a deep understanding of key theoretical frameworks in family, relationship, education, industry, and correctional counselling, including attachment theory, systems theory, and trauma-informed care.	U	PSO-1,2
CO-2	Apply ethical guidelines in diverse counselling settings, such as family dynamics, child distress, correctional facilities, and diverse workplace populations, ensuring ethical practice.	Ap	PSO-1,4
CO-3	Develop proficiency in conducting family assessments, genograms, trauma-informed assessments, and tailored intervention strategies for various special settings, including premarital counselling, career assessment, child protection, and workplace well-being.	An, Ap	PSO-3,4
CO-4	Demonstrate cultural competence and sensitivity in counselling diverse clients and populations, integrating multicultural considerations into counselling practice effectively.	Ap, E	PSO-1, 2
CO-5	Apply theoretical knowledge to practical scenarios by formulating cases, planning treatments, implementing interventions, and providing follow-up support to individuals experiencing distress.	Ap	PSO-1,4

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Counselling in Special Settings: Credits: 3:0:1 (Lecture:Tutorial)

CO No.	CO	PO/ PSO	Cognitive Level	Knowledge Category	Lecture(L)/ Tutorial (T)	Practical (P)
1	CO-1	PSO-1,2	U	F, C	4	0
2	CO-2	PSO-1,4	Ap	F, C, P	4	0
3	CO-3	PSO-3,4	An, Ap	C, P	4	0
4	CO-4	PSO-1, 2	Ap, E	C, M	2	2
5	CO-5	PSO-1,4	Ap	C, P, M	2	2

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar

- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	End Semester Examinations
CO 1	✓		✓
CO 2	✓		✓
CO 3	✓		✓
CO 4		✓	✓
CO 5		✓	✓



University of Kerala

Discipline	PSYCHOLOGY				
Course Code	UK7DSEPSY401				
Course Title	LEADERSHIP AND MOTIVATION				
Type of Course	DSE				
Semester	VII				
Academic Level	400 – 499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hours	5
Pre-requisites	-				
Course Summary	This course provides a comprehensive exploration of leadership within organizational contexts, focusing on various leadership styles, skills, and responsibilities. Students will examine the concepts of responsible leadership, including authentic, ethical, and positive leadership, as well as theories and applications of motivation. Additionally, the course covers empowerment and team building strategies to enhance organizational performance and effectiveness.				

Detailed Syllabus

Module	Unit	Content	Hrs
I	Leadership in an Organization		15
	1	Leadership styles	
	2	Roles and activities of leadership	
	3	Leadership skills	
	4	Responsible leadership - Authentic leadership, Ethical leadership, Abusive supervision and servant leadership and positive leadership	
	5	Positive leadership - Trust, Mentoring, Leading in times of crisis	
II	Theories of Leadership		15
	6	Trait theories of leadership	
	7	Behavioral theories of leadership	
	8	Contingency theories of leadership - The Fielder model, Situational leadership theory, Path-goal theory, Leader participation model	
	9	Contemporary theories of leadership - Leader-member exchange theory, charismatic leadership, Transactional and transformational theory	
III	Motivation: Introduction and Theories		15
	10	Definition and basic motivation process	
	11	Early theories of motivation - Hierarchy of needs theory, Two factor theory, McClelland's theory of needs	

	12	Contemporary theories of motivation - Self-determination theory, Goal setting theory	
	13	Equity theory - Distributive justice, Procedural justice, Interactional justice, Justice outcomes, Promoting justice, Culture, and justice	
IV	Applications of Motivation		15
	14	Job Characteristics model	
	15	Job redesign - Job rotation, Job enrichment, Relational job design	
	16	Alternative work arrangements - Flexitime, Job sharing, Telecommuting	
	17	Employee involvement	
	18	Using rewards -Pay structure, Variable pay programs. Flexible benefits, Employee recognition programs	
V	Empowerment and Team Building		15
	19	Understanding empowerment and Team Building in Organizations, Empowering employees for motivation	
	20	Team roles and responsibilities, Effective team communication and collaboration	
	21	Impact of empowerment in team performances, Building High Performance Team	
		Total	75

Practical :

1. Leadership styles assessment
2. Employee Motivation questionnaire
3. Case study of successful leadership
4. Team building exercise.

