



KANNUR UNIVERSITY
കണ്ണൂർ സർവകലാശാല

(Abstract)

The Scheme (Full) and Syllabus (Second Semester only) of the FYUG BSc Psychology and Neuroscience Programme in Affiliated Colleges under Kannur University - Approved and implemented w. e. f. 2025 admission - Orders issued

ACADEMIC C SECTION

ACAD C/ACAD C1/21601/2024

Dated: 02.06.2026

Read:-1.U.O No.ACAD C/ACAD C1/21601/2024 dated 28.07.2025

2. Orders of the Vice- Chancellor in the file of even No. dated 23.02.2026
3. E mail dated 27.02.2026 from the Dean, Faculty of Science
4. E mail dated 13.03.2026 from the Principal Government Model Degree College (RUSA) Mananthavady.
5. Orders of the Vice Chancellor in the file of even No. dated 13.04.2026
6. E mail dated 21.04.2026 from the HoD, Behavioural Science.
7. Orders of the Vice Chancellor in the file of even No. dated 07.05.2026
8. Minutes of the meeting of the Standing Committee of the Academic Council held on 16.05.2026
9. Orders of the Vice Chancellor in file of even No dated 01.06.2026

ORDER

1. As per the paper read (1) above, the syllabus prescribed for the FYUG First Semester B.Sc. Psychology Programme was ordered to be followed for the First Semester of the FYUG B.Sc. Psychology and Neurosciences Programme in affiliated colleges under Kannur University with effect from 2025 admission.
2. Subsequently, as per the orders of the Vice-Chancellor, a letter was sent to the Principal, Government Model Degree College (RUSA), Mananthavady, requesting the submission of the draft syllabus of the B.Sc. Psychology and Neurosciences Programme from the Second Semester onwards. The Second Semester Syllabus forwarded by the Chairperson, Board of Studies in Psychology, was also forwarded to the Dean, Faculty of Science, for verification.
3. The Dean, Faculty of Science, as per the paper read (3) above, informed that the syllabus could not be approved without the complete scheme and syllabus. Thereafter, the Principal paper read (4) above submitted the full scheme and the syllabus of the Second Semester and requested that the second semester syllabus be approved at the earliest.
4. Considering the exigency of the matter , the Vice-Chancellor ordered to place the matter, along with the recommendation of the Dean, before the Standing Committee of the Academic Council for consideration. Further, the Vice-Chancellor entrusted the HoD, Behavioural Science, with the verification of the scheme and syllabus, as per the paper read (5) above.
5. Subsequently, the full scheme and the second semester syllabus of the B.Sc. Psychology



and Neurosciences Programme were forwarded to the HoD, Behavioural Science, for verification, and the HoD, recommended its approval vide the paper read (6) above .

6. Considering the matter, the Vice-Chancellor ordered to place the full scheme and the second semester syllabus of the B.Sc. Psychology and Neurosciences Programme before the Standing Committee of the Academic Council for consideration, as per the paper read (7) above.
7. The Standing Committee of the Academic Council, held on 16.05.2026, recommended approval of the full scheme and the second semester syllabus of the B.Sc. Psychology and Neurosciences Programme for implementation with effect from 2025 admission, vide the paper read (8) above.
8. The Vice-Chancellor, after considering the recommendations of the Standing Committee of the Academic Council, and in exercise of the powers of the Academic Council conferred under Section 11(1), Chapter III of the Kannur University Act, 1996, and all other enabling provisions read together therewith, approved the full scheme and the second semester syllabus of the B.Sc. Psychology and Neurosciences Programme in affiliated colleges under Kannur University with effect from 2025 admission, subject to reporting the same to the Academic Council.
9. The full scheme and the second semester syllabus of the B.Sc. Psychology and Neurosciences Programme in affiliated colleges under Kannur University with effect from 2025 admission are appended to this U.O. and uploaded on the University website.

Orders are issued accordingly.