References

Daft, R.L. (2014). *The leadership experience* (6th ed.). Cengage Learning.

Katzenbach, J.R., & Smith. D.K.(2015). *The wisdom of teams: Creating the high-performance organization*. Harvard Business Review Press.

Luthans, F. (2011). *Organisational Behaviour: An evidence-based approach*. Mc GrawHill/Irwin

Northouse, P.G. (2018). *Leadership: Theory and Practice* (8th ed.). Sage Publications.

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Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand various leadership styles, roles, and skills	U	PSO-1,3

CO-2	Explore contingency and contemporary theories, analyzing how situational factors and modern leadership approaches influence organizational outcomes.	U, An	PSO-1,3,4
CO-3	Analyse of both early and contemporary theories of leadership and motivation along with their implications on organizational behavior and culture.	U, An	PSO-1,3,4
CO-4	Understand the Job Characteristics model and Job redesign methods.	R,U	PSO-1,3
CO-5	Apply the empowerment principles and team dynamics within organizations.	U,Ap	PSO-1,3

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Leadership and Motivation: 3:0:1 (Lecture:Tutorial:Practical)

CO No.	CO-1	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/ Tutorial (T)	Practical (P)
1	CO-2	5/1,3	U	F	4	0
2	CO-3	4,5/ 3,4	U, An	F,P	2	2
3	CO-4	1/3,4	U, An	F	4	0
4	CO-5	6/1,3	R,U	F	4	0
5	CO-1	2,3 /1,3	U, Ap	F,P	2	2

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PS O7	PO 1	PO 2	PO 3	PO 4	PO 5	P O6	P O7	P O8
CO 1	3	-	2	-	-	-	-	-	-	-	-	3	-	-	-
CO 2	3	-	3	2	-	-	-	-	-	-	3	3	-	-	-
CO 3	3	-	3	2	-	-	-	-	-	-	-	3	-	-	-
CO 4	3	-	2	-	-	-	-	-	-	-	-	-	3	-	-
CO 5	2	-	2	-	-	-	-	2	2	2	-	-	-	-	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	End Semester Examinations
CO 1	✓		✓
CO 2	✓		✓
CO 3		✓	✓
CO 4		✓	✓
CO 5		✓	✓



University of Kerala

Discipline	PSYCHOLOGY				
Course Code	UK7DSEPSY402				
Course Title	NEUROPSYCHOLOGY				
Type of Course	DSE				
Semester	VII				
Academic Level	400-499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hours	5
Pre-requisites	-				
Course Summary	<p>This course provides an introduction to neuropsychology, exploring its history, techniques, methods, advancements, disorders, and management strategies. Students will learn about the functional organization of the cortex, with specific focus on the brain lobes and the symptoms of lesions. The course also covers neurological conditions and neuropsychological aspects of major psychiatric disorders. Students will also be familiarised with assessment and intervention approaches employed in the field. Practical aspects include exposure to neuropsychological testing facilities, administering tests, and engaging in case discussions.</p>				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	Foundations of Neuropsychology		15
	1	Introduction to Neuropsychology: Historical overview, The practice of Neuropsychology, Branches of Neuropsychology, Contributions from allied fields	
	2	The methods of investigating the brain: Neurohistology techniques, Radiologic procedures, Electrophysiologic procedures, Imaging of brain metabolism, Magnetic imaging procedures, Cerebrospinal fluid studies, Behavioral examinations	
II	Brain Lobes: Functions and Syndromes		15
	3	Frontal lobe: Theory of frontal lobe function, Executive functions of the frontal lobe networks, Symptoms of frontal lobe lesions	

	4	Temporal lobe: Theory of temporal lobe function, Symptoms of temporal lobe lesions	
	5	Parietal lobe: Theory of parietal lobe function, Somatosensory symptoms of parietal lesions, Symptoms of posterior parietal damage	
	6	Occipital lobe: Theory of occipital lobe function, Disorders of visual pathways, Disorders of cortical functions, Visual agnosia	
III	Neurological Conditions and Neuropsychological Profile of Psychiatric Disorders		15
	7	Neurological conditions: Traumatic brain injury, Epilepsy, Tumors, Headaches, Multiple sclerosis, Parkinson disease, Cerebrovascular disorders	
	8	Neuropsychological profile of psychiatric disorders: Schizophrenia, Mood disorders- major depressive disorder, bipolar disorder, Anxiety disorders, Post-traumatic stress disorder, Personality disorders, Substance use disorders	
IV	Neuropsychological Assessment and Interventions		15
	9	Assessment: <ul style="list-style-type: none"> - Goals of neuropsychological assessment - Assessment batteries: NIMHANS Neuropsychological Battery, Legacy tests- (Luria-Nebraska Neuropsychological Battery, Halstead-Reitan Neuropsychological Battery), Pediatric Neuropsychological Testing, Addenbrooke's Cognitive Examination (ACE), Montreal Cognitive Assessment (MoCA) - Computerized testing: Cambridge Neuropsychological Test Automated Battery (CANTAB), CNS Vital Signs (CNS-VS) - Neuropsychological report writing 	
	10	Interventions: Neuropsychological rehabilitation in traumatic brain injury, neurological conditions and psychiatric disorders, Neurofeedback training, Novel forms of cognitive rehabilitation, Technology-based interventions	
V	Class discussions/Field exposure		15
	11	<ul style="list-style-type: none"> - Discuss the current trends and innovative research ideas happening in the field of Neuropsychology. - Faculty supervised journal article discussions on current advancements in Neuropsychology. - Field exposure- visit a facility offering Neuropsychological testing/interventions 	
	Total hours		75

Practicals

Minimum 4 practicals to be conducted from the following list:

1. Bender Gestalt Test

2. Rey Auditory Verbal Learning Test
3. Digit Vigilance Test
4. Rey-Osterrieth Complex Figure Test
5. Corsi Block Tapping Test (Computerised)
6. Trail Making Test (Computerised)
7. Tower of London (Computerised)

Note: The computerised tests can be administered using PEBL or any other free softwares.

Demonstrations

Students can be familiarised with any of the comprehensive neuropsychological assessment batteries

1. NIMHANS Neuropsychological Battery
2. Cambridge Neuropsychological Test Automated Battery (CANTAB)
3. CNS Vital Signs (CNS-VS)

References

- Kolb, B., & Whishaw, I. Q. (2021). *Fundamentals of human neuropsychology*. 8th edition. Macmillan.
- Boyle, G. J., Golden, C. J., Stein, D. J., & Stern, Y. (2023). *The SAGE Handbook of Clinical Neuropsychology: Clinical neuropsychological assessment and diagnosis*. Sage.
- Elias, L. J., & Saucier, D. M. (2018). *Neuropsychology: Clinical and experimental foundations*. Pearson.
- Wilson, B. A., Winegardner, J., van Heugten, C. M., & Ownsworth, T. (Eds.). (2017). *Neuropsychological rehabilitation: The international handbook*. Psychology Press.
- Stirling, J., & Elliott, R. (2010). *Introducing Neuropsychology*. (2nd ed.). Routledge.
- Beaumont, J. G. (2008). *Introduction to neuropsychology*. Guilford Press.
- Zillmer, E.A., Spiers, M.V., & Culbertson, W.C. (2008). *Principles of neuropsychology* (2nd ed.). Thomson Wadsworth.
- Sohlberg, M. M., & Mateer, C. A. (Eds.). (2001). *Cognitive rehabilitation: An integrative neuropsychological approach*. Guilford Press.