Sd/-

Jisha K P
Assistant Registrar II
For REGISTRAR

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

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

Forwarded / By Order


SECTION OFFICER





KANNUR UNIVERSITY

BOARD OF STUDIES, PSYCHOLOGY (Cd)

SYLLABUS FOR B.SC PSYCHOLOGY AND NEUROSCIENCE

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

CHOICE BASED CREDIT AND SEMESTER SYSTEM

(2025 ADMISSION ONWARDS)



PREFACE

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

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

The development of this syllabus has been a collaborative effort. Valuable insights were contributed by subject experts in psychology and neuroscience, members of the Board of Studies, faculty from affiliated colleges, and research scholars. Their collective experience and commitment have helped shape a curriculum that reflects both academic rigour and contemporary developments in the field.



Kannur University FYUGP - Regulations and Curriculum Framework - 2024

Introduction

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

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

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

Apart from ensuring quality education, the proposed KU-FYUGP is intended to make curriculum and courses more student-centric and industry-centric. The transformative initiative introduces holistic and multidisciplinary undergraduate education that would help develop all capacities of human beings - intellectual, aesthetic, social, physical, emotional, ethical, and moral - in an integrated manner; soft skills, such as complex problem solving, critical thinking, creative thinking, communication skills; and rigorous specialization in a chosen field (s) of learning. It proposes the adoption of flexible curricular structures to enable creative combinations of disciplinary areas for study in multidisciplinary contexts that would also allow flexibility in course options that would be on offer to students, in addition to rigorous specialization in a subject or subjects. It provides self-paced learning and options for multiple entry, exit and re-entry points. The curriculum and syllabus of the restructured KU-FYUGP emphasises an outcome-based approach, centred around the needs and capabilities of students. This approach, rooted in Outcome Based Education (OBE), focuses on defining what students should be able to do, setting predetermined achievement outcomes. It surpasses traditional structured tasks, requiring students to actively engage in learning processes and demonstrate their skills through more challenging tasks and higher-order thinking. In this instructional model, learning takes precedence in education, with teaching serving as a facilitator and



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

Graduate Attributes

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

Program Outcomes (POs):