Web resource

The PEBL Project. (2019). *PEBL: The psychology experiment building language*. Retrieved from <https://pebl.sourceforge.net>

Course Outcomes

No.	Upon completion of the course, the graduate will be able to	Cognitive Level	PSO addressed
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CO-1	Demonstrate an understanding of the basic principles, branches and practice of Neuropsychology	U	PSO-1
CO-2	Discuss the methods employed in investigating brain-behaviour relationship	U, An	PSO-1
CO-3	Explain the functions of brain lobes and associated syndromes	U, An	PSO-1
CO-4	Discuss the features of major neurological conditions and the neuropsychological profile of psychiatric disorders	U, An	PSO-1
CO-5	Demonstrate an understanding of the applications of major neuropsychological assessments	U, An, Ap	PSO-1,2,7
CO-6	Explain the applications of neuropsychological rehabilitation in treating traumatic brain injury, neurological conditions and psychiatric disorders	U, An	PSO-1,2,7
CO-7	Use assessment tools to investigate various aspects of neuropsychological functioning	An, Ap	PSO-1,4,7

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Neuropsychology. Credits: 3:0:1 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/ Tutorial (T)	Practical (P)
CO-1	CO-1	1,6/ PSO-1	U	F	3	1
CO-2	CO-2	1,3,6/ PSO-1	U, An	C	3	1
CO-3	CO-3	6/ PSO-1	U, An	C	3	1
CO-4	CO-4	1,3,6/ PSO-1	U, An	C	4	0
CO-5	CO-5	3,6/ PSO-1,2,7	U, An, Ap	C	3	1
CO-6	CO-6	1,2,3,6/ PSO-1,2,7	U, An	C,P	3	1
CO-7	CO-7	3,5,6 PSO-1,4,7	An, Ap	C,P	0	4

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PS O7	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	-	-	-	-	-	-	3	-	-	-	-	3	-	1
CO 2	3	-	-	-	-	-	-	3	-	2	-	-	2	-	-
CO 3	3	-	-	-	-	-	-	-	-	-	-	-	3	-	-
CO 4	3	-	-	-	-	-	-	3	-	2	-	-	3	-	-
CO5	2	2	-	-	-	-	2	-	-	3	-	-	2	-	-
CO6	2	2	2	-	2	1	3	3	2	2	1	-	3	-	-
CO7	2	-	-	3	-	-	3	-	-	2	-	3	3	3	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	End Semester Examinations
CO 1	✓		✓
CO 2	✓	✓	✓
CO 3	✓	✓	✓
CO 4	✓		✓
CO5	✓	✓	✓
CO6	✓		✓
CO7	✓		✓



University of Kerala

Discipline	PSYCHOLOGY				
Course Code	UK7DSEPSY403				
Course Title	ADVANCED COGNITIVE PSYCHOLOGY				
Type of Course	DSE				
Semester	VII				
Academic Level	400-499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hours	5
Pre-requisites	-				
Course Summary	This course provides an overview of cognitive psychology, covering its relevance, developmental theories, and current trends, including metacognition and artificial intelligence. Students will delve into basic cognitive processes such as attention, perception, and psychophysics, and explore cognitive organization, language, and knowledge representation. Additionally, they will examine higher cognitive processes like reasoning, problem-solving, decision-making, and creativity, including theories, models, and factors influencing these processes.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	Introduction		15
	1	Cognitive Psychology and its relevance	
	2	Cognitive development theories and perspectives	
	3	Current status and trends in cognitive Psychology: Metacognition, Robotics, Artificial intelligence.	
II	Basic Cognitive Processes		16
	5	Attention and its Process, Models of Attention - Early Selection Theories, Late selection theories	
	6	Perception- Bottom Up theories, Top down theory	
	7	Classical psychophysics o Weber's law, Fechner's law, Steven's power law	
	8	Signal detection theory (SDT), Applications of SDT- Receiver operating curve	
III	Cognitive Organisation and Language		16
	9	Theories of cognitive organization- Network models (Collins & Quillian network Model, Collins & Loftus Network model), ACT & ACT*, The connectionist model (PDP). Representation of knowledge o Categories, Prototypes, Schemas, Scripts	

	10	Acquisition of declarative & procedural knowledge, Knowledge representation model based on human brain (declarative & non declarative knowledge), Meta cognition.	
	11	Psycholinguistics, Bilingualism, Structure of language – Phonology, Syntax, Semantics, Pragmatics	
	12	AI based language generation	
IV	Higher Cognitive Processes		16
	13	Reasoning, Types- Inductive, Deductive, Propositional, Syllogistic, Analogical, Categorical, Approaches- The componential, Rules/ Heuristics, Mental models	
	14	Problem solving, Classification of problems - Well defined Vs ill defined, Routine Vs Non routine, Adversary Vs Non Adversary, Knowledge rich Vs knowledge lean problems, Strategies of problems solving – Algorithms, Heuristics, Search strategy, Means end analysis, Hill climbing, Analogical transfer, Working backward, Back tracking, Schema based models, Multiple trace model, Factors affecting problem solving - Set effects, Functional fixedness, Incubation effect, Incorrect representations, Lack of expertise	
	15	Decision making models- Utility Models (Expected Utility Theory, Multiple Attribute Utility Theory), Descriptive Model(Image Theory, Recognition-Primed Decision Making)	
V	Creativity		12
	17	Creativity: Meaning. Theories: Torrance, Getzel and Jackson, Guilford, Wallach and Kegan. Factors Affecting Creativity	
	18	Steps in creative thought. Tests of creativity.	
	Total Time		75

Practicals:

Minimum three advanced tests (assessments or computerised procedures)

References

- Galotti, K. M. (2017). *Cognitive Psychology In and Out of the Laboratory*. Sage Publications: Minnesota.
- Solso, R. L. (2006). *Cognitive Psychology*. Boston: Allyn and Bacon Inc.
- Matlin, M. (1983). *Cognition*. Bangalore PRISM Books PVT. Ltd.
- Glass, A. L. (2016). *Cognition: A Neuroscience approach*. UK. Cambridge University Press.
- Sternberg, R. J. & Sternberg, K. (2012). *Cognitive psychology*. USA: Wadsworth Cengage Learning Publishers.
- Goldstein, E. B. (2011) *Cognitive Psychology: Connecting mind, research and everyday experience*. Canada: Wadsworth Cengage Learning.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Recall and summarize key concepts, theories, and perspectives in cognitive psychology.	R	PSO- 1
CO-2	Explain the role of various factors, such as attention, perception, and memory, in shaping human cognition.	U	PSO-1,2
CO-3	Utilize cognitive assessment tools and methods to evaluate cognitive functioning.	Ap	PSO-4,7
CO-4	Critically evaluate the relevance and applicability of cognitive psychology theories in understanding human behavior and cognition.	E	PSO-1,2,3

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

ADVANCED COGNITIVE PSYCHOLOGY: Credits: 3:0:1 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/ Tutorial (T)	Practical (P)
1	CO-1	PSO- 1	R	F	4	0
2	CO-2	PSO-1,2	U	F	4	0
3	CO-3	PSO-4,7	Ap	P	2	2
4	CO-4	PSO-1,2,3	E	M	4	0

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics

	Internal Exam	Assignment	End Semester Examinations
CO 1	✓		✓
CO 2	✓		✓
CO 3	✓	✓	✓
CO 4	✓		✓