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



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

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

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

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

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

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

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



Programme Specific Outcome of FYUGP Psychology

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

Mapping of PSOs to POs

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



FYUGP PSYCHOLOGY AND NEUROSCIENCE

Category	Course Code	Course Name	C r e d i t	Hours Per Week			Marks		
				L	P	T	C E	E S A	Tot al
SEMESTER 1									
DSC (Major & Minor)	KU1DSCPSY100	FOUNDATIONS OF PSYCHOLOGY	4	3	2	-	35	65	100
DSC (Major & minor)	KU1DSCPSY101	SOCIAL BEHAVIOUR	4	4	-	1	30	70	100
MDC	KU1MDCPSY100	STRESS MANAGEMENT	3	3	-	-	25	50	75
SEMESTER 2									
DSC (Major & minor)	KU2DSCPSN102	COGNITION AND HUMAN BEHAVIOUR	4	3	2	-	35	65	100
DSC (Minor)	KU2DSCPSN103	HEALTH AND LIFESTYLE	4	4	-	1	30	70	100
MDC	KU2MDCPSN101	PSYCHOLOGY OF LOVE AND FRIENDSHIP	3	3	-	-	25	50	75
SEMESTER 3									
DSC	KU3DSCPSN200	COGNITIVE PROCESS	4	3	2	-	35	65	100
DSC	KU3DSCPSN201	BIOPSYCHOLOGY	4	4	-	1	30	70	100
DSC	KU3DSCPSN202	ORGANIZATIONAL BEHAVIOUR	4	4	-	1	30	70	100
DSC	KU3DSCPSN203	SOFTSKILLS FOR PERSONAL DEVELOPMENT	4	4	-	1	30	70	100
VAC	KU3VACPSN200	INTRODUCTION TO MENTAL HEALTH LITERACY	3	3	-	-	25	50	75
SEMESTER 4									
DSC	KU4DSCPSN204	NEUROPSYCHOLOGY	4	3	2	-	35	65	100
DSC	KU4DSCPSN205	DEVELOPMENTAL PSYCHOLOGY	4	4	-	1	30	70	100
DSC	KU4DSCPSN206	SOCIAL PSYCHOLOGY	4	4	-	1	30	70	100
VAC	KU4VACPSN201	PSYCHOLOGICAL ADJUSTMENT IN THE 21ST CENTURY	3	3	-	-	25	50	75
VAC	KU4VACPSN202	SCIENCE OF WELLBEING	3	3	-	-	25	50	75
SEC	KU4SECPSN200	PSYCHOLOGICAL FIRST AID	3	3	-	-	25	50	75
SEMESTER 5									
DSC	KU5DSCPSN300	THEORIES OF PERSONALITY	4	4	-	1	30	70	100
DSC	KU5DSCPSN301	PSYCHOLOGICAL TESTING AND MEASUREMENTS	4	3	2	-	35	65	100
DSC	KU5DSCPSN302	PSYCHOPATHOLOGY	4	4	-	1	30	70	100
DSE	KU5DSEPSN300	POSITIVE PSYCHOLOGY	4	4	-	1	30	70	100
DSE	KU5DSEPSN301	SOCIAL NEUROSCIENCE	4	4	-	1	30	70	100
DSE	KU5DSEPSN302	CYBERPSYCHOLOGY	4	4	-	1	30	70	100
DSE	KU5DSEPSN303	COMMUNITY PSYCHOLOGY	4	4	-	1	30	70	100
SEC	KU5SECPSN300	MEDICAL AND CLINICAL HYPNOSIS	3	3	-	-	25	50	75
SEMESTER 6									
DSC	KU6DSCPSN303	RESEARCH METHODOLOGY	4	4	-	1	30	70	100
DSC	KU6DSCPSN304	PRINCIPLES OF COUNSELLING PSYCHOLOGY	4	3	2	-	35	65	100
DSC	KU6DSCPSN305	CLINICAL PSYCHOLOGY AND NEUROSCIENCE	4	4	-	1	30	70	100
DSE	KU6DSEPSN304	NEUROANATOMY	4	4	-	1	30	70	100



FYUGP PSYCHOLOGY AND NEUROSCIENCE

DSE	KU6DSEPSN305	LIFESPAN DEVELOPMENT	4	4	-	1	30	70	100
DSE	KU6DSEPSN306	EDUCATIONAL PSYCHOLOGY	4	4	-	1	30	70	100
SEC	KU6SECPSN301	SKILLS IN COUNSELLING	3	3	-	-	25	50	75
INT	KU6INTPSN300	SUMMER INTERNSHIP	2	4	-	1	15	35	50
SEMESTER 7									
DSC	KU7DSCPSN400	COGNITIVE NEUROSCIENCE	4	4	-	1	30	70	100
DSC	KU7DSCPSN401	PSYCHODIAGNOSTICS	4	3	2	-	35	65	100
DSC	KU6DSCPSN402	EVOLUTIONARY PSYCHOLOGY	4	4	-	1	30	70	100
DSC	KU7DSCPSN403	REHABILITATION PSYCHOLOGY	4	4	-	1	30	70	100
DSC	KU7DSCPSN404	COUNSELLING IN SPECIAL SETTINGS	4	4	-	1	30	70	100
DSC	KU7DSCPSN405	THEORIES AND APPLICATIONS OF PSYCHOTHERAPY	4	4	-	1	30	70	100
SEMESTER 8									
DSC	KU8DSCPSN406	RESEARCH METHODOLOGY AND DATA ANALYSIS	4	3	2	-	35	65	100
DSC	KU8DSCPSN407	PSYCHOLOGY OF DISASTER MANAGEMENT	4	4	-	1	30	70	100
DSC	KU8DSCPSY408	RECENT TRENDS IN NEUROPSYCHOLOGY	4	4	-	1	30	70	100
DSC (Minor)	KU8DSCPSN409	PSYCHO-ONCOLOGY	4	4	-	1	30	70	100
DSC (Minor)	KU8DSCPSN410	SPORTS PSYCHOLOGY	4	4	-	1	30	70	100
DSC	KU8DSCPSN411	BEHAVIOURAL MEDICINE AND ITS APPLICATIONS	4	4	-	1	30	70	100
DSC (Minor)	KU8DSCPSN412	CAREER COUNSELLING	4	4	-	1	30	70	100
DSE	KU8DSEPSN400	SEX, SEXUALITY AND THERAPY	4	4	-	1	30	70	100
DSE	KU8DSEPSN401	POSITIVE PSYCHOLOGICAL INTERVENTIONS	4	4	-	1	30	70	100
DSE	KU8DSEPSN402	COGNITIVE BEHAVIOUR THERAPY	4	4	-	1	30	70	100
CIP	KU8CIPPSN400	CAPSTONE INTERNSHIP PROJECT IN HONOURS PROGRAMME	8				60	140	200
RPH	KU8RPHPSN400	CAPSTONE PROJECT IN HONOURS WITH RESEARCH PROGRAMME	12				90	210	300