University of Kerala

Discipline	PSYCHOLOGY				
Course Code	UK7DSEPSY404				
Course Title	MENTAL HEALTH PROMOTION AND PREVENTION IN SCHOOLS				
Type of Course	DSE				
Semester	VII				
Academic Level	400-499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hours	5
Pre-requisites	- .				
Course Summary	<p>This course provides an in-depth exploration of the importance of mental health in schools and the strategies for promoting and protecting students' mental health and psychosocial well-being. It examines indicators of positive child mental health, risks, protective factors, and determinants of mental health, drawing from UNICEF and WHO reports. Additionally, the course delves into evidence-based interventions for prevention and mental health promotion, including the formation of prevention teams, conducting needs assessments, and implementing school-wide positive behavior support. Furthermore, it explores the role of school counseling programs, teacher-student relationships, and parent involvement in fostering a supportive and mentally healthy school environment.</p>				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	Importance of Mental Health in Schools		15
	1	Indicators of Positive Child Mental health	
	2	Risks, protective factors and determinants of mental health and psychosocial well-being (UNICEF report, 2022) - World of the child, World around the child, World at large	
	3	Five essential pillars for promoting and protecting mental health and psychosocial well-being in schools and learning environments - UNICEF	
	4	Reasons Why Mental Health and Psychosocial Support in Schools and Learning Environments is Important - UNICEF	
	5	Core values of mental health promoting schools (WHO, 2021)	
II	Evidence-based Interventions for Prevention		16
	6	Essentials of Prevention Work in Schools: Formation of a prevention team, Conducting Needs Assessment, Conducting Social Network Analysis, Conducting Training Programs - Didactic and Competency Training, Collaborative Strategic Planning based on Problem-solving model	

	7	Response-to-Intervention model - Components	
	8	Functional Behaviour Assessment - Definition; Assumptions of the functional model of behavior; Setting events, Antecedents, Behaviour, Consequences; Overview of the Three-tiered model of FBA	
	9	Evidence-Based Prevention of Externalizing Disorders	
	10	Evidence-Based Prevention of Internalizing Disorders	
	11	Preventing School Dropout	
III	Evidence-Based Interventions for Mental Health Promotion		16
	12	Mental health Promotion - Definition	
	13	Life Skills Framework - WHO	
	14	Social Emotional Learning (SEL) - Definition, Competencies of SEL Benefits of SEL programs Guidelines for Educators for promotion of SEL Instructional methods for Implementing SEL	
	15	School-wide Positive Behavior Support - Definition, Core features, Conceptual Characteristics Summary of Primary tier, Secondary tier and Tertiary tier School-wide Positive Behaviour Support Interventions	
IV	Working with Teachers		16
	16	Mental health literacy definition; Strategies for Improving Mental health literacy of teachers	
	17	Enhancing Communication and Strengthening Teacher-Student Relationships	
	18	Improving teacher well-being	
	19	Strategies for Improving Teacher-Parent Collaboration	
V	Engaging Families through Partnerships		12
	20	Conjoint Behavioural Consultation - Definition, Goals, Objectives	
	21	Models for Parent Involvement - Hoover-Dempsey, Epstein	
	22	Strategies for encouraging parent involvement	
	23	Steps to Increase Active Parental Role Construction, Steps to Increase Parents' Sense of Efficacy	
		Total Hours	75

References:

Module I

1. World Health Organization. (2021). Mental health in schools: a manual.
2. UNICEF, The State of the World's Children 2021: On My Mind – Promoting, protecting and caring for children's mental health, UNICEF, New York, October 2021.
3. Roncs, M., & Hoagwood, K. (2000). School-based mental health services: A research review. *Clinical child and family psychology review*, 3, 223-241.
4. Weare, K. (2013). *Promoting mental, emotional and social health: A whole school approach*. Routledge.
5. Durlak, J. A. (1995). *School-based prevention programs for children and adolescents* (Vol. 34). Sage.
6. Barry, M. M. (2019). Mental health Promotion in Schools. *Implementing Mental Health Promotion*, 303-334.

Module II

1. VanDerHeyden, A. M., & Burns, M. K. (2010). *Essentials of response to intervention* (Vol. 79). John Wiley & Sons.
2. Macklem, G. L. (2014). *Preventive mental health at school*. New York, NY.
3. Forman, S. G. (2015). *Implementation of mental health programs in schools: A change agent's guide*. American Psychological Association.
4. Crone, D., & Horner, R. (2003). Building positive support systems in schools: Functional behavioral assessment.
5. Filter, K. J., & Alvarez, M. (2012). *Functional behavioral assessment: A three-tiered prevention model*. Oxford University Press, USA.
6. Life Skills Training Manual. CBSE.
7. Handbook of Activities on Life Skills. American India Foundation.
8. Comprehensive Life Skills Framework: Rights based and Life cycle approach to building skills for empowerment. UNICEF.

Module III

1. Black, D. L. (2021). *Essentials of social emotional learning (SEL): The complete guide for schools and practitioners*. John Wiley & Sons.
2. Margaret M. Barry, Aleisha Mary Clarke, Katherine Dowling, "Promoting social and emotional wellbeing in schools.", Health Education.
3. Elias, M., Zins, J. E., & Weissberg, R. P. (1997). *Promoting social and emotional learning: Guidelines for educators*. Ascd.
4. Weare, K. (2013). *Promoting mental, emotional and social health: A whole school approach*. Routledge.
5. Sailor, W., Dunlap, G., Sugai, G., & Horner, R. (Eds.). (2009). *Handbook of positive behavior support*. New York, NY: Springer.
6. Macklem, G. L. (2014). *Preventive mental health at school*. New York, NY.

Module IV

1. Hue, M. T., & Li, W. S. (2008). *Classroom management: Creating a positive learning environment* (Vol. 1). Hong Kong University Press.
2. Elias, M., Zins, J. E., & Weissberg, R. P. (1997). *Promoting social and emotional learning: Guidelines for educators*. Ascd.
3. Weare, K. (2013). *Promoting mental, emotional and social health: A whole school approach*. Routledge.

Module V

1. Sheridan, S. M., & Kratochwill, T. R. (2007). *Conjoint behavioral consultation: Promoting family-school connections and interventions*. Springer Science & Business Media.
2. Hornby, G. (2011). *Parental involvement in childhood education: Building effective school-family partnerships* (Vol. 53, No. 9). New York: Springer.
3. Epstein, J. L., Sanders, M. G., Sheldon, S. B., Simon, B. S., Salinas, K. C., Jansorn, N. R., ... & Williams, K. J. (2018). *School, family, and community partnerships: Your handbook for action*. Corwin Press.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand the importance of mental health in schools and the indicators of positive child mental health.	U	1,2
CO-2	Analyze the risks, protective factors, and determinants of mental health and psychosocial well-being in school settings based on UNICEF and WHO reports.	An	1,3
CO-3	Identify the essential pillars for promoting and protecting mental health in schools and learning environments as outlined by UNICEF.	An	1,3,4
CO-4	Evaluate evidence-based interventions for prevention and mental health promotion in schools, including response-to-intervention models and functional behavior assessment.	E	1,3,4
CO-5	Implement strategies for enhancing communication, strengthening teacher-student relationships, and improving teacher-parent collaboration to support students' mental health and well-being.	Ap,C	1,3,4,7
CO-6	Develop skills in promoting mental health literacy among teachers, engaging families through partnerships, and increasing active parental involvement in school-based mental health initiatives.	Ap	1,3,4,7

R-Remember, U-Understand, Ap-Apply, An-Analyze, E-Evaluate, C-Create

Mental Health Promotion and Prevention in Schools: Credits: 3:0:1 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/ Tutorial (T)	Practical (P)
1	CO-1	1,2	U	F,C	4	0
2	CO-2	1,3	An	F,C	3	1
3	CO-3	1,3,4	An	F,C,P	4	0
4	CO-4	1,3,4	E	F,C,M	2	2
5	CO-5	1,3,4,7	Ap,C	F,C,P	2	2

6	CO-6	1,3,4,7	Ap	F,C,P	2	2
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F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	End Semester Examinations
CO 1	✓		✓
CO 2	✓	✓	✓
CO 3	✓	✓	✓
CO 4	✓		✓
CO5	✓	✓	✓
CO6	✓		✓