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KU1DSCPSY100: FOUNDATIONS OF PSYCHOLOGY

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

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

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

Course Prerequisite: Nil

Course Outcomes:

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

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



Mapping of Course Outcomes to PSOs

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

COURSE CONTENTS

Contents for Classroom Transaction:

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



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

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



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



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

Essential Readings:

1. Baron, & Misra. (2016). *Psychology* (5th ed.). Pearson Education India.
2. Weiten, W. (2021). *Psychology Themes and Variation* (8th ed).
USA:Wadsworth
3. Ciccarelli, S. K., & White, J. N. (2020). *Psychology* (6th ed.). Prentice Hall.
4. Myers, G. D., & Dewall, N. C. (2017). *Psychology in Everyday Life*. (4th ed).
Worth Publishers.
5. Abraham, A. (2011). *General psychology*. Tata McGraw Hill Education Private Limited
6. Galotti, K.M. (2020). *Cognitive Psychology in and out of the laboratory* (5th ed).
SAGE

Reference Distribution:

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



3	3
4	1
5	2

Suggested Readings:

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

Assessment Rubrics:

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



KU1DSCPSY101: SOCIAL BEHAVIOR

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

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

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

Course Prerequisite: Nil

Course Outcomes:

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



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

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

Mapping of Course Outcomes to PSOs

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

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
1	The Science of the Social Side of Life		12
	1	Social Psychology	1
		a) Social Psychology Is Scientific in Nature	1
		b) Social Psychology Focuses on the Behaviour of Individuals	1
		c) Social Psychology Seeks to Understand the Causes of Social Behaviour	2
		d) The Search for Basic Principles in a Changing	1



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

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



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

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

5	Teacher Specific Module	6
	<i>Directions :</i>	



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

1. Branscombe, N. R., & Baron, R. A. (2022). *Social Psychology*, Global Edition. Pearson Education Limited.
2. Hogg, M. A., & Vaughan, G. M. (2018). *Social psychology* (8th ed.). Pearson.
3. Kassin, S. M., Fein, S., & Markus, H. R. (2017). *Social psychology* (10th ed.). Cengage Learning.

Reference Distribution:

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

Suggested Readings:

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



Assessment Rubrics:

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



KU1MDCPSY100: STRESS MANAGEMENT

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

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

Course Description:

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

Course Prerequisite: NIL

Course Outcomes:

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

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



Mapping of Course Outcomes to PSOs

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

COURSE CONTENTS

Contents for Classroom Transaction:

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



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

		Interventions for Managing Stress	
3	1	Relaxation Training, Emotional Disclosure, and mindfulness	7
	2	a) Relaxation Training, How Effective is Relaxation Training? Emotional Disclosure. How Effective is Emotional Disclosure? Mindfulness. How Effective is Mindfulness?	
		Coping interventions	
		a) Mindfulness meditation and acceptance/commitment therapy, Expressive writing, Self-affirmation, coping skill training, managing the stress of college, a stress management program, identifying stressors, monitoring stress, identifying stress antecedents, completing take home assignments.	
4		Living a Healthy Lifestyle	8



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

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

Essential Readings:

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

Reference Distribution:

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



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

Suggested Readings:

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

Assessment Rubrics:

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



KU2DSCPSN102: COGNITION AND HUMAN BEHAVIOUR

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
2	DSC	100-199	KU2DSCPSN102	4	75

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

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

Course Prerequisite: Nil

Course Outcomes:

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

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

Mapping of Course Outcomes to PSOs



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

COURSE CONTENTS

Contents for Classroom Transaction:

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

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



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

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

	Teacher Specific Module	30
5	<i>Directions</i>	
	Self-Development Practices- Practical	30



1. Listening skills

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

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

2. Interviewing skill

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

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

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

Essential Readings:

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

SAGE

Reference Distribution:

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



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

Suggested Readings:

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

Assessment Rubrics:

Evaluation Type	Marks
End Semester Evaluation Theory	50
End Semester Evaluation Practical	15
Continuous Evaluation Theory	25
Continuous Evaluation Practical	10
a) Test Paper- 1 & 2 One MCQ and one extended type.	15
b) Report on self-development practices - Practical	10
c) Survey and report/Assignment Each student shall individually or in group conduct a survey and submit report.	10



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Eg: “Understanding Psychology: From a common man perspective”	
Total	100



KU2DSCPSN103: HEALTH AND LIFESTYLE

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
2	DSC	100-199	KU2DSCPSN103	4	60

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

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

Course Prerequisite: Nil

Course Outcomes:

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



4	Recognize common health-compromising behaviours including obesity, eating disorders, substance use, smoking, and stress-related illness, and describe their psychological determinants.	U
5	Apply basic psychological principles and models of behaviour change to simple health-related situations, activities, or case examples relevant to everyday life.	E

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

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
1	Health Psychology		12
	1	Health Psychology - Definition	
		a) Biopsychosocial Model	
		b) Need for health psychology	
		c) Aim of health psychology	
		d) Clinical Psychology Vs Health Psychology	
	e) Research in health psychology		
2	Health Behaviour		13
	1	Health Behaviour and health habits	
		a) Practicing and changing health behaviour	
		b) Changing health habits	
		c) Cognitive behavioural approach to health behaviour	
	d) Trans theoretical model of behavioural change		
3	Health Promoting Behaviours		13



1	a) Exercise	14
	b) Accident Prevention	
	c) Vaccinations and screening	
	d) Sun safety practices	
	e) Developing a healthy diet	
	f) Rest, renewal and savouring	

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

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

Essential Readings:

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



Reference Distribution:

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

Suggested Readings:

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

Assessment Rubrics:

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



KU2MDCPSN101: PSYCHOLOGY OF LOVE AND FRIENDSHIP

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
2	MDC	100-199	KU2MDCPSN101	3	45

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

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

Course Prerequisite: Nil

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Define and differentiate key concepts in relationship development, psychology of friendship, romantic love, and human sexuality.	U
2	Identify factors influencing relationship initiation, friendship formation, romantic love dynamics, and sexual orientation.	U
3	List and categorize various stages, theories, and models discussed in the syllabus related to relationship development, friendship, romantic love, and human sexuality.	U



4	Recognize and describe the significance of factors such as proximity, social support, attachment theory, and sexual identity in interpersonal relationships.	U
5	Explain patterns of behaviour and outcomes associated with different stages of relationship development, friendship dynamics, romantic relationship maintenance, and sexual expression.	R

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

Mapping of Course Outcomes to PSOs

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

COURSE CONTENTS

Contents for Classroom Transaction:

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



	3	Getting Acquainted	
		a) Reciprocal liking b) Similarity	
	4	Established Relationship	
		a) Maintenance of ongoing relationships b) Relationship satisfaction and commitment	

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

Psychology of Romantic Love			10
3	1	Gender and Sexual Orientation	
	2	Theories of Love	



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

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



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

Suggested Readings:

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

Reference Distribution:

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



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	4	1	346
	5	1	350

Essential Readings:

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

Assessment Rubrics:

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

